



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
REGULAR BOARD MEETING
WEDNESDAY, JUNE 16, 2021, 6:00 PM**

The Regular Board Meeting will be held at the Academic Resource Center
301 South Wabena Avenue
Minooka, Illinois 60447

Attendance - Limited seating will be available on a first-come, first-serve basis. Therefore, members of the public are welcome to attend this meeting in person. To view the meeting via YouTube, click here.

AGENDA

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Communications / Recognition** 4
 - Consideration and Possible Appointment of New Board of Education Member and Administration of Oath of Office
 - Retirement Recognitions - Debbie Muehlbauer
5. **Public Comments** - (Per Board Policy 2:230, comments shall be limited to 5 minutes.)
6. **Administrative Reports**
 - A. Superintendent 5
 - B. Principal 7
 - C. Assistant Superintendent of Business 8
 - D. Director of Curriculum & Instruction 12
 - E. Community Relations Director 13
7. **Consent Agenda**
 - A. Approval of Open Session Minutes 15
 - B. Approval of Financial Reports
 1. Payment of Bills/Total 22
 2. Employee Payroll 108
 3. Imprest Fund Report/Total 109
 4. Activity Fund Report
 5. Treasurer's Report (Cash/YTD - Exp/Rev) 110
 6. End-of-the-Month Bills for Payment by the End of the Fiscal Year June 30, 2021
 7. Amended FY21 Budget and End-of-the-Year Line Items Transfers 219
 - C. Approval of Liability Insurance Renewal 220
 - D. Approval of Optional Student Accident Insurance Renewal 230

8. Committee Reports

- Buildings & Grounds (_____, Heap, Hrechko) - Wednesday, June 9, 2021, 5:30 p.m.
- Co-Curricular (_____, _____, Crye) - None
- Curricular (Heap, _____, Crye) - None
- Finance (Crye, Heap, Brozovich) - Wednesday, Wednesday, June 9, 2021, 5:30 p.m.
- Personnel (Brozovich, _____, Hrechko) - Wednesday, June 9, 2021, 5:30 p.m.
- Policy (Hrechko, _____, Brozovich) - Wednesday, June 9, 2021, 5:30 p.m.
- Special Education (_____, _____, Crye) - None
- Technology (_____, Crye, _____) - None
- Transportation (_____, Hrechko, _____) - None
- GAVC (Hrechko) - None
- GCSEC (Heap) - None

9. Discussion Items

- | | |
|--|------|
| A. Strategic Plan Update | 250 |
| B. Policy Review | 257 |
| • June Policy Review | |
| • Policy 7:180 Report | |
| • Policy 8:10 Report | |
| • Policy 8:20 Report | |
| C. Policy (Hrechko, _____, Brozovich) | 590 |
| • IASB Training Follow Up | |
| • First Reading Administrative Procedures Manual | |
| D. B & G (_____, Heap, Hrechko) - RFP - Weight Room, Wellness Room, Dance Studio | 1245 |
| E. Consolidated District Plan | 1265 |

10. Action Items**1270**

- Consideration and Possible Approval of Consolidated District Plan as Presented
- Consideration and Possible Approval of the Weight Room, Wellness Room, Dance Studio Refurbishing Project as Presented for a total cost of \$332,362.63
- Consideration and Possible Approval of Will County Project Surge Overview and Property Tax Abatement Request as Presented

11. **Executive Session** - To adjourn the meeting to executive session for discussion on matters related to minutes; the appointment, compensation,

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discipline, dismissal, employment and performance of specific employees of the District; the purchase or lease of real property for the use of the public body; student discipline; and collective bargaining.

12. Action Items Following Executive Session

- A. Consideration and Possible Approval of Closed Session Minutes
- B. Consideration and Possible Acceptance of Resignation(s)
- C. Consideration and Possible Approval of Paid/Unpaid Leave Request(s)
- D. Consideration and Possible Approval of Employment (Support staff, extracurricular staff)
- E. Consideration and Possible Approval of Volunteers
- F. Consideration and Possible Approval of the Contract Ratification for the Purchase of Real Property as Presented

13. Announcements and Communications

14. Adjourn

School Board Member Oath of Office



“I, _____, do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors) of _____, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

“I further swear (or affirm) that:

“I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

“I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board, while respecting the privacy of students and employees;

“I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public board meeting; and

“I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.”

BOARD MEMBER

DISTRICT

BOARD PRESIDENT

SUPERINTENDENT

DATE

Superintendent Report

BOE Meeting 06.16.21

Principal

Return to Learn 2021 Tentative Plans

Our Administration team is currently reviewing emails and documents from the Illinois State Board of Education regarding in person and remote learners for next school year. Further, our Remote Access Team is taking applications for Remote learning for medical purposes. To date, we have received 12 requests.

Supporting Key Initiatives

Minooka Community High School believes that professional learning is constantly evolving and growing as professionals. We believe that the best professional learning has a strategic vision, has agency and choice, and is a blend of inside and outside voices focused on student achievement. Our two key initiatives remain supporting instruction through thoughtful technology integration and providing an inclusive and equitable ecosystem for our students and staff. We remain committed to working with the Erika Walker Thomas group for support with Diversity and Equity initiatives. Further, we remain committed to a support for technology integration through our Instructional Technology Coach. Institute Days will reflect these key initiatives.

Curriculum and Instruction

Title II funds were used to provide 40 summer curriculum hours for each department. Teachers who participated in summer curriculum work used the time to complete course training, fall assessments, and unit guides for next year.

Course audits for Advanced Placement (AP) teachers were completed at the end of May and AP and Pre-AP teachers will have access to digital resources to begin summer course preparations.

Looking ahead to summer assessment results and fall administrations, the list of assessment-related administrations is as follows:

- SAT scores were made available to students in their College Board portals. Score reports for institutions will be made available soon.
- AP testing, which occurred in three rounds of in-paper and remote options, is nearly finished and scores will be available in July.
- The Illinois Science Assessment was postponed until fall 2021.
- ACCESS testing was administered to identified students this spring.
- AP testing has changed to include digital options for some of the exams.

- Results from the January National Merit test administration were made available to students in their College Board accounts. Fall National Merit testing will be optional for students as it has been in previous years.

Finance

Weightroom, Wellness, & Dance Studio Refurbishing - Work has started on this project and the new design is receiving compliments from the PE and athletic staff. The interim weight room is located in the maintenance shed by the pond. Thanks are given to our football students who assisted in moving the weights and racks over to the shed. See attached pictures.

Fiscal Year End - The business office is currently busy with its year end duties, new this year is a change in reporting and accrual guidelines for our two pension systems. In the coming weeks our auditor will be visiting to start their review of the District books.

Community Relations

Class of 2021 Graduation:

Celebrated the Class of 2021 Graduation by posting photos and videos throughout the day on the MCHS social media channels. From those combined posts we generated a total reach of **32,361** and **4,788** video views.

MCHS Outdoor Wrestling Match:

On May 19th, MCHS held its first outdoor wrestling meet at the 50-yard line of the football stadium. Social media posts from this event gained a total reach of **5,510** and **2,349** video views.

Press Releases

Wrote and submitted 2 press release to the Morris Herald New, Joliet Herald News, WCSJ News, WJOL News, and Bugle Newspaper. The 2 press releases included:

Minooka Community High School Honored for Yearbook Design

Minooka Community High School Announces Honor Roll Students



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

To: Dr. Kenny Lee, Board of Education

From: Dr. Bryan Zwemke

Date: June 16, 2021

Subject: May Board Report

Return to Learn 2021 Tentative Plans

Our Administration team is currently reviewing emails and documents from the Illinois State Board of Education regarding in person and remote learners for next school year. Further, our Remote Access Team is taking applications for Remote learning for medical purposes. To date, we have received 12 requests.

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Upcoming Dates

- July 20: Central Campus Registration
- July 21: South Campus Registration
- August 5: New Teacher Mentoring
- August 6: Freshman Experience
- August 9-10: Institute Days
- August 11: First Day of School

John Troy
Assistant Superintendent & General Counsel

Board Report

June 10, 2021

1. **Weightroom, Wellness, & Dance Studio Refurbishing** - Work has started on this project and the new design is receiving compliments from the PE and athletic staff. The interim weight room is located in the maintenance shed by the pond. Thanks are given to our football students who assisted in moving the weights and racks over to the shed. See attached pictures.
2. **Fiscal Year End** - The business office is currently busy with its year end duties, new this year is a change in reporting and accrual guidelines for our two pension systems. In the coming weeks our auditor will be visiting to start their review of the District books.









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Dr. Janel Grzetich, Director of Curriculum and Instruction
Board Report June 16, 2021

Curriculum and Assessment

The Consolidated District Plan was completed and submitted to ISBE for review and approval. This plan outlines ways in which students will be supported through standards-aligned assessments, Special Education resources, and various other means of access to instruction.

Title II funds were used to provide 40 summer curriculum hours for each department. Teachers who participated in summer curriculum work used the time to complete course training, fall assessments, and unit guides for next year.

Course audits for Advanced Placement (AP) teachers were completed at the end of May and AP and Pre-AP teachers will have access to digital resources to begin summer course preparations.

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MINOOKA

COMMUNITY HIGH SCHOOL

Director of Community Relations Report To The Board Of Education *Brent Edwards - June 16, 2021*

- A. Retirement Recognitions
- Debbie Meuhlbauer
- B. Processed FOIA Requests
- **Thomas Smith (received 5/17/2021 | responded 5/24/2021)**
...requesting copies of all photos belonging to George Bedford collection, a part of the local history collection at MCHS.
 - **Joe Sutton (received 5/31/2021 | responded 6/1/2021)**
...Requesting the district's current website and/or content management system (CMS) provider contract.
 - The district's current alerts and/or emergency notification provider contract.
 - The district's current mobile app provider contract.
 - The district's current learning management system (LMS) provider contract.
 - **Dr. Janel Grzetich (received 6/2/2021 | responded 6/3/2021)**
.... All materials related to Janel Grzetich interview process for English Department Chair, including written notes by all interviewing parties and any rating or evaluation of Janel Grzetich.
- C. Social Media Update – (Last 28 days)
1. Facebook*

Followers:	4,898
New Followers:	30
Reach:	9,879
Post Engagement:	7,544
Videos:	5,132
 2. Twitter**

Followers:	2,431
Impressions:	44.9K
 3. Instagram

Followers:	2,005
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 4. MCHS.net***

Unique Pageviews	14,079
Pageviews	21,664
 5. YouTube

Subscribers	387
Views	1,3K

D. Update Item

1) Class of 2021 Graduation:

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2.) MCHS Outdoor Wrestling Match:

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3) Press Releases

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Minooka Community High School Announces Honor Roll Students

Additional Items

- Routine website maintenance and uploading information
- Homepage and Social Media banner designs
- 13 Facebook Posts
- 6 School Messenger posts to MCHS families
- 26 Tweets and Re-Tweets

*Facebook terms: (Reach) Number of people who had any posts from our page enter their screen. (Post Engagement) Number of times people have engaged with our posts through likes, comments, shares, and more. (Video) Number of times our videos were played for at least 3 seconds.

**Twitter terms: (Impressions) Number of times users saw the tweet.

***MCHS.net (Unique Pageviews) Unique Pageviews is the number of sessions during which the specified page was viewed at least once.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
COMMITTEE OF THE WHOLE MEETING
WEDNESDAY, MAY 12, 2021**

CALL TO ORDER

The committee meeting was called to order at 5:30 p.m. by Secretary Laura Hrechko. The meeting was held at Minooka Community High School-Central Campus in the ARC (Academic Resource Center). Members of the public were welcome to attend in person (with social distancing measures in place). Public comments were accepted in person or via email. The following board members answered roll call:

	<u>YES</u>	<u>NO</u>
• Mike Brozovich		X
• Dustin Heap		X
• Laura Hrechko	X	
• Dee Crye		X
• Jim Grzetich	X	
• Matt Shepard		X
• Vacancy		

Additionally present were:

- | | |
|----------------|---|
| • Bryan Zwemke | X |
| • John Troy | X |
| • Kenny Lee | X |
| • Colleen Ward | X |

PUBLIC COMMENTS

There were no comments from the audience.

DISCUSSION

POLICY

Return to Learn:

Dr. Lee reported that they continue to look for guidance from the State and that the current recommendation is for in-person learning when the fall begins. Remote learning would only be available to students with medical issues or who live with someone who has medical issues. Additionally, it was reported that the State is moving to the Bridge Phase of the Lockdown for the pandemic and also that the GCHD is looking to possibly host a vaccination clinic at the school for students. Consensus was reached to proceed if the opportunity provides itself. The goal would be to have the second dose before athletic camps and such.

Cultural Assessment Recommendations:

It was reported that the Task Force continues to meet and that they are seeking ways to be more inclusive. A final recommendation is not presented as of yet, but is anticipated to be forthcoming, in the next month or so.

Committee Assignments:

Board members were reminded to let the Board President know of their preferences for board committee assignments.

B & G

Summer Projects:

Upcoming summer projects were reviewed.

FINANCE COMMITTEE

Financial Reports:

Financial reports were provided in the board packet.

Audit Bid:

It was reported that audit bids have been received with only one reply so far. It is anticipated that it will be recommended to award the bid to Mack & Associates for one year.

Technology Proposals:

It was reported that this proposal relates to security. Consensus was reached to proceed.

Out-of-District Tuition Rate:

The recommendation for the out-of-district tuition rate of \$12,891.26 (110% of the per capital tuition cost per the Annual Financial Report) was presented. It is anticipated to be presented for approval at the regular meeting.

Retained Interest Resolution:

The recommendation for the resolution retaining interest earned in the debt service fund as interest was presented. It is anticipated to be presented for approval at the regular meeting.

Driver's Education Car(s) Lease/Purchase:

The recommendation for the lease and purchase of drivers education car(s) was presented. It is anticipated to be presented for approval at the regular meeting.

Will County Economic Development Discussion:

Dr. Lee reported that a tax incentive is being requested by the Will County Economic Development Council in regards to Project Surge. Dr. Lee continued that there might also be an opportunity to secure some favorable internships for students.

Amended Budget:

Additionally, it was recommended that the FY21 budget be amended. It is anticipated to be presented for approval at the June meeting.

Digital Technology Grant/ESSER:

Information was provided in the board packets regarding the technology grant proposal. Consensus was reached to proceed.

EXECUTIVE SESSION

MOTION: by Grzetich, seconded by Hrechko, to adjourn the meeting to executive session for the purpose of discussing personnel, real property, collective bargaining, and litigation. Voting Aye: Grzetich and Hrechko. Motion carried. Time: 5:59 p.m.

RETURN TO OPEN SESSION

MOTION: by Grzetich, seconded by Hrechko, to return to open session. Voting Aye: Grzetich and Hrechko. Motion carried. Time: 6:27 p.m.

ADJOURNMENT

The meeting adjourned at 6:27 p.m.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
SPECIAL MEETING
MONDAY, MAY 17, 2021**

CALL TO ORDER

The board in-district training meeting was called to order at 5:30 p.m. The meeting was held in the Academic Resource Center at Central Campus. A physical quorum was present with the following board members answering roll call: Dee Crye, Jim Grzetich, Laura Hrechko (arrived at 5:44 p.m.), Mike Brozovich, Dustin Heap, and Matt Shepard. Additionally present were Kenny Lee and IASB Representative Nakia Hall.

PUBLIC COMMENTS

There were no comments from the audience.

EXECUTIVE SESSION

MOTION: by Heap, seconded by Grzetich, to adjourn the meeting to executive session for the purpose of self-evaluation, practices and procedures or professional ethics as stated in the Open Meetings Act - 5 ILCS 120/2 (c) (16) as facilitated by the Illinois Association of School Boards. Voting Aye: Crye, Grzetich, Hrechko, Brozovich, Heap, and Shepard. Motion carried. Time: 5:34 p.m.

RETURN TO OPEN SESSION

MOTION: by Crye, seconded by Heap, to return the meeting to open session. Hearing no objections, the motion was approved. Time: 8:10 p.m.

ADJOURNMENT

MOTION: by Crye, seconded by Hrechko, to adjourn the meeting. Voting Aye: Crye, Grzetich, Hrechko, Brozovich, Heap, and Shepard. Motion carried. Time: 8:11 p.m.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
REGULAR MEETING
WEDNESDAY, MAY 19, 2021**

CALL TO ORDER

The regular meeting was called to order at 6:00 p.m. by President Mike Brozovich. The meeting was held at Minooka Community High School-Central Campus in the ARC (Academic Resource Center). Members of the public were welcome to attend in person (with social distancing measures in place) or to view via YouTube. Public comments were accepted in person or via phone or email. A physical quorum was present with the following board members answering roll call:

	YES	NO
• Mike Brozovich	X	
• Dustin Heap	X	
• Laura Hrechko	X	
• Dee Crye	X	
• Jim Grzetich	X	
• Matt Shepard	X	
• Vacancy		

Additionally present were:

• Brent Edwards	X
• Janel Grzetich	X
• Bryan Zwemke	X
• John Troy	X
• Kenny Lee	X
• Colleen Ward	X

The Pledge of Allegiance was recited.

COMMUNICATIONS/RECOGNITION

Board members were pleased to recognize the following:

- Students:
 - Morgan Moreno-NHS Scholarship Award Recipient
 - Kellan Moss-National Merit Scholarship Finalist
 - Sabira Hassan-3rd in State for English at the EIU Academic Challenge Competition
- Retirees:
 - Pearl Phillips-Custodian (22 years)
 - Debbie Muehlbauer-Registrar (23 years) (June Meeting)
 - Beth Militello-Math Teacher (30 years)
 - Ron Cingrani-Bus Driver (17 years)

PUBLIC COMMENTS

Maya McGrew-MCHS Student-Spoke about the School to Prison Pipeline.

ADMINISTRATIVE REPORTS

Administrative reports were provided to the board members in the packets.

CONSENT AGENDA

MOTION: by Heap, seconded by Hrechko, to approve the consent agenda as presented:

- A. Open Session Minutes
 - 1. April 14, 2021 – Committee Meeting
 - 2. May 4, 2021 – Regular and Reorganization Meeting
- B. Financial Reports
 - 1. Payment of Bills/Total
 - 2. Employee Payroll
 - 3. Imprest Fund Report/Total
 - 4. Activity Fund Report
 - 5. Treasurer's Report (Cash/YTD – Exp/Rev)
- C. FY22 Out-of-District Tuition Rate -- \$12,891.26
- D. Retained Interest Resolution

Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:22 p.m.

DISCUSSION ITEMS

Board of Education Vacancy Process/Timeline:

It was reported that applications are being received for the board vacancy, and it is anticipated that an appointment will be made at the June meeting.

Policy Review:

A brief synopsis was provided in the board packet reviewing selected MCHS #111 Board of Education Policies as part of an ongoing review of the BOE policy manual.

Will County Economic Development Discussion:

Information was in the board packets regarding a tax abatement request from Lion Electric Company.

Evaluation Summary:

Dr. Janel Grzetich provided an evaluation summary to the board.

Committee Assignments:

Board members were requested to provide input regarding committee assignment preferences at their earliest convenience.

ACTION ITEMS

Audit Bid:

MOTION: by Heap, seconded by Grzetich, to approve awarding the audit bid to Mack & Associates for one-year in the amount of \$10,500 as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:36 p.m.

Technology/Safety Proposals:

MOTION: by Hrechko, seconded by Shepard, to approve the technology/safety proposals in the amount of \$217,697.88 as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:37 p.m.

Purchase/Lease of Drivers Education Car(s):

MOTION: by Grzetich, seconded by Hrechko, to approve the purchase/lease of drivers education car(s) from D'Arcy Motors as presented -- two cars at a cost of \$18,766 each plus fees and licensing and summer lease of three cars at \$10/day/per car plus fees for installation of teacher brake. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:37 p.m.

FY21 Amended Budget:

MOTION: by Heap, seconded by Crye, to amend and post the FY21 budget. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:38 p.m.

Digital Technology Grant Expenditures:

MOTION: by Hrechko, seconded by Grzetich, to approve the digital technology grant expenditures in the amount of \$185,825 as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:39 p.m.

Electric and Gas Pricing:

MOTION: by Hrechko, seconded by Heap, to approve the electric and gas pricing as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:39 p.m.

EXECUTIVE SESSION

MOTION: by Hrechko, seconded by Shepard, to adjourn the meeting to executive session for the purpose of discussing matters related to minutes; the appointment, compensation, discipline, dismissal, employment and performance of specific employees of the District; the purchase or lease of real property for the use of the public body; pending litigation; negotiations, and board vacancy. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 6:40 p.m.

RETURN TO OPEN SESSION

MOTION: by Heap, seconded by Shepard, to return the meeting to open session. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:10 p.m.

ACTIONS FOLLOWING EXECUTIVE SESSION

Closed Session Minutes

MOTION: by Crye, seconded by Shepard, to approve the closed session minutes as presented:

- April 14, 2021, Committee Meeting
- May 4, 2021, Regular Meeting

Hearing no objections, the motion was approved. Time: 7:14 p.m.

Personnel

Resignations:

MOTION: by Grzetich, seconded by Heap, to accept the following resignation(s) as presented:

- Andrea Olszta - Teacher-French - eff. 5/24/21 (anticipated 5/18/21)
- Trent Bontrager - Teacher-CTE - eff. 6/30/25 (due to retirement)

Hearing no objections, the motion was approved. Time: 7:14 p.m.

Employment:

MOTION: by Hrechko, seconded by Crye, to approve the administrative employment contract as presented, pending proper paperwork and background check deemed favorable by the MCHS #111 Administration: Dr. JaRita Steward-Department Chair for English (eff. 7/1/2021; annual salary \$96,389). Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:15 p.m.

MOTION: by Heap, seconded by Shepard, to approve the employment of the following support staff member(s) as presented, pending proper paperwork and background check deemed favorable by the MCHS #111 Administration: Tom Etheridge - Custodial Supervisor (\$41,500 annual salary; eff. 5/24/21). Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:16 p.m.

MOTION: by Grzetich, seconded by Shepard, to approve the extracurricular appointments of returning sponsors and coaches for the 2021/2022 school year as presented:

Name	Extracurricular Activity	Group/Step	Salary
Randy Benware	Musical Sponsor (Vocal Director)	Group V/28	\$3,982.40
Jeff Eaton	Musical Sponsor (Tech Director)	Group V/3	\$2,096.00
Patricia Grawey-Beeler	Musical Sponsor (Choreographer)	Group V/26	\$3,772.80
Glenda Smith	Musical Head Sponsor (Director)	Group IV/27	\$4,680.00
Anthony Babich	Musical Assistant Sponsor (Director)	Group V/17	\$3,144.00

Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:16 p.m.

Employment Termination:

MOTION: by Crye, seconded by Heap, to approve the employment termination of Accounts Payable Clerk Karen Soukup no later than May 31, 2021, as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:17 p.m.

MOU – Summer Hours:

MOTION: by Hrechko, seconded by Crye, to approve the MOU regarding Summer Hours as presented. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:17 p.m.

ADJOURNMENT

MOTION: by Hrechko, seconded by Heap, to adjourn the meeting. Voting Aye: Heap, Hrechko, Crye, Shepard, Grzetich, and Brozovich. Motion carried. Time: 7:18 p.m.

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ABM		1104318	DML	Custodial Services	06/01/2021		52,059.83
				<i>20 E 2540 3900 00 302 000001</i>			<i>52,059.83</i>
ABM			52,059.83				
Acacia Academy		43108	DML	One on one aide	03/31/2021		4,847.72
				<i>10 E 1912 6700 00 300 000000</i>			<i>4,847.72</i>
Acacia Academy		43203	DML	Tuition + One one aide	04/30/2021		5,703.20
				<i>10 E 1912 6700 00 300 000000</i>			<i>5,703.20</i>
Acacia Academy			10,550.92	22			
Adkinstrack Timing	1032100360	June 2 2021	DML	FAT timing for track meets	06/02/2021		2,000.00
				<i>10 E 1500 3900 30 300 000001</i>			<i>2,000.00</i>
Adkinstrack Timing Assoc			2,000.00				
Alexander, John	1032100379	31886 5/24/21	KAS	Official - Baseball/VAR 5/24/21	05/24/2021		65.00
				<i>10 E 1500 3190 30 300 000007</i>			<i>65.00</i>
Alexander, John			65.00				
Allen, Jason M		5/24/2021	DML	Scholastic bowl	05/24/2021		71.62
				<i>10 E 1500 4100 70 300 000017</i>			<i>71.62</i>
Allen, Jason M			71.62				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Aluminum Athletic	1032100228	INV-107891	DML	Pole vault replacement part.	04/22/2021		75.00
				<i>10 E 1500 5400 30 300 000005</i>			75.00
Aluminum Athletic	1032100274	INV-108009	KAS	Pole vault replacement parts.	05/11/2021		1,190.00
				<i>10 E 1500 5400 30 300 000005</i>			1,190.00
Aluminum Athletic			1,265.00				
Alvarado, Alejandro	1032100347	5/17/2021	DML	Official - Soccer/Girls VAR - 5/17/21	05/17/2021		65.00
				<i>10 E 1500 3190 30 300 000012</i>			65.00
Alvarado, Alejandro			65.00				23
Amazon Capital	0002100054	1977-3GKX-RJ7L	DML	Epson DC-07 Portable Document Camera with USB Connectivity and 1080p Resolution,White - Foundation for Educational Excellence Grant	05/07/2021		218.99
				<i>10 E 1130 4100 11 300 000000</i>			218.99
Amazon Capital	0002100055	14T3-VJVK-WXY9 5	KAS	Roundup QuickPRO 30 packets	05/25/2021		77.99
				<i>20 E 2540 3000 00 302 000001</i>			77.99
Amazon Capital	1022100063	1977-3GKX-RJ7L	DML	Laptop bags for the BOE and velcro cord covers for board meetings	05/04/2021		206.95
				<i>10 E 2225 4100 00 300 000000</i>			49.95
				<i>10 E 2225 4100 00 300 000000</i>			157.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1022100064	1977-3GKX-RJ7L	DML	Mic stands	05/05/2021		143.88
				<i>10 E 2225 4100 00 300 000000</i>		143.88	
Amazon Capital	1022100068	14T3-VJVK-WXY9 1	KAS	75 Headphones for SPED Students	05/25/2021		549.75
				<i>10 E 1113 4900 00 000 499801</i>		549.75	
Amazon Capital	1022100068	14T3-VJVK-WXY9 2	KAS	75 Headphones for SPED Students	05/25/2021		593.73
				<i>10 E 1113 4900 00 000 499801</i>		593.73	
Amazon Capital	1022100068	1977-3GKX-RJ7L	DML	75 Headphones for SPED Students	05/05/2021		505.77 24
				<i>10 E 1113 4900 00 000 499801</i>		505.77	
Amazon Capital	1022100071	1977-3GKX-RJ7L	DML	125 GB SD for Brent Edwards for Camera.	05/06/2021		33.49
				<i>10 E 2225 4100 00 300 000000</i>		33.49	
Amazon Capital	1022100072	1977-3GKX-RJ7L	DML	Board Meeting Sound Equip	05/13/2021		124.76
				<i>10 E 2225 4100 00 300 000000</i>		53.74	
				<i>10 E 2225 4100 00 300 000000</i>		9.99	
				<i>10 E 2225 4100 00 300 000000</i>		26.99	
				<i>10 E 2225 4100 00 300 000000</i>		23.05	
				<i>10 E 2225 4100 00 300 000000</i>		10.99	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1062100010	1977-3GKX-RJ7L	DML	Teacher chairs	05/06/2021		359.72
				<i>20 E 2540 4100 00 300 000000</i>		359.72	
Amazon Capital	1062100011	1977-3GKX-RJ7L	DML	Rainbird sprinkler heads	05/11/2021		179.98
				<i>20 E 2540 4100 00 300 000001</i>		179.98	
Amazon Capital	1062100012	14T3-VJVK-WXY9 3	KAS	Backer rod for tennis courts	05/25/2021		65.00
				<i>20 E 2540 4100 00 300 000001</i>		65.00	
Amazon Capital	1062100012	14T3-VJVK-WXY9 4	KAS	Backer rod for tennis courts	05/25/2021		63.78
				<i>20 E 2540 4100 00 300 000001</i>		63.78	25

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1092100040	1FVL-VFVR-RNR(DML	AG Incentive grant expenditure.	05/25/2021		566.39
				10 E 1401 4100 01 300 000000			19.03
				10 E 1401 4100 01 300 000000			9.99
				10 E 1401 4100 01 300 000000			7.99
				10 E 1401 4100 01 300 000000			109.75
				10 E 1401 4100 01 300 000000			27.90
				10 E 1401 4100 01 300 000000			29.99
				10 E 1401 4100 01 300 000000			25.98
				10 E 1401 4100 01 300 000000			47.49
				10 E 1401 4100 01 300 000000			18.32
				10 E 1401 4100 01 300 000000			12.99
				10 E 1401 4100 01 300 000000			6.64
				10 E 1401 4100 01 300 000000			144.99
				10 E 1401 4100 01 300 000000			35.99
				10 E 1401 4100 01 300 000000			15.99
				10 E 1401 4100 01 300 000000			11.47
				10 E 1401 4100 01 300 000000			6.29
				10 E 1401 4100 01 300 000000			14.00
				10 E 1401 4100 01 300 000000			21.59
Amazon Capital Services, Inc.			3,690.18				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Aqualab Water		6783	DML	Water treatment	06/01/2021		375.00
				<i>20 E 2540 3900 00 302 000000</i>		375.00	
Aqualab Water Treatment,			375.00				
Aramark Uniform		610000129342	DML	Uniforms misc	05/12/2021		149.36
				<i>40 E 2550 3220 00 300 000000</i>		149.36	
Aramark Uniform		610000132859	DML	Pants & Shirts	05/19/2021		43.00
				<i>40 E 2550 3220 00 300 000000</i>		6.00	
				<i>40 E 2550 3220 00 300 000000</i>		6.00	27
				<i>40 E 2550 3220 00 300 000000</i>		6.00	
				<i>40 E 2550 3220 00 300 000000</i>		25.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Aramark Uniform		610000315840	DML	Uniforms and misc items	05/26/2021		147.36
				40 E 2550 3220 00 300 000000		6.00	
				40 E 2550 3220 00 300 000000		6.00	
				40 E 2550 3220 00 300 000000		6.00	
				40 E 2550 3220 00 300 000000		0.33	
				40 E 2550 3220 00 300 000000		0.15	
				40 E 2550 3220 00 300 000000		45.00	
				40 E 2550 3220 00 300 000000		7.00	
				40 E 2550 3220 00 300 000000		46.88	28
				40 E 2550 3220 00 300 000000		4.00	
				40 E 2550 3220 00 300 000000		1.00	
				40 E 2550 3220 00 300 000000		25.00	
Aramark Uniform Services			339.72				
Ashmore, Earl	1032100366	28252 5/20/21	KAS	Official Softball/JV - 5/20/21	05/20/2021		56.00
				10 E 1500 3190 30 300 000002		56.00	
Ashmore, Earl			56.00				
Avant Assessment, LLC	1082100013	18880	DML	Avant World Languages	05/20/2021		199.00
				10 E 2210 3000 00 300 000006		199.00	
Avant Assessment, LLC			199.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Babic, Marguerite L		January through May 2021	DML	Mileage	05/25/2021		108.45
				<i>10 E 2134 4100 00 300 000000</i>		<i>108.45</i>	
Babic, Marguerite L			108.45				
Bannon Exterminating		13035	DML	Exterminating	05/27/2021		175.00
				<i>20 E 2540 3000 00 302 000003</i>		<i>175.00</i>	
Bannon Exterminating		13048	DML	Exterminating	05/28/2021		185.00
				<i>20 E 2540 3000 00 300 000005</i>		<i>185.00</i>	
Bannon Exterminating			360.00	29			
Bapac, Lic		012826687	DML	Buses	05/31/2021		88,333.28
				<i>40 E 2550 3200 00 000 000000</i>		<i>88,333.28</i>	
Bapac, Lic			88,333.28				
Baratz, Arnold	1032100326	64265 5/12/21	KAS	Official - Lacrosse-Boys - VAR 5/12/21	05/12/2021		68.00
				<i>10 E 1500 3190 30 300 000014</i>		<i>68.00</i>	
Baratz, Arnold			68.00				
Battery Service		0073821	DML	Commercial MF	04/30/2021		278.85
				<i>40 E 2554 3230 00 300 000000</i>		<i>278.85</i>	
Battery Service Corporation			278.85				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Bayer Piano Service	1012100110	250	KAS	May Piano Tunings	05/12/2021		170.00
				<i>10 E 1130 3230 12 300 000001</i>		170.00	
Bayer Piano Service			170.00				
Beckett, Robert	1032100327	63076 5/13/21	KAS	Official - Baseball- FR 5/13/21	05/13/2021		62.00
				<i>10 E 1500 3190 30 300 000007</i>		62.00	
Beckett, Robert	1032100346	63076 5/17/21	KAS	Official - Baseball/SO - 5/17/21	05/17/2021		56.00
				<i>10 E 1500 3190 30 300 000007</i>		56.00	
Beckett, Robert	1032100364	63076 5/20/21	KAS	Official Baseball/FR - 5/20/21	05/20/2021		62.00
				<i>10 E 1500 3190 30 300 000007</i>		62.00	
Beckett, Robert			180.00				
Belmont University -		ID B00631311	KAS	Sarah Babyak - Minooka Women's Club Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>		500.00	
Belmont University - Student			500.00				
Benaitis, Ray	1032100351	5/17/2021	DML	Official - Baseball V - 5/18/21	05/17/2021		65.00
				<i>10 E 1500 3190 30 300 000007</i>		65.00	
Benaitis, Ray			65.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Blake, William	1032100356	77875 5/18/21	KAS	Official - Softball FR - 5/18/21	05/18/2021		62.00
				10 E 1500 3190 30 300 000002		62.00	
Blake, William	1032100390	77875 5/21/21	KAS	Official Softball/FR 5/21/21	05/21/2021		62.00
				10 E 1500 3190 30 300 000002		62.00	
Blake, William			124.00				
Blue Cross Blue Shield		550746234209	DML	Monthly BCBSIL invoice	05/31/2021		262,223.14
				10 E 1130 2220 00 000 000000		215,624.81	
				20 E 1130 2220 00 000 000000		12,270.83	31
				40 E 1130 2220 00 000 000000		6,049.80	
				80 E 1130 2220 00 000 000000		10,807.74	
				10 E 1130 2230 00 000 000000		17,015.42	
				20 E 1130 2230 00 000 000000		275.39	
				40 E 1130 2230 00 000 000000		32.25	
				80 E 1130 2230 00 000 000000		146.90	
Blue Cross Blue Shield of IL -			262,223.14				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
BMO Harris		Stmt 5/6/2021-6/5/2021	DML	P card transactions	06/05/2021		23,025.85
				10 E 2100 4000 00 302 000000		100.00	
				10 E 2210 3000 00 300 000002		279.00	
				10 E 2230 4000 00 300 000000		48.00	
				10 E 2100 6400 00 302 000000		220.00	
				10 E 2134 4100 00 300 000000		64.32	
				10 E 2134 4100 00 300 000000		141.15	
				10 E 2310 4100 00 300 000001		2,070.00	
				10 E 2410 4100 00 300 000001		99.37	32
				10 E 2410 4100 00 300 000001		27.49	
				10 E 2310 4100 00 300 000000		60.60	
				10 E 2410 4100 00 300 000001		20.18	
				10 E 2410 4100 00 300 000002		56.20	
				10 E 2410 4100 00 300 000002		472.23	
				10 E 2410 4100 00 300 000001		10.59	
				10 E 2410 4100 00 300 000001		64.14	
				20 E 2540 3230 00 300 000000		7,044.00	
				10 E 1113 7000 00 000 499801		3,996.00	
				20 E 2540 4100 00 300 000001		31.70	
				10 E 2310 4100 00 300 000000		428.52	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				40 E 2550 6400 00 000 000000			20.00
				10 E 1420 4100 09 300 000000			525.00
				40 E 2550 6400 00 000 000000			20.00
				20 E 2540 3230 00 302 000001			109.87
				20 E 2540 4100 00 302 000000			108.13
				10 E 1500 3320 70 300 000001			21.89
				10 E 1500 4100 70 300 000008			5.44
				10 E 1500 4100 70 300 000008			125.86
				10 E 1500 4100 70 300 000008			86.82
				10 E 1500 4100 70 300 000008			47.48
				10 E 2410 4100 00 300 000002			1,239.75
				10 E 1500 3000 70 300 000004			244.37
				10 E 1500 3000 70 300 000004			70.00
				10 E 1500 3000 70 300 000004			53.12
				10 E 1500 3000 70 300 000004			247.20
				10 E 2410 4100 00 300 000002			8.99
				10 E 2410 4100 00 300 000002			8.99
				10 E 1500 3000 70 300 000003			400.00
				10 E 1500 5400 70 300 000003			63.58
				10 E 1500 4100 70 300 000020			66.16
				10 E 1500 4100 70 300 000020			74.54

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1500 4100 70 300 000020			35.95
				10 E 1500 4100 70 300 000020			53.97
				10 E 1500 4100 70 300 000020			53.97
				10 E 1500 4100 70 300 000020			58.97
				10 E 1500 4100 70 300 000020			58.97
				10 E 1500 4100 70 300 000024			137.93
				10 E 1500 4100 70 300 000024			23.59
				10 E 1500 5400 70 300 000003			59.46
				10 E 1500 3000 70 300 000011			178.19
				10 E 1500 3000 70 300 000011			1,596.84
				10 E 1500 3000 70 300 000011			237.28
				10 E 1500 3000 70 300 000011			62.40
				10 E 1500 3000 70 300 000011			58.38
				10 E 1500 3000 70 300 000011			76.74
				10 E 1500 3000 70 300 000011			13.63
				10 E 1500 3000 70 300 000011			62.28
				10 E 1500 3000 70 300 000011			68.50
				10 E 1500 3000 70 300 000011			55.05
				10 E 1500 3000 70 300 000011			132.32
				10 E 1500 3000 70 300 000011			40.50
				10 E 1500 3000 70 300 000011			29.17

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1500 3000 70 300 000011			45.89
				10 E 1500 3000 70 300 000011			73.74
				10 E 1500 3000 70 300 000011			23.13
				10 E 1500 3000 70 300 000011			17.24
				10 E 1500 3000 70 300 000011			48.00
				10 E 1500 3000 70 300 000011			81.00
				10 E 1500 3000 70 300 000011			54.00
				10 E 1500 3000 70 300 000011			131.02
				10 E 1500 3320 70 300 000000			104.56
				10 E 1500 3320 70 300 000000			93.52
				10 E 2225 4700 00 300 000000			358.98
				10 E 2225 3000 00 300 000000			120.00
	BMO Harris						23,025.85
Boathouse Sports		MFG-244423	DML	Boys LaCrosse	03/04/2020		971.25
				11 E 1999 4100 30 300 910023			971.25
	Boathouse Sports						971.25
Book, Brenda	1032100335	5/09/2021	DML	Official - Softball VAR - 5/13/21	05/09/2021		65.00
				10 E 1500 3190 30 300 000002			65.00
	Book, Brenda						65.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Boor, John	1032100316	84961 5/11/21	KAS	Official - B. Track V - 5/11/21	05/11/2021		97.00
				<i>10 E 1500 3190 30 300 000011</i>			97.00
Boor, John	1032100374	84961 5/25/21	KAS	Official Boys T&F 5/25/21	05/25/2021		128.00
				<i>10 E 1500 3190 30 300 000011</i>			128.00
Boor, John			225.00				
Borkus, Ronald	1032100328	5/9/2021	DML	Official - Softball - JV 5/11/21	05/09/2021		56.00
				<i>10 E 1500 3190 30 300 000002</i>			56.00
Borkus, Ronald			56.00				
Bowers, Tina		5/25/21 Mealtime, Bowling	KAS	Cooper and Jonathan Bowers - Mealtime and Bowling Refunds	05/25/2021		79.60
				<i>10 R 1612 0000 00 000 000000</i>			1.75
				<i>10 R 1725 0000 00 000 000000</i>			30.00
				<i>10 R 1612 0000 00 000 000000</i>			17.85
				<i>10 R 1725 0000 00 000 000000</i>			30.00
Bowers, Tina			79.60				
Braner, Diane	1032100357	60760 5/19/21	KAS	Official - Volleyball/Boys FR 5/19/21	05/19/2021		52.00
				<i>10 E 1500 3190 30 300 000009</i>			52.00
Braner, Diane			52.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Breen, Barbara		5/24/21 Mealtime	KAS	Megan Breen - Mealtime Refund	05/24/2021		7.85
				10 R 1612 0000 00 000 000000			7.85
Breen, Barbara			7.85				
BSN Sports Inc		912122118	KAS	Girls Volleyball - Team Masks	03/26/2021		338.00
				11 E 1999 4100 30 300 910022			338.00
BSN Sports Inc		912175992	KAS	Girls Volleyball - Player's Jerseys	03/31/2021		601.64
				11 E 1999 4100 30 300 910022			601.64
BSN Sports Inc		912853052	DML	Misc MCHS apperal	05/31/2021		8,137.50
				10 E 2310 4100 00 300 000000			8,113.50
BSN Sports Inc			9,053.14				
Camelot Therapeutic		INV112016	DML	Tuition	04/12/2021		3,534.12
				10 E 1912 6700 00 300 000000			3,534.12
Camelot Therapeutic		INV113721	DML	Tuition	05/10/2021		4,123.14
				10 E 1912 6700 00 300 000000			4,123.14
Camelot Therapeutic Schools			7,657.26				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Capital One - Walmart		1635685945	DML	Misc supplies	05/24/2021		442.59
				<i>10 E 1420 4100 09 300 000000</i>		136.68	
				<i>10 E 1420 4100 09 300 000000</i>		61.87	
				<i>10 E 1420 4100 09 300 000000</i>		179.70	
				<i>10 E 1420 4100 09 300 000000</i>		45.99	
				<i>10 E 1420 4100 09 300 000000</i>		18.35	
Capital One - Walmart			442.59				
Central States Bus		IN500769	DML	Holder	05/20/2021		112.28
				<i>40 E 2554 3230 00 300 000000</i>		112.28	38
Central States Bus		IN503197	DML	Misc parts	05/14/2021		734.70
				<i>40 E 2554 3230 00 300 000000</i>		734.70	
Central States Bus		IN503456	DML	Kit, dcm, hyd, brake switch	05/18/2021		53.11
				<i>40 E 2554 3230 00 300 000000</i>		53.11	
Central States Bus		IN503669	DML	Probe prt	05/18/2021		202.96
				<i>40 E 2554 3230 00 300 000000</i>		202.96	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Central States Bus		IN503750	DML	Switch	05/21/2021		53.11
				<i>40 E 2554 3230 00 300 000000</i>		<i>53.11</i>	
Central States Bus Sales			1,156.16				
Chasing T's		2166	KAS	Cheerleaders - Senior Night Shirts/Gifts	05/06/2021		198.90
				<i>11 E 1999 4100 30 300 910012</i>		<i>198.90</i>	
Chasing T's		2174	KAS	Girls Track & Field - SPC T-Shirts	05/17/2021		975.00
				<i>11 E 1999 4100 30 300 910021</i>		<i>975.00</i>	
Chasing T's Inkooperated,			1,173.90				39
College Entrance		382169363	DML	PSAT/NMSQT (October 2020 admin)	05/04/2021		4,176.90
				<i>10 E 2210 3000 00 300 000006</i>		<i>4,176.90</i>	
College Entrance			4,176.90				
Collins Sports Medicine		386285	KAS	Stretch tape and tooth preserve system	03/29/2021		184.75
				<i>10 E 1417 4100 00 300 000000</i>		<i>184.75</i>	
Collins Sports Medicine			184.75				
Comcast		May 22, 2021	DML	Equipment	05/22/2021		6.00
				<i>10 E 2225 3000 00 300 000001</i>		<i>6.00</i>	
Comcast			6.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Comcast Business		122071263	KAS	Service date range May 1 to May 21, 2021	05/01/2021		10,018.98
				10 E 2225 3000 00 300 000001		10,018.98	
Comcast Business			10,018.98				
Condon, Joyce	1032100321	51329 5/11/21	KAS	Official - Volleyball - Boys V&JV - 5/11/21	05/11/2021		89.00
				10 E 1500 3190 30 300 000009		89.00	
Condon, Joyce	1032100353	51329 5/18/21	KAS	Official - Volleyball/Boys V & JV - 5/18/21	05/18/2021		89.00
				10 E 1500 3190 30 300 000009		89.00	
Condon, Joyce			178.00	40			
Constellation Energy		3189073	KAS	Gas service for March 2021	05/14/2021		7,758.26
				20 E 2540 4650 00 302 000000		7,758.26	
Constellation Energy		3203070	DML	Gas supply cycle dates 4/1/2021-4/30/2021	05/25/2021		2,860.76
				20 E 2540 4650 00 300 000000		2,860.76	
Constellation Energy		3203070	DML	Gas supply cycle dates 4/1/2021-4/30/2021	05/25/2021		1,405.43
				20 E 2540 4650 00 302 000000		1,405.43	
Constellation Energy Gas			12,024.45				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Constellation New		20102853401	KAS	Electric service period 4/6/2021 to 5/5/2021	05/07/2021		19,778.57
				20 E 2540 4660 00 300 000000		19,778.57	
Constellation New		20191484601	DML	Service period 4/15/2021-5/14/2021	07/17/2021		25,604.26
				20 E 2540 4660 00 302 000000		25,604.26	
Constellation New		8229657	DML	Service period 4/14/2021-5/13/2021	05/26/2021		131.00
				20 E 2540 3400 00 301 000000		131.00	
Constellation New Energy			45,513.83				
Core Academy - Special		SESINV_015698	DML	Tuition	04/30/2021		6,556.40
				10 E 1912 6700 00 300 000000		6,556.40	
Core Academy - Special		SESINV-015254	DML	Tuition	03/26/2021		6,556.40
				10 E 1912 6700 00 300 000000		6,556.40	
Core Academy - Special		SESINV-016001	DML	Tuition	05/28/2021		6,556.40
				10 E 1912 6700 00 300 000000		3,278.20	
				10 E 1912 6700 00 300 000000		3,278.20	
Core Academy - Special			19,669.20				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Cornfield, Nicholas	1032100331	85031 5/12/21	KAS	Official - Lacrosse Boys VAR - 5/12/21	05/12/2021		68.00
				<i>10 E 1500 3190 30 300 000014</i>			68.00
Cornfield, Nicholas			68.00				
Couch, Mark	1032100337	76785 5/14/21	KAS	Official - Softball JV - 5/14/21	05/14/2021		65.00
				<i>10 E 1500 3190 30 300 000002</i>			65.00
Couch, Mark	1032100365	76785 5/20/21	KAS	Official Softball/JV - 5/20/21	05/20/2021		56.00
				<i>10 E 1500 3190 30 300 000002</i>			56.00
Couch, Mark			121.00				
Crescent Electric		S509131316.001	DML	Leviton 20a std pwr	05/25/2021		113.88
				<i>20 E 2540 4100 00 302 000000</i>			113.88
Crescent Electric Supply			113.88				
Cross Points Sales		43529	DML	Fire Alarm Monitoring	05/14/2021		150.00
				<i>20 E 2540 3900 00 302 000000</i>			150.00
Cross Points Sales			150.00				
Crown Trophy #121		17352	DML	Plaque's	05/12/2021		107.13
				<i>10 E 2410 4100 00 300 000002</i>			107.13
Crown Trophy #121			107.13				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Culligan		5/31/2021	DML	Culligan Water	05/31/2021		73.35
				20 E 2540 3900 00 302 000000		73.35	
Culligan			73.35				
Currier, Cara	1032100322	34963 5/11/21	KAS	Official - Volleyball - Boys V&JV - 5/11/21	05/11/2021		89.00
				10 E 1500 3190 30 300 000009		89.00	
Currier, Cara			89.00				
Cutting Edge Document		m14628	DML	Document destruction	06/07/2021		60.00
				10 E 2525 3000 00 300 000000		60.00	43
Cutting Edge Document			60.00				
Danielson, Allison	1042100031	Choreography	DML	Choreography	05/27/2021		800.00
				10 E 1500 3000 70 300 000006		800.00	
Danielson, Allison			800.00				
Danielson, Jessica	1042100030	M1n301k4	DML	Choreography	05/27/2021		550.00
				10 E 1500 3000 70 300 000006		550.00	
Danielson, Jessica			550.00				
Dart, James	1032100267	4/27/2021	DML	Official - BLAX-4/28/21	04/27/2021		113.00
				10 E 1500 3190 30 300 000014		113.00	
Dart, James			113.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
DeGraw, Jeff		6/8/2021	DML	IHSA Sectional	06/08/2021		100.00
				11 E 1999 4100 30 300 910021		100.00	
DeGraw, Jeff			100.00				
Dellwood Tire & Auto		4-722-4	DML	Tires	04/01/2021		154.82
				40 E 2554 3230 00 300 000000		128.99	
				40 E 2554 3230 00 300 000000		4.00	
				40 E 2554 3230 00 300 000000		16.50	
				40 E 2554 3230 00 300 000000		2.50	
				40 E 2554 3230 00 300 000000		2.75	44
				40 E 2554 3230 00 300 000000		0.08	
Dellwood Tire & Auto			154.82				
Demaso, Arthur	1032100315	72155 5/10/21	KAS	Official - Baseball -SO - 5/10/21	05/10/2021		62.00
				10 E 1500 3190 30 300 000007		62.00	
Demaso, Arthur			62.00				
Dieck, Linnae	1032100223	4/13/2021	DML	Official-JV/V GVB-4/15/21	04/13/2021		89.00
				10 E 1500 3190 30 300 000000		89.00	
Dieck, Linnae			89.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Dorman, Alaina		4/21/21 Lights & Sound	KAS	Activities - Lights & Sound	04/21/2021		30.00
				10 E 1500 1300 70 300 000003			30.00
Dorman, Alaina			30.00				
Dorman, Ashley		5/11/21 Choir, 5/13/21 Bd	KAS	Activities - Choir 5/11/21 and Band 5/13/21 Concert	05/11/2021		112.75
				10 E 1500 1300 70 300 000003			60.50
				10 E 1500 1300 70 300 000003			52.25
Dorman, Ashley			112.75				
Driveline Baseball	1032100029	1117220	DML	Resistant bands	02/19/2021		79.98
				10 E 1500 4100 30 300 000036			45
							79.98
Driveline Baseball			79.98				
Duplessis, Josh	1032100332	53488 5/13/21	KAS	Official - Wrestling VAR - 5/13/21	05/13/2021		68.00
				10 E 1500 3190 30 300 000006			68.00
Duplessis, Josh			68.00				
Easter Seals		24950	DML	Tuition	04/30/2021		23,140.08
				10 E 1912 6700 00 300 000000			23,140.08
Easter Seals Metropolitan			23,140.08				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Educational Theatre		0007138	KAS	Int'l Thespians - Membership Fees of induction of 4 students	05/10/2021		140.00
				<i>11 E 1999 4100 70 300 900027</i>		140.00	
Educational Theatre			140.00				
Elens And Maichin		7602	DML	Roof repair	05/27/2021		962.50
				<i>20 E 2540 3230 00 300 000000</i>		962.50	
Elens And Maichin Roofing &			962.50				
Elevator Inspection		97366	DML	Inspection	01/01/2021		175.00
				<i>20 E 2540 3900 00 302 000000</i>		175.00	46
Elevator Inspection Services			175.00				
Elim Christian Services		1003740-INV	DML	Tuition	03/31/2021		43,754.27
				<i>10 E 1912 6700 00 300 000000</i>		43,754.27	
Elim Christian Services			43,754.27				
Ewert's Automotive		11797	DML	Refrigerant	05/27/2021		102.00
				<i>40 E 2554 3230 00 300 000000</i>		42.00	
				<i>40 E 2554 3230 00 300 000000</i>		5.00	
				<i>40 E 2554 3230 00 300 000000</i>		55.00	
Ewert's Automotive			102.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Fedex Freight		7-391-06345	DML	FedEx ground service	06/02/2021		75.20
				<i>10 E 1500 4100 70 300 000004</i>		75.20	
Fedex Freight			75.20				
Feece Oil Company		1966134	DML	Misc supplies	05/19/2021		555.83
				<i>40 E 2552 4640 00 300 000000</i>		420.20	
				<i>40 E 2552 4640 00 300 000000</i>		135.63	
Feece Oil Company		3786568	DML	Prem hwy dsl	05/15/2021		3,303.77
				<i>40 E 2552 4640 00 300 000000</i>		3,303.77	47
Feece Oil Company		3789486	DML	Prem hwy dsl	05/25/2021		2,859.82
				<i>40 E 2552 4640 00 300 000000</i>		2,859.82	
Feece Oil Company			6,719.42				
Ferguson, Robert	1032100375	60058 5/25/21	KAS	Official Softball-Varsity 5/25/21	05/25/2021		65.00
				<i>10 E 1500 3190 30 300 000002</i>		65.00	
Ferguson, Robert			65.00				
Florida Gulf Coast		ID 815263885-2	KAS	George Paul Buss - Michael Mizerka Legacy Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>		500.00	
Florida Gulf Coast University			500.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Forrest, Mike	1032100371	58493 5/18/21	KAS	Official - Softball/JV 5/18/21	05/18/2021		56.00
				10 E 1500 3190 30 300 000002		56.00	
Forrest, Mike	1032100382	58493 5/24/21	KAS	Official - Softball/VAR 5/24/21	05/24/2021		65.00
				10 E 1500 3190 30 300 000002		65.00	
Forrest, Mike			121.00				
Fox Valley Fire & Safety		IN00438672	DML	Service	05/26/2021		146.15
				20 E 2540 3900 00 302 000000		99.00	
				20 E 2540 3900 00 302 000000		3.00	48
				20 E 2540 3900 00 302 000000		13.85	
				20 E 2540 3900 00 302 000000		2.95	
				20 E 2540 3900 00 302 000000		2.35	
				20 E 2540 3900 00 302 000000		25.00	
Fox Valley Fire & Safety Co			146.15				
Frost, Kathy	1012100112	5/3/2021	DML	Chorus Piano Accompanist hours	05/21/2021		521.00
				10 E 1130 3000 12 300 000001		521.00	
Frost, Kathy			521.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Garner, Edward	1032100251	4/20/2021	DML	Official - Softball-JV-4/22/21	04/20/2021		56.00
				<i>10 E 1500 3190 30 300 000002</i>			<i>56.00</i>
Garner, Edward			56.00				
Georgia Institute of		ID 903669323	KAS	Aleksandra Jelenkovic - Minooka Women's Club Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>			<i>500.00</i>
Georgia Institute of		ID 903669323	KAS	Aleksandra Jelenkovic - Minooka Lions Club Scholarship	05/06/2021		1,000.00
				<i>11 E 1999 4100 70 300 900059</i>			<i>1,000.00</i>
Georgia Institute of			1,500.00	49			
Giant Steps		111-0421E	DML	Tuition	04/30/2021		6,372.60
				<i>10 E 1912 6700 00 300 000000</i>			<i>6,372.60</i>
Giant Steps		111-0421S	DML	Tuition	04/30/2021		6,372.60
				<i>10 E 1912 6700 00 300 000000</i>			<i>6,372.60</i>
Giant Steps		111-0521E	DML	Tuition	05/28/2021		6,708.00
				<i>10 E 1912 6700 00 300 000000</i>			<i>6,708.00</i>

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Giant Steps		111-0521S	DML	Tuition	05/28/2021		6,708.00
				10 E 1912 6700 00 300 000000		6,708.00	
Giant Steps			26,161.20				
Goblet, Ray	1032100236	70665 4/24/21	KAS	Official - Baseball-SO - 4/24/21	04/24/2021		100.00
				10 E 1500 3190 30 300 000007		100.00	
Goblet, Ray			100.00				
Goebel, Trish		5/17/21 Mealtime	KAS	Bethany Goebel - Mealtime Refund	05/17/2021		87.15
				10 R 1612 0000 00 000 000000		87.15	50
Goebel, Trish			87.15				
Goeken, Kathleen		5/17/21 Mealtime	KAS	Danielle Goeken - Mealtime Refund	05/17/2021		13.05
				10 R 1612 0000 00 000 000000		13.05	
Goeken, Kathleen			13.05				
Gopher Performance	1122100004	IN14511	DML	Fitness Equipment	12/02/2020		663.39
				10 E 1130 4100 50 300 000000		189.00	
				10 E 1130 4100 50 300 000000		378.00	
				10 E 1130 4100 50 300 000000		96.39	

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Gopher Performance	1122100009	9806583	DML	Fitness Equipment	12/04/2020		251.55
				<i>10 E 1130 4100 50 300 000000</i>		215.00	
				<i>10 E 1130 4100 50 300 000000</i>		36.55	
Gopher Performance			914.94				
Gordon Food Service		209933943	DML	Cheese mozz milk	05/11/2021		59.86
				<i>10 E 1420 4100 09 300 000000</i>		59.86	
Gordon Food Service			59.86				
Grainco Fs		60014519	DML	Bullzeye Spray Paint	05/13/2021		261.31
				<i>20 E 2540 4100 00 300 000001</i>		261.31	51
Grainco Fs		60014686	DML	50lb bag	05/27/2021		1,422.78
				<i>20 E 2540 4100 00 302 000000</i>		1,422.78	
Grainco Fs			1,684.09				
Great Water USA		52119	DML	Service call	04/06/2021		160.00
				<i>20 E 2540 3230 00 300 000000</i>		160.00	
Great Water USA			160.00				
Greenback, Kimberly	1032100369	79231 5/18/21	KAS	Official - Volleyball/V&JV - 5/18/21	05/18/2021		89.00
				<i>10 E 1500 3190 30 300 000009</i>		89.00	
Greenback, Kimberly			89.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Grundy Area Vocational		May-21	DML	GAVC	05/28/2021		84,802.46
				<i>10 E 4140 6000 00 000 000000</i>		84,802.46	
Grundy Area Vocational		May-21	DML	GAVC	05/28/2021		40,007.15
				<i>20 E 4140 6000 00 000 000000</i>		40,007.15	
Grundy Area Vocational		May-21	DML	GAVC	05/28/2021		8,908.10
				<i>20 E 4140 6000 00 000 000000</i>		8,908.10	
Grundy Area Vocational Ctr			133,717.71				
Grundy Co Special		1518305	DML	Feb 2021	03/02/2021		3,750.46
				<i>10 E 1912 6700 00 300 000000</i>		3,730.46	
Grundy Co Special		6/3/2021	DML	Administrative Housing	06/03/2021		28,500.00
				<i>10 E 4220 6700 00 000 000000</i>		28,500.00	
Grundy Co Special		May 24, 2021	DML	FY21 IDEA	05/24/2021		21,503.00
				<i>10 E 4000 6000 00 000 000000</i>		21,503.00	
Grundy Co Special		Submitted June 3, 2021	DML	Itinerant billing	06/03/2021		20,109.72
				<i>10 E 4220 6700 00 000 000000</i>		20,109.72	

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Grundy Co Special		submitted May 24, 2021	DML	Tuition	05/24/2021		163,939.31
				10 E 4220 6700 00 000 000000		163,939.31	
Grundy Co Special Education			237,782.49				
Guiding Light Academy		3039	DML	March 2021	04/01/2021		16,577.88
				10 E 1912 6700 00 300 000000		8,288.94	
				10 E 1912 6700 00 300 000000		8,288.94	
Guiding Light Academy		3102	DML	April 2021	05/01/2021		16,070.40
				10 E 1912 6700 00 300 000000		8,035.20	53
				10 E 1912 6700 00 300 000000		8,035.20	
Guiding Light Academy		3164	DML	May 2021 billing	06/01/2021		8,928.00
				10 E 1912 6700 00 300 000000		8,928.00	
Guiding Light Academy			41,576.28				
Hampton, Albert	1032100309	70178 5/8/21	KAS	Official-Softball-JV 5/8/21	05/08/2021		100.00
				10 E 1500 3190 30 300 000002		100.00	
Hampton, Albert			100.00				
Harvey, Tyler	1032100083	2/24/2021	DML	Girls Basketball Official-2/26/21	02/24/2021		53.00
				10 E 1500 3190 30 300 000005		53.00	

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Harvey, Tyler	1032100377	5/24/2021	DML	Official - Baseball/SO 5/25/21	05/24/2021		62.00
				<i>10 E 1500 3190 30 300 000007</i>			62.00
Harvey, Tyler			115.00				
Hayen, Ray	1032100272	4/27/2021	DML	Official-SB-V-5/1/21	04/27/2021		110.00
				<i>10 E 1500 3190 30 300 000002</i>			110.00
Hayen, Ray	1032100376	5/24/2021	DML	Official Softball-Varsity 5/25/21	05/21/2021		65.00
				<i>10 E 1500 3190 30 300 000002</i>			65.00
Hayen, Ray			175.00				
Himes Petrarca Fester		45129	DML	Attorney's At Law	06/01/2021		440.00
				<i>80 E 2310 3180 00 300 000000</i>			440.00
Himes Petrarca Fester			440.00				
Hissong, James	1032100393	5/22/21	DML	Official Baseball-SO 5/22/21	06/02/2021		100.00
				<i>10 E 1500 3190 30 300 000007</i>			100.00
Hissong, James			100.00				
Hix, Buddy	1032100372	5/17/2021	DML	Official Softball/FR 5/20/21	05/17/2021		62.00
				<i>10 E 1500 3190 30 300 000002</i>			62.00
Hix, Buddy			62.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Holmes, McLean A		33	KAS	Senior Sunset DJ, music, sound, video	05/14/2021		500.00
				<i>11 E 1999 4100 70 300 900010</i>		500.00	
Holmes, McLean A		42921	KAS	Prom set-up of lights/decorations in large gym	05/17/2021		1,500.00
				<i>11 E 1999 4100 70 300 900001</i>		1,500.00	
Holmes, McLean A			2,000.00				
Home Depot Credit		05/31/2021	DML	CTE supplies	05/13/2021		152.49
				<i>10 E 1400 4100 10 300 000001</i>		113.52	
				<i>10 E 1400 4100 10 300 000001</i>		38.97	55
Home Depot Credit Services			152.49				
Honacki, Steve	1032100184	3/30/2021	DML	Official-FB-V-4/2/21	03/30/2021		77.00
				<i>10 E 1500 3190 30 300 000003</i>		77.00	
Honacki, Steve			77.00				
Hopewell Career		408282	DML	March 2021	03/18/2021		10,193.50
				<i>10 E 1912 6700 00 300 000000</i>		5,096.75	
				<i>10 E 1912 6700 00 300 000000</i>		5,096.75	

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Hopewell Career		408295	DML	April 2021	04/20/2021		10,193.50
				10 E 1912 6700 00 300 000000		5,096.75	
				10 E 1912 6700 00 300 000000		5,096.75	
Hopewell Career		408306	DML	May 2021	05/20/2021		10,730.00
				10 E 1912 6700 00 300 000000		5,365.00	
				10 E 1912 6700 00 300 000000		5,365.00	
Hopewell Career Academy,			31,117.00				
Hopkins, Roland		Track 5/21 5/28	KAN	Track Event Helper 5/21 6 hours, 5/28 7 hours	06/04/2021		143.00
				10 E 1500 1300 30 300 000002		143.00	56
Hopkins, Roland			143.00				
Horvath, Bob	1032100354	20654 5/18/21	KAS	Official - Volleyball/Boys FR - 5/18/21	05/18/2021		52.00
				10 E 1500 3190 30 300 000009		52.00	
Horvath, Bob			52.00				
Hughes, Howie	1032100318	33579 5/11/21	KAS	Official - Baseball - V - 5/11/21	05/11/2021		65.00
				10 E 1500 3190 30 300 000007		65.00	
Hughes, Howie			65.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Hurst, Mary		5/26/21 Mealtime	KAS	Nicholas Olsen - Mealtime Refund	05/26/2021		92.20
				10 R 1612 0000 00 000 000000		92.20	
Hurst, Mary			92.20				
Hutchins, Robert	1032100329	5/9/2021	DML	Official - Baseball - FR 5/10/21	05/09/2021		62.00
				10 E 1500 3190 30 300 000007		62.00	
Hutchins, Robert			62.00				
Huth, Mark	1032100381	18669 5/24/21	KAS	Official - Softball/VAR 5/24/21	05/24/2021		65.00
				10 E 1500 3190 30 300 000002		65.00	57
Huth, Mark			65.00				
lasa		2021-22 Membership	KAS	Dr. Kenneth Lee - IASA and AASA Active Membership Dues for 2021-22	05/25/2021		1,970.00
				10 E 2321 6400 00 300 000000		1,500.00	
				10 E 2321 6400 00 300 000000		470.00	
lasa			1,970.00				
IHSA - Illinois High	1042100029	JRN21-0044	KAS	Sectional & State Fee	05/17/2021		190.00
				10 E 1500 6400 70 300 000007		190.00	
IHSA - Illinois High School			190.00				
Illco		6171709	DML	1/2 x 3 Brass Nip 1/2 x 3-1/2 Brass Nip	05/03/2021		7.58
				20 E 2540 4100 00 300 000001		7.58	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Illco		6171751	DML	Rental for ProPress	05/04/2021		35.00
				<i>20 E 2540 4100 00 300 000001</i>		35.00	
Illco		6171777	DML	1/2x3-1/2 brass nip	05/05/2021		8.63
				<i>20 E 2540 4100 00 300 000001</i>		8.63	
Illco		6171963	DML	Cored Plug	05/12/2021		17.85
				<i>20 E 2540 4100 00 300 000000</i>		17.85	
Illco			69.06				
Illinois Association of		348127	DML	Starting Right	06/02/2021		458 0.00
				<i>10 E 2310 6400 00 300 000001</i>		400.00	
Illinois Association of		348196	DML	Admin procedures project	06/03/2021		702.00
				<i>10 E 2310 6400 00 300 000001</i>		702.00	
Illinois Association of School			1,102.00				
Illinois Association of		0019676	DML	Admin Academy	05/19/2021		199.00
				<i>10 E 2510 6400 00 300 000000</i>		199.00	
Illinois Association of School			199.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Illinois Public Risk Fund		71568	KAS	July 2021 Workers' Compensation, Administrative Fee	05/14/2021		15,495.00
				80 E 2362 3800 00 300 000000		15,052.00	
				80 E 2362 3800 00 300 000000		443.00	
Illinois Public Risk Fund			15,495.00				
Illinois State Police		04/01/2021 - 04/30/2021	DML	Illinois State Police Div of Justice Svcs	06/15/2021		56.50
				10 E 2310 4100 00 300 000000		28.25	
				10 E 2310 4100 00 300 000000		28.25	
Illinois State Police			56.50				
Illinois Wesleyan		ID 900342114	KAS	Dylan Patrick Meyer - Simotes Motors Football Scholarship	05/06/2021		500.00
				11 E 1999 4100 70 300 900059		500.00	
Illinois Wesleyan University -			500.00				
Integrated Systems		0716295	DML	Subscription fee	06/01/2021		5,600.00
				10 E 2225 4700 00 300 000000		5,600.00	
Integrated Systems			5,600.00				
ITR Systems - Division		102451	DML	Wall Clock	05/14/2021		152.80
				20 E 2540 5400 00 302 000000		152.80	
ITR Systems - Division of			152.80				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Jamszels, LLC		5/15/21 Teacher Apprec.	KAS	Pretzel truck for Teacher Appreciation Week	05/15/2021		1,170.00
				11 E 1999 4100 70 300 900048		1,170.00	
Jamszels, LLC			1,170.00				
Jasso, Carmen		5/26/21 Mealtime	KAS	Nicholas Jasso - Mealtime Refund	05/26/2021		43.00
				10 R 1612 0000 00 000 000000		43.00	
Jasso, Carmen			43.00				
J-M Printers Inc.	0002100060	161344P	DML	2021-2022 Fee Sheets	06/02/2021		901.32
				10 E 2410 4100 00 300 000000		264.61	60
				10 E 2410 4100 00 300 000000		372.10	
				10 E 2410 4100 00 300 000000		264.61	
J-M Printers Inc.			901.32				
Jones, Jack	1032100368	26118 5/19/21	KAS	Official - Wrestling/V 5/19/21	05/19/2021		139.00
				10 E 1500 3190 30 300 000006		139.00	
Jones, Jack			139.00				
Jostens		26525987	DML	Diploma	05/12/2021		10.68
				10 E 2410 4100 00 300 000002		10.68	
Jostens			10.68				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Kardas, Mike	1032100196	4/9/2021	DML	Official-FB-FR-4/10/21	04/09/2021		74.00
				<i>10 E 1500 3190 30 300 000003</i>		74.00	
Kardas, Mike			74.00				
Kelly, Tara		5/19/21 Mealtime	KAS	Fiona Kelly - Mealtime Refund	05/19/2021		23.60
				<i>10 R 1612 0000 00 000 000000</i>		23.60	
Kelly, Tara			23.60				
Kelly, Terry	1032100330	85867 5/12/21	KAS	Official - Baseball FR - 5/12/21	05/12/2021		62.00
				<i>10 E 1500 3190 30 300 000007</i>		62.00	61
Kelly, Terry			62.00				
Key Government		4732660	DML	Bus contract	05/28/2021		37,329.04
				<i>40 E 2550 3200 00 000 000000</i>		37,329.04	
Key Government Finance			37,329.04				
Kimball Midwest		8878755	DML	Misc parts	05/12/2021		218.16
				<i>40 E 2554 3230 00 300 000000</i>		218.16	
Kimball Midwest		8918360	DML	Misc parts	05/26/2021		645.58
				<i>20 E 2540 4100 00 300 000000</i>		645.58	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Kimball Midwest		8918360	DML	Misc parts	05/26/2021		703.75
				<i>20 E 2540 4100 00 300 000001</i>		703.75	
Kimball Midwest			1,567.49				
Kopina, Michael	1032100283	5/5/2021	DML	Official-Baseball-SO 5/5/21	05/05/2021		56.00
				<i>10 E 1500 3190 30 300 000007</i>		56.00	
Kopina, Michael	1032100324	5/14/2021	DML	Official - Baseball - SO 5/12/21	05/14/2021		56.00
				<i>10 E 1500 3190 30 300 000007</i>		56.00	
Kopina, Michael			112.00				62
Krause, Derek	1032100367	54319 5/20/21	KAS	Official Baseball/SO - 5/20/21	05/20/2021		62.00
				<i>10 E 1500 3190 30 300 000007</i>		62.00	
Krause, Derek			62.00				
Kravitz, Carrie		4/30/21 Prom	KAS	Activities - Prom REACH Chaperone	04/30/2021		120.00
				<i>10 E 1500 1300 70 300 000003</i>		120.00	
Kravitz, Carrie			120.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
Krieger, Rachel R		2011048		495.00	DML	Purdue Univ.	05/05/2021	1,295.00
				<i>10 E 1130 2300 00 300 000000</i>			555.00	
				<i>10 E 1130 2300 00 300 000000</i>			555.00	
				<i>10 E 1130 2300 00 300 000000</i>			185.00	
Krieger, Rachel R			1,295.00					
Laforce		1161429		DML	Key Cut	05/13/2021	132.00	
					<i>20 E 2540 4100 00 302 000000</i>		132.00	
Laforce		1162030		DML	Key	05/20/2021	108.00	
					<i>20 E 2540 4100 00 302 000000</i>		108.00	
Laforce			240.00					
Lamb, Daniel	1032100348	5/17/2021		DML	Official - Softball JV - 5/17/21	05/17/2021	56.00	
					<i>10 E 1500 3190 30 300 000002</i>		56.00	
Lamb, Daniel			56.00					
Language Testing		L46183-IN		DML	Language testing	06/03/2021	45.00	
					<i>10 E 2210 3000 00 300 000006</i>		45.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Language Testing	1082100012	L45099-IN	DML	Language Testing	05/18/2021		205.00
				<i>10 E 2210 3000 00 300 000006</i>		205.00	
Language Testing Internatinal			250.00				
Lassalle, Javier	1032100344	80949 5/17/21	KAS	Official - Soccer/Girls JV - 5/17/21	05/17/2021		62.00
				<i>10 E 1500 3190 30 300 000012</i>		62.00	
Lassalle, Javier			62.00				
Learnwell		INV68676	DML	Hospital tutoring	03/12/2021		432.25
				<i>10 E 1200 6700 00 300 000002</i>		432.25	64
Learnwell		INV68677	DML	Hospital tutoring	03/12/2021		332.50
				<i>10 E 1200 6700 00 300 000002</i>		332.50	
Learnwell		INV69518	DML	Hospital tutoring	03/31/2021		199.50
				<i>10 E 1200 6700 00 300 000002</i>		199.50	
Learnwell		INV69519	DML	Hospital tutoring	03/31/2021		299.25
				<i>10 E 1200 6700 00 300 000002</i>		299.25	
Learnwell		INV70379	DML	Hospital tutoring	03/31/2021		399.00
				<i>10 E 1200 6700 00 300 000002</i>		399.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Learnwell		INV70674	DML	Hospital tutoring	04/16/2021		199.50
				10 E 1200 6700 00 300 000002		199.50	
Learnwell			1,862.00				
Lee, Kenneth C		6/2021	DML	Phone	05/26/2021		100.00
				20 E 2540 3400 00 300 000001		100.00	
Lee, Kenneth C		June 2021 Mileage	DML	Mileage reimbursement	06/01/2021		107.52
				10 E 2321 3320 00 300 000001		107.52	
Lee, Kenneth C			207.52				65
Lehning, Nicole C		2014161 533.00	DML	Leading for All Students & Principal as Inst Leader, Gov. State Univ.	01/05/2021		1,110.00
				10 E 1130 2300 00 300 000000		555.00	
				10 E 1130 2300 00 300 000000		555.00	
Lehning, Nicole C			1,110.00				
Lepacek, Jr., John	1032100250	4/20/2021	DML	Official - Softball-JV-4/22/21	04/20/2021		56.00
				10 E 1500 3190 30 300 000002		56.00	
Lepacek, Jr., John			56.00				
Loden, Lisa		5/14/21 Mealtime	KAS	Emily Loden - Mealtime Refund	05/14/2021		58.50
				10 R 1612 0000 00 000 000000		58.50	
Loden, Lisa			58.50				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Macmillan Holdings LLC	1082100009	58298509	KAS	Document Reader for American Gov't: Stories of a Nation - sale price \$10 x 90(qty) = \$900.00 Presidential Election Update American Gov't: Stories of a Nation - \$106.95 x 90(qty) = \$9625.50 Presidential Election Update LaunchPad for American Gov't: Stories of a Nation(six-use online) - \$16.10 x 90(qty) = \$1449.00 shipping and processing fees - \$239.49 <i>10 E 1130 4200 15 300 000000</i>	03/26/2021		10,714.99
						10,714.99	
Macmillan Holdings LLC	1082100009	58578404	KAS	Document Reader for American Gov't: Stories of a Nation - sale price \$10 x 90(qty) = \$900.00 Presidential Election Update American Gov't: Stories of a Nation - \$106.95 x 90(qty) = \$9625.50 Presidential Election Update LaunchPad for American Gov't: Stories of a Nation(six-use online) - \$16.10 x 90(qty) = \$1449.00 shipping and processing fees - \$239.49 <i>10 E 1130 4200 15 300 000000</i>	03/30/2021		13.46
						13.46	66
Macmillan Holdings LLC	1082100009	59470798	KAS	Document Reader for American Gov't: Stories of a Nation - sale price \$10 x 90(qty) = \$900.00 Presidential Election Update American Gov't: Stories of a Nation - \$106.95 x 90(qty) = \$9625.50 Presidential Election Update LaunchPad for American Gov't: Stories of a Nation(six-use online) - \$16.10 x 90(qty) = \$1449.00 shipping and processing fees - \$239.49 <i>10 E 1130 4200 15 300 000000</i>	04/21/2021		-1,087.65
						-1,087.65	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Macmillan Holdings LLC	1082100009	60176245	KAS	Document Reader for American Gov't: Stories of a Nation - sale price \$10 x 90(qty) = \$900.00 Presidential Election Update American Gov't: Stories of a Nation - \$106.95 x 90(qty) = \$9625.50 Presidential Election Update LaunchPad for American Gov't: Stories of a Nation(six-use online) - \$16.10 x 90(qty) = \$1449.00 shipping and processing fees - \$239.49 <i>10 E 1130 4200 15 300 000000</i>	05/06/2021		1,449.00
Macmillan Holdings LLC -			11,089.80				
Madding, Susanne L		2014354 536.00	DML	Dynamics of Organizational and Change Theories School Eval, Assessment and Accountability Univ. of St. Francis <i>10 E 1130 2300 00 300 000000</i> <i>10 E 1130 2300 00 300 000000</i>	05/19/2021		1,110.00
Madding, Susanne L			1,110.00				67
Manzi, Fred	1032100333	75358 5/13/21	KAS	Official - Wrestling VAR - 5/13/21 <i>10 E 1500 3190 30 300 000006</i>	05/13/2021		58.00
Manzi, Fred			58.00				58.00
Marianjoy		6567674	DML	School Drivers Program Generic <i>10 E 1200 3000 00 300 000000</i> <i>10 E 1200 3000 00 300 000000</i>	03/09/2021		1,195.00
Marianjoy			1,195.00				495.00 700.00

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Marine Biochemists		5.25.2021	DML	Treatment of water	05/25/2021		447.00
				20 E 2540 4100 00 300 000001		447.00	
Marine Biochemists			447.00				
Marti, David		5/19/21 Mealtime	KAS	Hannah Grace Marti - Mealtime Refund	05/19/2021		59.00
				10 R 1612 0000 00 000 000000		59.00	
Marti, David			59.00				
Martin, Marrvel	1032100378	5/24/2021	DML	Official - Baseball/FR 5/25/21	05/24/2021		62.00
				10 E 1500 3190 30 300 000007		62.00	68
Martin, Marrvel			62.00				
Maruszak, Ronald J		5/27/21 Yearbook	KAS	Yearbook - Memory Cards, yearbook supplies, end of year celebration	05/27/2021		84.45
				11 E 1999 4100 70 300 900053		84.45	
Maruszak, Ronald J			84.45				
McKillip, Donald	1032100323	51586 5/11/21	KAS	Official - Volleyball - Boys FR - 5/11/21	05/11/2021		52.00
				10 E 1500 3190 30 300 000009		52.00	
McKillip, Donald	1032100358	51586 5/19/21	KAS	Official Wrestling/VAR 5/19/21	05/19/2021		151.00
				10 E 1500 3190 30 300 000006		151.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
McKillip, Donald	1032100392	5/21/21	DML	Official Wrestling-JV 5/21/21	06/02/2021		58.00
				<i>10 E 1500 3190 30 300 000006</i>			<i>58.00</i>
McKillip, Donald			261.00				
McKinley Woods Road		June 2021	DML	Project Indian monthly lease	06/01/2021		1,660.80
				<i>20 E 2540 3200 00 301 000000</i>			<i>1,660.80</i>
McKinley Woods Road			1,660.80				
Med-Call Healthcare Inc		017797	DML	RN-Nurse School	03/05/2021		459.00
				<i>10 E 1912 6700 00 300 000000</i>			<i>459.00</i>
Med-Call Healthcare Inc		017844	DML	RN-Nurse School	03/12/2021		459.00
				<i>10 E 1912 6700 00 300 000000</i>			<i>459.00</i>
Med-Call Healthcare Inc		017892	DML	RN-Nurse School	03/19/2021		459.00
				<i>10 E 1912 6700 00 300 000000</i>			<i>459.00</i>
Med-Call Healthcare Inc		017936	DML	RN-Nurse School	03/26/2021		459.00
				<i>10 E 1912 6700 00 300 000000</i>			<i>459.00</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Med-Call Healthcare Inc		017984	DML	RN-Nurse School	04/02/2021		459.00
				10 E 1912 6700 00 300 000000		459.00	
Med-Call Healthcare Inc			2,295.00				
Media Resources		15193	DML	Microphone	05/24/2021		3,798.00
				10 E 2225 5400 00 300 000000		3,739.32	
				10 E 2225 5400 00 300 000000		58.68	
Media Resources			3,798.00				
Mercado, Ricardo	1032100340	5/17/2021	DML	*Please update: first name is spelled - Ricardo Official - Soccer/Girls Varsity - 5/17/21	05/17/2021		65.00
				10 E 1500 3190 30 300 000012		65.00	70
Mercado, Ricardo			65.00				
Mercedes-Benz		012826688	DML	Bus lease	05/31/2021		95,323.24
				40 E 2550 3200 00 000 000000		95,323.24	
Mercedes-Benz Financial			95,323.24				
Messina, Chris	1032100313	58722 5/10/21	KAS	Official - Soccer G VAR - 5/10/21	05/10/2021		65.00
				10 E 1500 3190 30 300 000012		65.00	
Messina, Chris	1032100341	58722 5/17/21	KAS	Official - Soccer/Girls Varsity - 5/17/21	05/17/2021		65.00
				10 E 1500 3190 30 300 000012		65.00	
Messina, Chris			130.00				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Meurer, James	1032100339	68715 5/14/21	KAS	Official Baseball VAR - 5/14/21	05/14/2021		65.00
				10 E 1500 3190 30 300 000007			65.00
Meurer, James			65.00				
Meyer Laboratory, Inc.		0786903-IN	DML	Misc supplies	05/24/2021		2,082.98
				20 E 2540 4100 00 300 000000			398.58
				20 E 2540 4100 00 300 000000			483.24
				20 E 2540 4100 00 300 000000			217.40
				20 E 2540 4100 00 300 000000			358.50
				20 E 2540 4100 00 300 000000			237.00
				20 E 2540 4100 00 300 000000			72.00
				20 E 2540 4100 00 300 000000			103.00
				20 E 2540 4100 00 300 000000			62.40
				20 E 2540 4100 00 300 000000			150.86
Meyer Laboratory, Inc.		0787044-IN	DML	Saline eye	05/26/2021		499.67
				20 E 2540 4100 00 300 000000			451.12
				20 E 2540 4100 00 300 000000			48.55
Meyer Laboratory, Inc.			2,582.65				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Micetich, Nick		2014365 552.00 1	KAS	RES5303 Research Methods and Applied Stats LEAD5433 Leadership In Health Ed American College of Ed <i>10 E 1130 2300 00 300 000000</i> <i>10 E 1130 2300 00 300 000000</i>	04/09/2021		1,110.00
						555.00	
						555.00	
Micetich, Nick			1,110.00				
Midwest Bus Sales		C050048518.01	DML	Misc parts <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i>	05/24/2021		79.50
						8.18	
						18.54	
						41.00	72
						11.78	
Midwest Bus Sales		C050048519.01	DML	Mis parts <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i> <i>40 E 2554 3230 00 300 000000</i>	05/20/2021		806.87
						235.94	
						47.92	
						317.93	
						22.20	
						23.40	
						53.91	
						51.75	
						53.82	
Midwest Bus Sales			886.37				

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Miller, Wayne	1032100244	4/23/2021	DML	Official-FB-SO & VAR-4/23/21	04/23/2021		121.00
				10 E 1500 3190 30 300 000003		121.00	
Miller, Wayne			121.00				
Minooka CCSD #201		May 2021	DML	May 2021 Minooka CCSD 201split bills	06/08/2021		1,089.70
				80 E 2365 3900 00 300 000002		121.50	
				40 E 2550 3400 00 300 000000		9.06	
				40 E 2550 3400 00 300 000000		29.67	
				40 E 2552 4660 00 300 000000		519.30	
				40 E 2552 4650 00 300 000000		122.67	73
				40 E 2554 3230 00 300 000000		287.50	
Minooka CCSD #201			1,089.70				
Minooka Grain Lumber		257578	DML	3/4 4x8 cdx	05/12/2021		1,300.80
				20 E 2540 4100 00 300 000001		1,300.80	
Minooka Grain Lumber		257629	DML	2x8 = 8' non arsenic treated misc hardware	05/18/2021		154.38
				20 E 2540 4100 00 300 000001		154.38	
Minooka Grain Lumber		257681	KAS	Credit for 2 x 8 - 8' Non Arsenic Treated	05/24/2021		-75.96
				20 E 2540 4100 00 300 000001		-75.96	

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COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Minooka Grain Lumber		257785	DML	Supplies	06/03/2021		39.80
				20 E 2540 4100 00 302 000000			39.80
Minooka Grain Lumber &			1,419.02				
Minooka High School		Imprest	KAN	Boys Tennis, Girls track, Wrestling	06/10/2021		950.00
				11 E 1999 4100 30 300 910009			200.00
				11 E 1999 4100 30 300 910021			500.00
				11 E 1999 4100 30 300 910028			250.00
Minooka High School		June 2021	KAN	Van Dolson Vision Insurance June	06/01/2021		19.46
				20 E 2540 2220 00 300 000000			74
							19.46
Minooka High School District			969.46				
Modaff, Jack	1032100363	5/17/2021	DML	Official - Wrestling VAR - 5/20/21	05/17/2021		58.00
				10 E 1500 3190 30 300 000006			58.00
Modaff, Jack			58.00				
Mohr, Randy	1032100302	5/6/2021	DML	Official-Softball-FR - 5/8/21	05/06/2021		100.00
				10 E 1500 3190 30 300 000002			100.00
Mohr, Randy			100.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Morgan, Jenny A		2008079 524.00	DML	Enhancing Social Emotional Climate through Mindfulness	11/05/2020		555.00
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
Morgan, Jenny A			555.00				
Morgan, Michael Shane	1032100362	21091 5/20/21	KAS	Official - Wrestling VAR - 5/20/21	05/20/2021		68.00
				<i>10 E 1500 3190 30 300 000006</i>		68.00	
Morgan, Michael Shane			68.00				
Morris High School		6/4/2021	DML	Basketball	06/04/2021		325.00
				<i>11 E 1999 4100 30 300 910005</i>		325.00	75
Morris High School			325.00				
Morris Hospital		00017758 -00	DML	Drug screen	04/30/2021		793.00
				<i>40 E 2550 3100 00 300 000000</i>		793.00	
Morris Hospital			793.00				
Mueller, Jennifer	1032100370	85482 5/18/21	KAS	Official Track & Field/Girls VAR - 5/18/21	05/18/2021		112.00
				<i>10 E 1500 3190 30 300 000010</i>		112.00	
Mueller, Jennifer			112.00				
Murray, Donald	1032100349	54536 5/17/21	KAS	Official - Softball JV - 5/17/21	05/17/2021		56.00
				<i>10 E 1500 3190 30 300 000002</i>		56.00	
Murray, Donald			56.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Napa Auto Parts		106389	DML	Tool	04/29/2021		275.00
				40 E 2554 3230 00 300 000000		275.00	
Napa Auto Parts		106726	DML	Pliers	05/07/2021		65.48
				40 E 2554 3230 00 300 000000		65.48	
Napa Auto Parts		107026	DML	Exact fit Blade	05/14/2021		537.65
				40 E 2554 3230 00 300 000000		537.65	
Napa Auto Parts			878.13				
Naperville Psychiatric		111-425	DML	Tutoring Service	02/28/2021		876.20
				10 E 1200 6700 00 300 000002		811.20	
Naperville Psychiatric		111-426	DML	Tutoring Service	02/28/2021		561.60
				10 E 1200 6700 00 300 000002		561.60	
Naperville Psychiatric		111-427	DML	Tutoring service	02/28/2021		249.60
				10 E 1200 6700 00 300 000002		249.60	
Naperville Psychiatric		111-428	DML	Tutoring service	02/28/2021		62.40
				10 E 1200 6700 00 300 000002		62.40	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Naperville Psychiatric		111-429	DML	Tutoring service	02/28/2021		124.80
				<i>10 E 1200 6700 00 300 000002</i>		124.80	
Naperville Psychiatric		111-430	DML	Tutoring service	03/31/2021		249.60
				<i>10 E 1200 6700 00 300 000002</i>		249.60	
Naperville Psychiatric		111-431	DML	Tutoring service	03/31/2021		124.80
				<i>10 E 1200 6700 00 300 000002</i>		124.80	
Naperville Psychiatric		111-432	DML	Tutoring service	03/31/2021		1,123.20 77
				<i>10 E 1200 6700 00 300 000002</i>		1,123.20	
Naperville Psychiatric		111-433	DML	Tutoring service	03/31/2021		124.80
				<i>10 E 1200 6700 00 300 000002</i>		124.80	
Naperville Psychiatric		111-434	DML	Tutoring service	03/31/2021		499.20
				<i>10 E 1200 6700 00 300 000002</i>		499.20	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Naperville Psychiatric		111-435	DML	Tutoring Program	04/30/2021		187.20
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
Naperville Psychiatric		111-436	DML	Tutoring	04/30/2021		561.60
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	78
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	
				<i>10 E 1200 6700 00 300 000002</i>		62.40	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Naperville Psychiatric		111-437	DML	Tutoring	04/30/2021		436.80
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
				10 E 1200 6700 00 300 000002			62.40
Naperville Psychiatric			5,116.80				79
Napoli, John		5/21/21 Mealtime	KAS	Nicholas Napoli - Mealtime Refund	05/21/2021		19.60
				10 R 1612 0000 00 000 000000			19.60
Napoli, John			19.60				
Nash, Kristy		5/20/21 Mealtime	KAS	Cayden Sassenger - Mealtime Refund	05/20/2021		44.90
				10 R 1612 0000 00 000 000000			44.90
Nash, Kristy			44.90				
Nelco		7563828	DML	PP Laser ck Herr Blue	05/12/2021		300.20
				10 E 2525 4100 00 300 000000			300.20
Nelco			300.20				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Newberry, Larry	1032100319	24859 5/11/21	KAS	Official - Baseball - V - 5/11/21	05/11/2021		65.00
				10 E 1500 3190 30 300 000007		65.00	
Newberry, Larry	1032100380	24859 5/24/21	KAS	Official - Baseball/VAR 5/24/21	05/24/2021		65.00
				10 E 1500 3190 30 300 000007		65.00	
Newberry, Larry			130.00				
Nicor Gas		5.1.2021-6.1.2021 Central	DML	Natural gas service	05/31/2021		2,048.30
				20 E 2540 4650 00 300 000000		2,048.30	
Nicor Gas		5.1.2021-6.1.2021 South	DML	Natural gas	05/31/2021		689 .16
				20 E 2540 4650 00 302 000000		655.16	
Nicor Gas		71-95-61-2000 1	DML	bill period 04/01/2021-05/01/2021	06/21/2021		1,100.79
				20 E 2540 4650 00 300 000000		1,100.79	
Nicor Gas			3,804.25				
North Central College -		ID 1300855	KAS	Taylin Lemke - Minooka Lions Club Scholarship	05/06/2021		1,000.00
				11 E 1999 4100 70 300 900059		1,000.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
North Central College -		ID 1300855	KAS	Taylin Lemke - Minooka Women's Club Scholarship	05/06/2021		500.00
				11 E 1999 4100 70 300 900059		500.00	
North Central College -			1,500.00				
Noss, Jr., Delvin	1032100334	31180 5/13/21	KAS	Official - Softball VAR - 5/13/21	05/13/2021		65.00
				10 E 1500 3190 30 300 000002		65.00	
Noss, Jr., Delvin			65.00				
Odum, Silas	1032100259	4/26/2021	DML	Official-GSOC-JV-4/26/21	04/26/2021		61.00
				10 E 1500 3190 30 300 000012		61.00	81
Odum, Silas			61.00				
Olivet Nazarene		5/18/21 Shootout	KAS	Girls Basketball Summer Shootout	05/18/2021		250.00
				11 E 1999 4100 30 300 910016		250.00	
Olivet Nazarene		ID 1846063	KAS	Evelyn Erickson - CIBC Bank USA Scholarship	05/06/2021		1,000.00
				11 E 1999 4100 70 300 900059		1,000.00	
Olivet Nazarene University -			1,250.00				
Owen, Christine		5/14/21 Mealtime	KAS	James Owen - Mealtime Refund	05/14/2021		96.05
				10 R 1612 0000 00 000 000000		96.05	
Owen, Christine			96.05				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Palatine Pack Timing		00003	DML	Event timing	04/06/2021		1,200.00
				<i>10 E 1500 3900 30 300 000001</i>		<i>1,200.00</i>	
Palatine Pack Timing			1,200.00				
Parkland Preparatory		4129	DML	Jonathan Vazquez	04/30/2021		3,902.79
				<i>10 E 1912 6700 00 300 000000</i>		<i>3,902.79</i>	
Parkland Preparatory		4185	DML	Jonathan Vazquez	05/27/2021		3,697.38
				<i>10 E 1912 6700 00 300 000000</i>		<i>3,697.38</i>	
Parkland Preparatory			7,600.17				
Performance Chemical		262186	DML	Kitchen towel	05/17/2021		167.20
				<i>40 E 2552 4100 00 300 000001</i>		<i>167.20</i>	
Performance Chemical			167.20				
Perspectives Ltd		98741	DML	Monthly Invoice	06/01/2021		540.00
				<i>10 E 2310 3000 00 300 000000</i>		<i>540.00</i>	
Perspectives Ltd			540.00				
Plainfield South Hs		6/4/2021	DML	Basketball	06/04/2021		75.00
				<i>11 E 1999 4100 30 300 910005</i>		<i>75.00</i>	
Plainfield South Hs			75.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Powers, Mike	1032100387	11811 5/21/21	KAS	Official Boys T&F 5/21/21	05/21/2021		170.00
				<i>10 E 1500 3190 30 300 000011</i>		<i>170.00</i>	
Powers, Mike			170.00				
Precision Control		SV35090	DML	Water leak	04/30/2021		855.00
				<i>20 E 2540 3230 00 302 000001</i>		<i>855.00</i>	
Precision Control		SV35091	DML	Chill pump repair	04/30/2021		522.00
				<i>20 E 2540 3230 00 302 000001</i>		<i>522.00</i>	
Precision Control		SV35092	DML	Pump #13 has vfd fault	04/30/2021		192.00
				<i>20 E 2540 3230 00 302 000001</i>		<i>192.00</i>	
Precision Control		SV35093	DML	Room #237 unit not working	04/30/2021		450.00
				<i>20 E 2540 3230 00 302 000001</i>		<i>450.00</i>	
Precision Control		SV35094	DML	Repair cooling tower fill system	04/30/2021		606.00
				<i>20 E 2540 3230 00 302 000001</i>		<i>606.00</i>	
Precision Control		SV35095	DML	Repair kitchen ice machine	04/30/2021		424.00
				<i>20 E 2540 3230 00 300 000000</i>		<i>424.00</i>	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Precision Control		SV35158	DML	Install new drive customer provided for pump #3	05/18/2021		1,328.00
				<i>20 E 2540 3230 00 302 000001</i>			<i>1,152.00</i>
				<i>20 E 2540 3230 00 302 000001</i>			<i>86.00</i>
				<i>20 E 2540 3230 00 302 000001</i>			<i>90.00</i>
Precision Control Systems			4,377.00				
Prosek, Carrie M		2008163 579.00	DML	Research Methods and Applied Stats, American College of Ed	01/04/2021		555.00
				<i>10 E 1130 2300 00 300 000000</i>			<i>555.00</i>
Prosek, Carrie M			555.00				
Purdue University -		ID 033293331	KAS	Avery Kaplan - Minooka Women's Club Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>			<i>500.00</i>
Purdue University -		ID 033293331	KAS	Avery Kaplan - Minooka Lions Club Scholarship	05/06/2021		1,000.00
				<i>11 E 1999 4100 70 300 900059</i>			<i>1,000.00</i>
Purdue University - Outside			1,500.00				
Quadient Finance		7900 0440 7529 9481	DML	Postage	05/13/2021		2,000.00
				<i>10 E 2410 3400 00 300 000000</i>			<i>2,000.00</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Quadient Finance		7900 0440 8939 1357	DML	Postage funding	05/05/2021		1,000.00
				<i>10 E 2410 3400 00 300 000000</i>		<i>1,000.00</i>	
Quadient Finance			3,000.00				
Quest Food		IN110053	DML	Meals	05/31/2021		60,299.84
				<i>10 E 2560 3000 00 300 000000</i>		<i>60,299.84</i>	
Quest Food		IN110130	DML	Meal service	05/31/2021		943.05
				<i>10 E 2560 3150 00 300 000000</i>		<i>943.05</i>	
Quest Food			61,242.89				
Quill Corporation		16506553	DML	Office supplies	05/04/2021		42.87
				<i>10 E 2525 4100 00 300 000000</i>		<i>42.87</i>	
Quill Corporation			42.87				
Ranay, Rogelio	1032100343	54864 5/17/21	KAS	Official - Lacrosse/Girls VAR - 5/17/21	05/17/2021		83.00
				<i>10 E 1500 3190 30 300 000014</i>		<i>83.00</i>	
Ranay, Rogelio			83.00				
Recreational		9473336508	DML	Sentinel 100x EXO Neptune/white 10ft	05/12/2021		985.90
				<i>10 E 1130 4100 50 300 000000</i>		<i>985.90</i>	
Recreational Equipment, Inc.			985.90				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Reppy, Laura		5/14/21 Mealtime	KAS	Emily and Sidney Reppy - Mealtime Refunds	05/14/2021		34.55
				10 R 1612 0000 00 000 000000		14.10	
				10 R 1612 0000 00 000 000000		20.45	
Reppy, Laura			34.55				
Riederer, Steven	1032100388	49880 5/21/21	KAS	Official Boys T&F 5/21/21	05/21/2021		150.00
				10 E 1500 3190 30 300 000011		150.00	
Riederer, Steven			150.00				
Riveredge Hospital		20210471	DML	Minooka HS Central Campus Cayden Stevens	03/12/2021		300.00
				10 E 1200 6700 00 300 000002		300.00	86
Riveredge Hospital		20210649	DML	Lenaya Williams Minooka South HS	05/06/2021		200.00
				10 E 1200 6700 00 300 000002		200.00	
Riveredge Hospital			500.00				
Rojas, Michael		5/18/2021	DML	Returned check	05/18/2021		12.00
				10 R 1722 0000 00 000 000000		12.00	
Rojas, Michael			12.00				
Roth, Britton	1032100338	5/9/2021	DML	Official Baseball VAR - 5/14/21	05/09/2021		65.00
				10 E 1500 3190 30 300 000007		65.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Roth, Britton	1032100352	5/9/2021	DML	Official - Baseball V - 5/18/21	05/17/2021		65.00
				<i>10 E 1500 3190 30 300 000007</i>		65.00	
Roth, Britton			130.00				
Ryan, Derek	1032100391	5/21/21	DML	Official Wrestling-VAR 5/21/21	06/02/2021		68.00
				<i>10 E 1500 3190 30 300 000006</i>		68.00	
Ryan, Derek			68.00				
Ryan, Tim		5/17/2021	DML	Returned check	05/17/2021		12.00
				<i>10 R 1722 0000 00 000 000000</i>		12.00	87
Ryan, Tim			12.00				
S.E.A.L. South		7053	DML	April 2021 billing	04/30/2021		30,385.23
				<i>10 E 1912 6700 00 300 000000</i>		30,385.23	
S.E.A.L. South		7090	DML	May 2021 Billing	05/31/2021		27,945.54
				<i>10 E 1912 6700 00 300 000000</i>		27,945.54	
S.E.A.L. South			58,330.77				
Saghi, Bobbie		5/21/21 Mealtime	KAS	Julianna Saghi - Mealtime Refund	05/21/2021		32.50
				<i>10 R 1612 0000 00 000 000000</i>		32.50	
Saghi, Bobbie			32.50				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Schneider Electric		843054	DML	Controller offline for cooling towers	05/07/2021		707.00
				<i>20 E 2540 3230 00 302 000001</i>		707.00	
Schneider Electric		843729	DML	Fan Power Box Motor	05/13/2021		3,836.11
				<i>20 E 2540 3230 00 302 000000</i>		3,836.11	
Schneider Electric			4,543.11				
Schwartz, Daniel	1032100260	4/27/2021	DML	Official-SB-JV-4/27/21	04/27/2021		56.00
				<i>10 E 1500 3190 30 300 000002</i>		56.00	
Schwartz, Daniel			56.00				
Selvy, Adrienne		June 3, 2021	DML	Mealtime	06/03/2021		20.45
				<i>10 R 1612 0000 00 000 000000</i>		20.45	
Selvy, Adrienne			20.45				
Shanahan, Matthew J		2014162 522.00	DML	Gov. State Univ. Spring	05/16/2021		1,110.00
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
Shanahan, Matthew J			1,110.00				
Sheehan, James	1032100308	88267 5/8/21	KAS	Official-Baseball-SO 5/8/21	05/08/2021		106.00
				<i>10 E 1500 3190 30 300 000007</i>		106.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Sheehan, James	1032100385	88267 5/22/21	KAS	Official - Baseball/FR 5/22/21	05/22/2021		106.00
				<i>10 E 1500 3190 30 300 000007</i>		106.00	
Sheehan, James			212.00				
Sherrick, Elizabeth M		2011118 578.00	DML	Research Methods & Applied Stats	04/09/2021		555.00
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
Sherrick, Elizabeth M			555.00				
SHI International Corp		442485255	DML	LapTop Computers	07/15/2021		65,219.14
				<i>10 E 2632 3000 00 300 000000</i>		65,219.14	89
SHI International Corp			65,219.14				
SHI International Corp.		1022100067	DML	Hardware	05/13/2021		177.00
				<i>10 E 1113 4900 00 000 499801</i>		177.00	
SHI International Corp.		B13448651	DML	HP ProBook	05/17/2021		4,840.00
				<i>10 E 2225 4100 00 300 000000</i>		4,840.00	
SHI International Corp.		B13499683	DML	Hardware	05/20/2021		29.00
				<i>10 E 2225 4000 00 300 000000</i>		29.00	
SHI International Corp.			5,046.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Simpkins, Eugene	1032100383	58999 5/24/21	KAS	Official - Lacrosse/Girls V&JV 5/24/21	05/24/2021		134.00
				<i>10 E 1500 3190 30 300 000014</i>		134.00	
Simpkins, Eugene			134.00				
Siwinski, Ronald	1032100310	63727 5/8/21	KAS	Official-Baseball-FR 5/8/21	05/08/2021		106.00
				<i>10 E 1500 3190 30 300 000007</i>		106.00	
Siwinski, Ronald			106.00				
Skyward		0000209045	DML	Annual license fees	07/01/2021		20,748.00
				<i>10 E 2225 4700 00 300 000000</i>		20,748.00	90
Skyward			20,748.00				
Slusher, Matthew W		2014364 554.00 2	DML	RES5303 Research methods and applied stats LEAD5433 Leadership in health ed American College of ed	04/08/2021		1,110.00
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
Slusher, Matthew W			1,110.00				
Smith, Glenda R		5/11/21 Gift Cards, Cards	KAS	Int'l Thespians - Thank You Cards and Dairy Queen Gift Cards for the 5 Offices	05/11/2021		96.44
				<i>11 E 1999 4100 70 300 900027</i>		96.44	
Smith, Glenda R			96.44				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Smith, Matthew B		2014306 580.00	DML	RES5303 Research methods and Applied Stats, American College of Ed	01/07/2021		555.00
				10 E 1130 2300 00 300 000000		555.00	
Smith, Matthew B			555.00				
Soukup, Karen A		5/28/21 Mileage	KAS	Mileage from January to May, 2021	05/28/2021		54.88
				10 E 2525 3320 00 300 000000		54.88	
Soukup, Karen A			54.88				
Spinelli, Arthur	1032100320	72167 5/11/21	KAS	Official - Softball JV - 5/11/21	05/11/2021		56.00
				10 E 1500 3190 30 300 000002		56.00	91
Spinelli, Arthur	1032100350	72167 5/18/21	KAS	Official - Softball JV - 5/18/21	05/18/2021		56.00
				10 E 1500 3190 30 300 000002		56.00	
Spinelli, Arthur			112.00				
Spreitzer, Keith	1032100342	74829 5/17/21	KAS	Official - Baseball/FR - 5/17/21	05/17/2021		62.00
				10 E 1500 3190 30 300 000007		62.00	
Spreitzer, Keith			62.00				
Staples Business		8062060110	DML	General supplies	04/26/2021		295.42
				10 E 1130 4100 00 300 000000		295.42	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Staples Business	1022100077	8062482102	DML	Labels for Chromebooks	06/05/2021		96.45
				<i>10 E 2225 4100 00 300 000000</i>			96.45
Staples Business Advantage			391.87				
Stinnette, Dandre	1032100247	4/20/2021	DML	Official-FB-SO - 4/23/21	04/20/2021		59.00
				<i>10 E 1500 3190 30 300 000003</i>			59.00
Stinnette, Dandre			59.00				
Struck, Peter	1032100317	35834 5/11/21	KAS	Official - B. Track V - 5/11/21	05/11/2021		112.00
				<i>10 E 1500 3190 30 300 000011</i>			112.00
Struck, Peter	1032100355	35834 5/18/21	KAS	Official - Track & Field/Girls V - 5/18/21	05/18/2021		97.00
				<i>10 E 1500 3190 30 300 000010</i>			97.00
Struck, Peter	1032100373	35834 5/25/21	KAS	Official Boys T&F 5/25/21	05/25/2021		128.00
				<i>10 E 1500 3190 30 300 000011</i>			128.00
Struck, Peter	1032100389	35834 5/21/21	KAS	Official Boys T&F 5/21/21	05/21/2021		170.00
				<i>10 E 1500 3190 30 300 000011</i>			170.00
Struck, Peter			507.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Styrna, Karen A		May 19, 2021	DML	Reimbursement	05/19/2021		32.98
				<i>10 E 1130 4100 06 300 000000</i>			32.98
Styrna, Karen A			32.98				
Sudd, Robert		5/14/2021	DML	Returned check	05/14/2021		12.00
				<i>10 R 1722 0000 00 000 000000</i>			12.00
Sudd, Robert			12.00				
The Graphic Edge, LLC		1206185	DML	4/9/2018	06/08/2021		-110.19
				<i>11 E 1999 4100 30 300 910023</i>			-110.19
							93
The Graphic Edge, LLC		1323531	DML	Lacrosse Pants	05/06/2019		70.48
				<i>11 E 1999 4100 30 300 910023</i>			70.48
The Graphic Edge, LLC		1323532	DML	Lacrosse	05/03/2019		87.76
				<i>11 E 1999 4100 30 300 910023</i>			87.76
The Graphic Edge, LLC		1323533	DML	Lacrosse	05/06/2019		25.48
				<i>11 E 1999 4100 30 300 910023</i>			25.48
The Graphic Edge, LLC		1323536	DML	Lacrosse	05/06/2019		30.99
				<i>11 E 1999 4100 30 300 910023</i>			30.99

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
The Graphic Edge, LLC		1499040	KAS	Girls Track & Field - Team Gear	05/14/2021		461.90
				<i>11 E 1999 4100 30 300 910021</i>		461.90	
The Graphic Edge, LLC		1502166	DML	Minooka Climbing Club	05/13/2021		1,064.10
				<i>11 E 1999 4100 70 300 900024</i>		225.81	
				<i>11 E 1999 4100 70 300 900024</i>		580.71	
				<i>11 E 1999 4100 70 300 900024</i>		80.00	
				<i>11 E 1999 4100 70 300 900024</i>		80.00	
				<i>11 E 1999 4100 70 300 900024</i>		5.79	94
				<i>11 E 1999 4100 70 300 900024</i>		14.89	
				<i>11 E 1999 4100 70 300 900024</i>		76.90	
The Graphic Edge, LLC		1502172	DML	Window sticker	05/13/2021		154.96
				<i>11 E 1999 4100 70 300 900024</i>		154.96	
The Graphic Edge, LLC			1,785.48				
The University of		ID 2978842	KAS	Joseph Gould - Simotes Motors Baseball Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>		500.00	
The University of		ID 2985833	KAS	La'Nyan Nance - Minooka Women's Club Scholarship	05/06/2021		500.00
				<i>11 E 1999 4100 70 300 900059</i>		500.00	
The University of Tampa -			1,000.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Thomson Reuters -		844466503	DML	West Information Charges	05/31/2021		387.45
				<i>10 E 2125 3000 00 302 000000</i>		387.45	
Thomson Reuters - West			387.45				
Thurman, Michael	1032100200	4/12/2021	DML	Official-BSOC-4/12/21	04/12/2021		65.00
				<i>10 E 1500 3190 30 300 000001</i>		65.00	
Thurman, Michael			65.00				
Timm Electric Inc		18390	DML	Electrical Repair	06/03/2021		6,920.00
				<i>20 E 2540 3230 00 302 000000</i>		6,920.00	95
Timm Electric Inc			6,920.00				
Transport Safety Lane		45132	DML	Safety Insp	04/07/2021		312.00
				<i>40 E 2554 3390 00 300 000000</i>		312.00	
Transport Safety Lane			312.00				
Tremco Roofing, Attn:	1062100009	96230281	DML	Moisture testing for Central roof Middle section	05/18/2021		2,950.00
				<i>20 E 2540 3230 00 300 000000</i>		2,950.00	
Tremco Roofing, Attn: Kevin			2,950.00				
Tri-K Inc		115893	DML	Kitchen	05/04/2021		113.60
				<i>20 E 2540 4100 00 302 000000</i>		113.60	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Tri-K Inc		115957	DML	Tissue Roll Towels	05/20/2021		837.60
				20 E 2540 4100 00 300 000000		837.60	
Tri-K Inc		116045	DML	Liners, kitchen towels, gloves	05/20/2021		1,855.20
				20 E 2540 4100 00 300 000000		197.00	
				20 E 2540 4100 00 300 000000		557.20	
				20 E 2540 4100 00 300 000000		119.40	
				20 E 2540 4100 00 300 000000		113.60	
				20 E 2540 4100 00 300 000000		868.00	
Tri-K Inc		116069	DML	Supplies	05/25/2021		96 2,350.80
				20 E 2540 4100 00 300 000000		2,350.80	
Tri-K Inc			5,157.20				
Tune Up Fitness	1032100030	143420	DML	Medicine/Therapy balls	03/03/2021		121.73
				10 E 1500 4100 30 300 000036		121.73	
Tune Up Fitness			121.73				
Tyler, DeWayne	1032100307	85078 5/7/21	KAS	Official-Lacrosse-Girls 5/7/21	05/07/2021		126.00
				10 E 1500 3190 30 300 000014		126.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Tyler, DeWayne	1032100384	85078 5/24/21	KAS	Official - Lacrosse/Girls V&JV 5/24/21	05/24/2021		134.00
				<i>10 E 1500 3190 30 300 000014</i>		134.00	
Tyler, DeWayne			260.00				
U.S. Bancorp		444444293	DML	Bus contract	05/28/2021		49,981.64
				<i>40 E 2550 3200 00 000 000000</i>		49,981.64	
U.S. Bancorp Government			49,981.64				
Umb Bank		04/30/2021	DML	Reg. Int.	04/30/2021		38,900.00
				<i>30 E 5140 6210 00 300 000006</i>		38,900.00	97
Umb Bank			38,900.00				
Underground Pipe &		048772	DML	8" domed grate	05/11/2021		231.68
				<i>20 E 2540 5400 00 302 000000</i>		231.68	
Underground Pipe & Valve			231.68				
Undesser III, Richard A,		5/24/2021 Grad	DML	SNHS Grad Stoles	05/24/2021		284.35
				<i>10 E 1500 3000 70 300 000002</i>		284.35	
Undesser III, Richard A,		5/24/2021 AATSP	DML	Induction fee	05/24/2021		85.00
				<i>10 E 1500 4100 70 300 000015</i>		85.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Undesser III, Richard A,		5/25/21 Pole Vault Risers	KAS	Athletic Pop - Supplies for Pole Vault Risers from Home Depot	05/25/2021		86.97
				11 E 1999 4100 30 300 910002		86.97	
Undesser III, Richard A, III			456.32				
United Cerebral Palsy -		7057	DML	Tuition April 2021	05/11/2021		4,000.00
				10 E 1912 6700 00 300 000000		4,000.00	
United Cerebral Palsy - CDS			4,000.00				
United Laboratories		INV318718	DML	Sprayer pack	05/24/2021		1,166.32
				20 E 2540 4100 00 300 000000		1,166.32	98
United Laboratories		INV318810	DML	Drain Maint.	05/25/2021		2,283.39
				20 E 2540 5400 00 301 000000		1,141.70	
				20 E 2540 4100 00 302 000000		1,141.69	
United Laboratories			3,449.71				
University of Arizona -		ID 23641581	KAS	Christopher Karceski - I'm with the Marching Band Scholarship	05/06/2021		500.00
				11 E 1999 4100 70 300 900059		500.00	
University of Arizona -		ID 23641581	KAS	Christopher Karceski - Minooka Lions Club Scholarship	05/06/2021		1,000.00
				11 E 1999 4100 70 300 900059		1,000.00	
University of Arizona - Ofc of			1,500.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
University Of Illinois		ID 670602989	KAS	Juliana Saghi - Mark Smith Legacy Foundation Scholarship	05/06/2021		1,000.00
				<i>11 E 1999 4100 70 300 900059</i>		<i>1,000.00</i>	
University Of Illinois Urbana-			1,000.00				
UPS		000Y75060201	DML	Fee	05/15/2021		25.00
				<i>10 R 1722 0000 00 000 000000</i>		<i>25.00</i>	
UPS			25.00				
Us Bank Equipment		444263222	DML	Equipment contract	05/20/2021		18,076.66
				<i>10 E 2632 3000 00 300 000000</i>		<i>18,076.66</i>	99
Us Bank Equipment Finance			18,076.66				
Valdez, Franklin	1032100311	82178 5/10/21	KAS	Official-Soccer-Girls JV 5/10/21	05/10/2021		61.00
				<i>10 E 1500 3190 30 300 000012</i>		<i>61.00</i>	
Valdez, Franklin			61.00				
Vandergrift, Jennifer		5/18/21 Mealtime	KAS	Arthur Vandergrift - Mealtime Refund	05/18/2021		97.10
				<i>10 R 1612 0000 00 000 000000</i>		<i>97.10</i>	
Vandergrift, Jennifer		5/26/21 Bowling	KAS	Arthur Vandergrift - Bowling Refund	05/26/2021		60.00
				<i>10 R 1725 0000 00 000 000000</i>		<i>60.00</i>	
Vandergrift, Jennifer			157.10				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Varsity Spirit Fashion		41800124	KAS	Cheerleaders - Freshman Game Uniforms	04/15/2021		2,045.58
				<i>11 E 1999 4100 30 300 910012</i>		<i>2,045.58</i>	
Varsity Spirit Fashion			2,045.58				
Verizon Wireless		9881002970	DML	Verizon Wireless	06/01/2021		705.06
				<i>20 E 2540 3400 00 300 000001</i>		<i>705.06</i>	
Verizon Wireless			705.06				
Village Of Channahon		0000001478	DML	Traffic light	05/31/2021		100.00
				<i>20 E 2540 3900 00 302 000000</i>		<i>100.00</i>	100
Village Of Channahon		0000001480	DML	Hartmann reimbursement	05/31/2021		4,787.10
				<i>80 E 2365 3900 00 302 000000</i>		<i>4,787.10</i>	
Village Of Channahon		0000001481	DML	Reimbursement	05/31/2021		745.34
				<i>80 E 2365 3900 00 302 000000</i>		<i>745.34</i>	
Village Of Channahon		5.1.2021-5.30.2021	DML	Water & Sewer	05/30/2021		6,865.73
				<i>20 E 2540 3700 00 302 000000</i>		<i>6,865.73</i>	
Village Of Channahon			12,498.17				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Villegas, Jose	1032100314	71367 5/10/21	KAS	Official - Soccer G VAR - 5/10/21	05/10/2021		65.00
				10 E 1500 3190 30 300 000012		65.00	
Villegas, Jose			65.00				
Virtual Connections		3219	DML	Enrolled	03/31/2021		4,923.71
				10 E 1912 6700 00 300 000000		4,923.71	
Virtual Connections		3267	DML	Enrolled	04/30/2021		6,082.23
				10 E 1912 6700 00 300 000000		6,082.23	
Virtual Connections		3315	DML	Enrolled	05/28/2021		5,502.97
				10 E 1912 6700 00 300 000000		5,502.97	
Virtual Connections Academy			16,508.91				
Vision Service Plan		June	DML	Robert VanDolson	06/01/2021		19.46
				20 E 2540 2220 00 300 000000		19.46	
Vision Service Plan			19.46				
Wafford, Danny	1032100086	2/24/2021	DML	Girls Basketball Official-2/26/21	02/24/2021		67.00
				10 E 1500 3190 30 300 000005		67.00	
Wafford, Danny			67.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Walker Thomas Group		0731	DML	Erika Walker Thomas Group	06/01/2021		5,000.00
				10 E 2310 3000 00 300 000000		4,500.00	
				10 E 2310 3000 00 300 000000		500.00	
Walker Thomas Group			5,000.00				
Walker, Chris	1032100386	5/21/2021	DML	Official - Baseball/SO 5/22/21	05/21/2021		100.00
				10 E 1500 3190 30 300 000007		100.00	
Walker, Chris			100.00				
Walker, Kellen J	1032100325	83934 5/12/21	KAS	Official - Baseball - SO 5/12/21	05/12/2021		118.00
				10 E 1500 3190 30 300 000007		56.00	102
				10 E 1500 3190 30 300 000007		62.00	
Walker, Kellen J	1032100345	83934 5/17/21	KAS	Official - Baseball/SO - 5/17/21	05/17/2021		56.00
				10 E 1500 3190 30 300 000007		56.00	
Walker, Kellen J			174.00				
Waste Management Of		3413806-2007-8	DML	Inactivity charge	05/31/2021		424.50
				20 E 2540 3210 00 300 000000		424.50	
Waste Management Of		6188056-2007-6	DML	Waste Management	05/28/2021		3,364.08
				20 E 2540 3210 00 300 000000		3,364.08	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Waste Management Of		6188085-2007-5	DML	Waste service	05/28/2021		167.92
				<i>20 E 2540 3210 00 300 000000</i>		167.92	
Waste Management Of		6188886-2007-6	DML	Waste Managment	05/28/2021		4,584.72
				<i>20 E 2540 3210 00 302 000000</i>		4,584.72	
Waste Management Of IL			8,541.22				
Weiss, Jacquelyn S		May 11, 2021	DML	Children's Theatre	05/18/2021		173.60
				<i>10 E 1500 3000 70 300 000004</i>		173.60	
Weiss, Jacquelyn S			173.60				
Weldstar Company		0001958659	DML	Multi-Process Welder	05/05/2021		4,753.12
				<i>10 E 1400 4100 10 300 000001</i>		4,753.12	
Weldstar Company			4,753.12				
Whitmore Ace		109959	DML	Supplies	05/03/2021		37.98
				<i>20 E 2540 4100 00 302 000000</i>		37.98	
Whitmore Ace		110011	DML	Supplies	05/07/2021		9.00
				<i>20 E 2540 4100 00 300 000000</i>		9.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		110029	DML	Supplies	05/10/2021		11.58
				<i>40 E 2552 4100 00 300 000000</i>		<i>11.58</i>	
Whitmore Ace		110033	DML	Supplies	05/10/2021		11.37
				<i>20 E 2540 4100 00 302 000000</i>		<i>11.37</i>	
Whitmore Ace		110039	DML	Supplies	05/10/2021		49.62
				<i>20 E 2540 4100 00 300 000000</i>		<i>49.62</i>	
Whitmore Ace		110061	DML	Supplies	05/12/2021		6.99
				<i>40 E 2552 4100 00 300 000000</i>		<i>6.99</i>	104
Whitmore Ace		110111	DML	Supplies	05/17/2021		15.99
				<i>20 E 2540 4100 00 302 000000</i>		<i>15.99</i>	
Whitmore Ace		110139	DML	Supplies	05/19/2021		23.31
				<i>20 E 2540 4100 00 300 000001</i>		<i>23.31</i>	
Whitmore Ace		110146	DML	Supplies	05/20/2021		42.74
				<i>20 E 2540 4100 00 300 000001</i>		<i>42.74</i>	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		110158	DML	Supplies	05/21/2021		20.97
				<i>20 E 2540 4100 00 300 000001</i>		20.97	
Whitmore Ace		110175	DML	Supplies	05/24/2021		6.99
				<i>40 E 2552 4100 00 300 000000</i>		6.99	
Whitmore Ace		110208	DML	Supplies	05/26/2021		43.10
				<i>20 E 2540 4100 00 302 000000</i>		43.10	
Whitmore Ace		110209	DML	Supplies	05/26/2021		54.13 105
				<i>20 E 2540 4100 00 300 000000</i>		54.13	
Whitmore Ace		110214	DML	Supplies	05/26/2021		82.44
				<i>20 E 2540 4100 00 300 000001</i>		82.44	
Whitmore Ace		110228	DML	Supplies	05/27/2021		50.97
				<i>20 E 2540 4100 00 300 000000</i>		50.97	
Whitmore Ace		110233	DML	Supplies	05/27/2021		17.18
				<i>20 E 2540 4100 00 302 000000</i>		17.18	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		110240	DML	Supplies	05/28/2021		40.97
				20 E 2540 4100 00 300 000000		40.97	
Whitmore Ace		110280	DML	Supplies	06/02/2021		17.94
				20 E 2540 4100 00 302 000000		17.94	
Whitmore Ace		110294	DML	Supplies	06/03/2021		39.98
				20 E 2540 4100 00 302 000000		39.98	
Whitmore Ace Hardware			583.25				
Wicevic, Jennifer		4/30/21 Prom	KAS	Activities - Prom REACH Chaperone	04/30/2021		120.00
				10 E 1500 1300 70 300 000003		120.00	
Wicevic, Jennifer			120.00				
Willis, Timothy	1032100336	29530 5/14/21	KAS	*Updated street number - 3179 Teal Bay Court Official - Softball JV - 5/14/21	05/14/2021		65.00
				10 E 1500 3190 30 300 000002		65.00	
Willis, Timothy			65.00				
Wilson, John	1032100312	48680 5/10/21	KAS	Official - Soccer G VAR - 5/10/21	05/10/2021		65.00
				10 E 1500 3190 30 300 000012		65.00	
Wilson, John			65.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Yipes		38499	KAS	Girls Volleyball - Senior Gifts	03/25/2021		74.00
				<i>11 E 1999 4100 30 300 910022</i>			<i>74.00</i>
Yipes			74.00				
Total Number of Batch Invoices:			0		\$0.00		
Total Number of Open Invoices:			443		\$1,760,236.68		
Total Number of History Invoices:			0		\$0.00		
Total Number of Update in Progress Batch Invoices:			0		\$0.00		
Total Number of Update in Progress Batch Reversal Invoices:			0		\$0.00		
Total Number of Reversal History Invoices:			0		\$0.00		
Total Number of Deleted History Invoices:			0		\$0.00		
Total Number of Batch Reversal Invoices:			0		\$0.00		
Total Number of Unsubmitted Invoices:			0		\$0.00		
Total Number of Awaiting for Approval Invoices:			0		\$0.00		
Total Invoices:			443		1,760,236.68		

Payroll Summaries

Payroll Run Description: 5-14-21 Payroll; 5-28-2021 Payroll

COUNTY OF GRUNDY SCHOOL DIST 111

Payroll Run	Pay Gross	Fed Gross	Fed Tax	State Gross	State Tax	SS Gross	SS Tax	Med Gross	Med Tax
5/14/21 - 5-14-21 Payroll	848,384.62	791,428.99	82,951.92	791,428.99	38,109.64	205,258.60	12,726.06	819,286.93	11,879.49
5/28/21 - 5-28-2021 Payroll	813,610.60	755,945.53	81,514.18	755,945.53	36,441.89	172,422.70	10,690.22	784,330.41	11,372.68
Totals:	1,661,995.22	1,547,374.52	164,466.10	1,547,374.52	74,551.53	377,681.30	23,416.28	1,603,617.34	23,252.17

IMPREST

5/31/2021

	EDUCATION	BUILDING	BOND & INT	TRANSPORTATION	SS/IMRF	TORT	TOTAL
BEG BALANCE	13763.90	100.00	0.00	16184.00	0.00	0.00	30047.90
RECEIPTS							0.00
DEPOSITS	0.00	0.00		0.00	0.00		0.00
DEPOSITS							0.00
VOID							0.00
TOTAL RECEIPTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISBURSEMENTS							
AP CHECK	1330.00	0.00					1330.00
TOTAL DISBURSEMENTS	1440.00	0.00	0.00	30.00	0.00	0.00	1470.00
ENDING BALANCE	12323.90	100.00	0.00	16154.00	0.00	0.00	28577.90

109

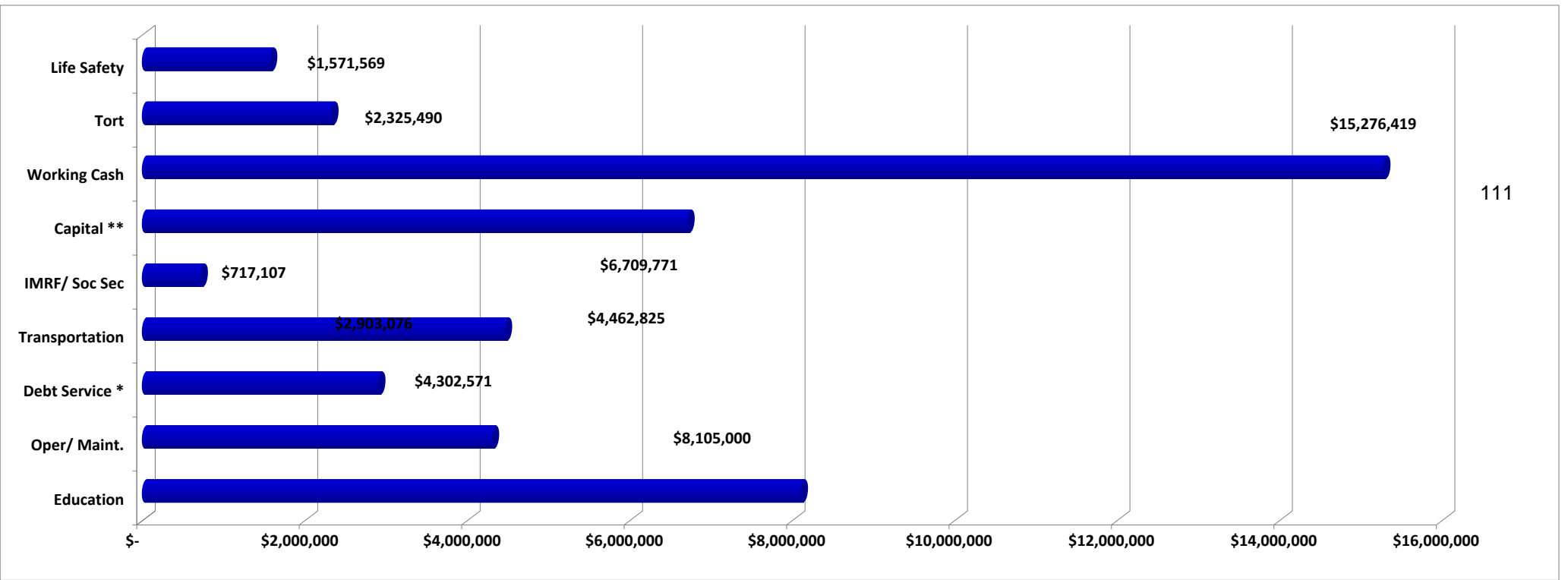
BANK BALANCE	32371.28		LEDGER BALANCE	28577.90
OUTSTANDING CHECKS	2660.10		OUTSTANDING CHECKS	2660.10
DIFFERENCE	1133.28		VOID	
REGISTER BALANCE	28577.90	BALANCE	DIFFERENCE	1133.28
			BANK BALANCE	32371.28
			BALANCE	

Input Report Date 5/31/2021

Cash and Investments Report

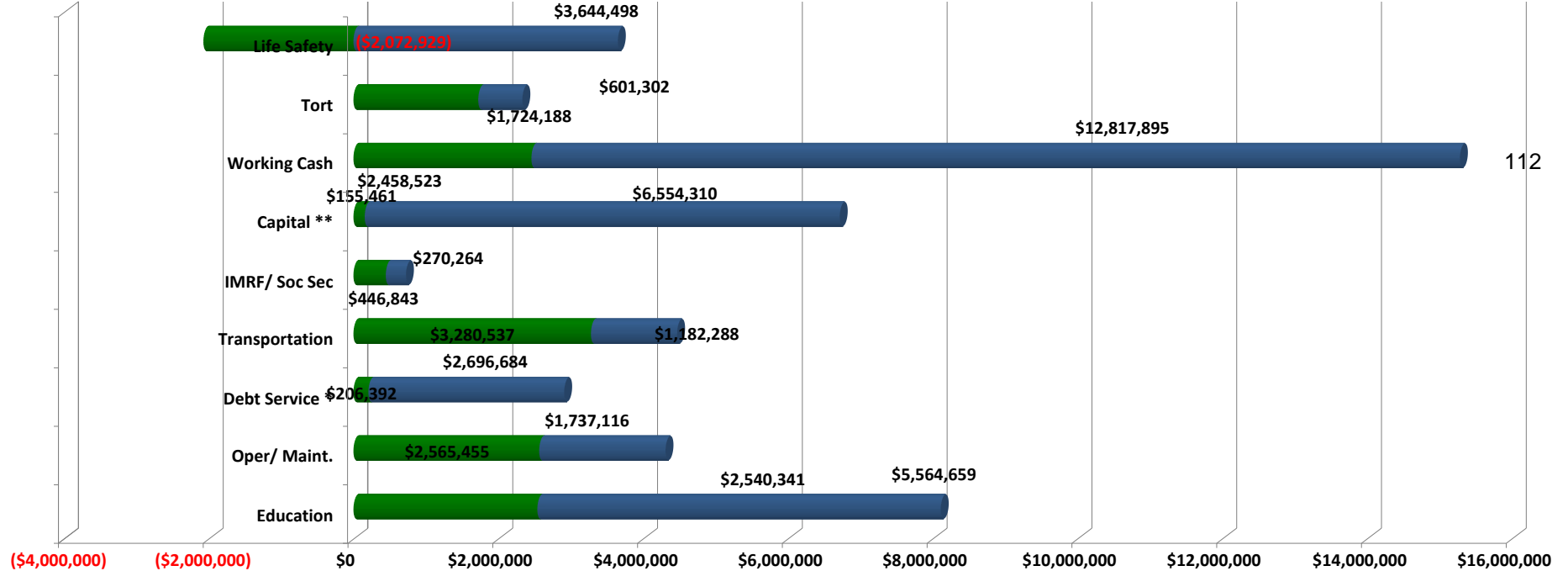
	Education	Oper/ Maint.	Debt Service *	Transporation	IMRF/ Soc Sec	Capital **	Working Cash	Tort	Life Safety	Total	Fund 11 Activities	Total Funds
Checking	\$62,411.99	\$228,077.22	\$907,025.72	\$1,163,346.16	\$373,780.23	\$155,460.74	\$632,379.54	\$237,430.58	(\$2,709,846.41)	\$1,050,065.77	\$289,826.45	\$1,339,892.22
Food Service Account	\$779,360.00									\$779,360.00	0	\$779,360.00
Imprest	\$12,323.90	\$100.00		\$16,154.00						\$28,577.90	0	\$28,577.90
Insurance Account	\$1,421,570.23	\$228,169.96		\$88,622.09				(\$49,448.52)		\$1,688,913.76	0	\$1,688,913.76
PMA Cash Account	(\$1,287,129.95)	\$1,136,596.70	(\$700,633.75)	\$2,012,415.11	(\$320,510.25)	\$0.00	\$1,622,003.15	\$1,536,205.74	\$636,917.46	\$4,635,864.21	0	\$4,635,864.21
IPITIP	\$1,551,804.41	\$972,510.73	\$0.00	\$0.00	\$393,572.89	\$0.00	\$204,140.58	\$0.00	\$0.00	\$3,122,028.61	0	\$3,122,028.61
Total Cash accounts	\$2,540,340.58	\$2,565,454.61	\$206,391.97	\$3,280,537.36	\$446,842.87	\$155,460.74	\$2,458,523.27	\$1,724,187.80	(\$2,072,928.95)	\$11,304,810.25	\$289,826.45	\$11,594,636.70
PMA Investments	\$4,940,784.43	\$1,735,738.50	\$2,588,234.63	\$1,033,767.81	\$263,220.98	\$377,063.00	\$12,817,895.31	\$601,301.80	\$3,644,498.28	\$28,002,504.74	398,815.57	28,401,320.31
PMA 101 Investments	\$4,660,740.75	\$1,058,695.21	\$2,304,713.54	\$500,025.62	\$245,077.30	\$325,000.00	\$185,513.86	\$351,586.91	\$208,891.75	\$9,840,244.94	-	\$9,840,244.94
PMA 62 (Working Cash)						\$0.00				\$0.00	-	\$0.00
PMA 202						\$0.00				\$0.00	-	\$0.00
PMA 203 - 2006 Bond			\$129,302.02							\$129,302.02	-	\$129,302.02
PMA 65 (Capital)										\$0.00	-	\$0.00
US Bank	\$0.00									\$0.00	-	\$0.00
PMA 205 Working Cash							\$12,553,265.93			\$12,553,265.93	-	\$12,553,265.93
PMA 68										\$0.00	0	\$0.00
PMA 104 - General Reserve	\$280,043.68	\$677,043.29	\$154,219.07	\$533,742.19	\$18,143.68	\$52,063.00	\$79,115.52	\$249,714.89	\$450,566.52	\$2,494,651.84	0	\$2,494,651.84
PMA 208 - Health Life Safety									\$2,985,040.01	\$2,985,040.01	0	\$2,985,040.01
PMA 209 - Capital						\$6,177,247.22				\$6,177,247.22	0	\$6,177,247.22
Private Bank Investments	\$623,874.73	\$1,377.63	\$108,449.16	\$148,519.77	\$7,043.29	\$0.00	\$0.00	\$0.00	\$0.00	\$889,264.58	0	\$889,264.58
PMA 103 - Coady Scholarship										\$0.00	398815.57	\$398,815.57
Total Investments	\$5,564,659.16	\$1,737,116.13	\$2,696,683.79	\$1,182,287.58	\$270,264.27	\$6,554,310.22	\$12,817,895.31	\$601,301.80	\$3,644,498.28	\$35,069,016.54	398,815.57	\$35,467,832.11
Total Cash & Investments	\$8,104,999.74	\$4,302,570.74	\$2,903,075.76	\$4,462,824.94	\$717,107.14	\$6,709,770.96	\$15,276,418.58	\$2,325,489.60	\$1,571,569.33	\$46,373,826.79	\$688,642.02	\$47,062,468.81

	Education	Oper/ Maint.	Debt Service *	Transportation	IMRF/ Soc Sec	Capital **	Working Cash	Tort	Life Safety	Total
Checking	\$62,412	\$228,077	\$907,026	\$1,163,346	\$373,780	\$155,461	\$632,380	\$237,431	(\$2,709,846)	\$ 1,050,066
Food Service Account	\$779,360	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ 779,360
Imprest	\$12,324	\$100	\$0	\$16,154	\$0	\$0	\$0	\$0	\$0	\$ 28,578
Insurance Account	\$1,421,570	\$228,170	\$0	\$88,622	\$0	\$0	\$0	(\$49,449)	\$0	\$ 1,688,914
PMA Cash Account	(\$1,287,130)	\$1,136,597	(\$700,634)	\$2,012,415	(\$320,510)	\$0	\$1,622,003	\$1,536,206	\$636,917	\$ 4,635,864
IPTIP	\$1,551,804	\$972,511	\$0	\$0	\$393,573	\$0	\$204,141	\$0	\$0	\$ 3,122,029
Total Cash accounts	\$2,540,341	\$2,565,455	\$206,392	\$3,280,537	\$446,843	\$155,461	\$2,458,523	\$1,724,188	(\$2,072,929)	\$ 11,304,810
Total Investments	\$5,564,659	\$1,737,116	\$2,696,684	\$1,182,288	\$270,264	\$6,554,310	\$12,817,895	\$601,302	\$3,644,498	\$ 35,069,017
Total Cash & Investme	\$8,105,000	\$4,302,571	\$2,903,076	\$4,462,825	\$717,107	\$6,709,771	\$15,276,419	\$2,325,490	\$1,571,569	\$ 46,373,827



	Education	Oper/ Maint.	Debt Service *	Transportatio n	IMRF/ Soc Sec	Capital **	Working Cash	Tort	Life Safety	Total
Checking	\$62,412	\$228,077	\$907,026	\$1,163,346	\$373,780	\$155,461	\$632,380	\$237,431	(\$2,709,846)	\$ 1,050,066
Food Service Account	\$779,360									\$ 779,360
Imprest	\$12,324	\$100	\$0	\$16,154	\$0	\$0	\$0	\$0	\$0	\$ 28,578
Insurance Account	\$1,421,570	\$228,170		\$88,622				(\$49,449)		\$ 1,688,914
PMA Cash Account	(\$1,287,130)	\$1,136,597	(\$700,634)	\$2,012,415	(\$320,510)	\$0	\$1,622,003	\$1,536,206	\$636,917	\$ 4,635,864
IPTIP	\$1,551,804	\$972,511	\$0	\$0	\$393,573	\$0	\$204,141	\$0	\$0	\$ 3,122,029
Total Cash accounts	\$2,540,341	\$2,565,455	\$206,392	\$3,280,537	\$446,843	\$155,461	\$2,458,523	\$1,724,188	(\$2,072,929)	\$ 11,304,810
Total Investments	\$5,564,659	\$1,737,116	\$2,696,684	\$1,182,288	\$270,264	\$6,554,310	\$12,817,895	\$601,302	\$3,644,498	\$ 35,069,017
Total Cash & Investmer	\$8,105,000	\$4,302,571	\$2,903,076	\$4,462,825	\$717,107	\$6,709,771	\$15,276,419	\$2,325,490	\$1,571,569	\$ 46,373,827
Percent invested	69%	40%	93%	26%	38%	98%	84%	26%	232%	76%

Graph Data



Expenditure Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	111134900	ESSER I Digital Equity Grant	0.00	0.00	5,749.25	0.00	-5,749.25	0.00	0.00
Education Fund	111137000	ESSER I Digital Equity Grant	0.00	0.00	150,246.00	0.00	-150,246.00	0.00	0.00
Education Fund	11130100	TITLE 1 SALARIES	71,738.00	4,139.52	0.00	0.00	20,807.65	50,930.35	70.99
Education Fund	1011130110	HIGH SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130110	DETENTION HALL SUPVSN	7,000.00	0.00	0.00	0.00	7,000.00	0.00	0.00
Education Fund	11130127	ELL INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113011002	ART SALARY	180,512.00	15,042.68	0.00	0.00	15,780.93	164,731.07	91.26
Education Fund	1113011005	ENGLISH/DRAMA SALARY	1,525,409.00	126,670.48	0.00	0.00	127,606.92	1,397,802.08	91.63
Education Fund	1113011006	FOREIGN LANG SALARY	761,586.00	60,924.44	0.00	0.00	77,160.65	684,425.35	89.87
Education Fund	1113011011	MATH SALARY	1,413,807.00	117,817.30	0.00	0.00	129,957.51	1,283,849.49	90.81
Education Fund	1113011012	MUSIC SALARY	281,815.00	23,599.66	0.00	0.00	24,477.36	257,337.64	11391.31
Education Fund	1113011013	NATURAL SCIENCE	1,345,048.00	108,479.32	0.00	0.00	125,253.53	1,219,794.47	90.69
Education Fund	1113011015	SOCIAL SCIENCE SALARY	1,259,428.00	104,283.14	0.00	0.00	108,836.02	1,150,591.98	91.36
Education Fund	1113011021	DRIVER ED SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113011121	DRIVER ED SUMMER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113011027	DEPT CHAIR SALARY	658,685.00	54,890.46	0.00	0.00	49,223.91	609,461.09	92.53
Education Fund	1113011050	PHYS ED SALARY	1,109,505.00	92,187.05	0.00	0.00	97,072.05	1,012,432.95	91.25
Education Fund	11130111	OVERLOAD	96,967.00	8,079.72	0.00	0.00	4,601.34	92,365.66	95.25
Education Fund	11130112	PLAN TIME	193,923.00	16,638.54	0.00	0.00	13,699.37	180,223.63	92.94
Education Fund	11130120	CAMPUS MONITOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130121	SUB TEACHER SALARY	225,000.00	46,183.07	0.00	0.00	-44,371.35	269,371.35	119.72
Education Fund	11130122	MENTORING	15,250.00	5,497.51	0.00	0.00	1,259.96	13,990.04	91.74
Education Fund	11130125	SUMMER CURRIC	9,515.00	0.00	0.00	0.00	1,893.10	7,621.90	80.10
Education Fund	11130126	POST RETIREMENT	139,076.00	0.00	0.00	0.00	-0.09	139,076.09	100.00

Expenditure Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	11130128	SUMMER SCHOOL SALARY	13,000.00	0.00	0.00	0.00	12,594.11	405.89	3.12
Education Fund	11130130	HOMEBOUND	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00
Education Fund	10-1130-211	OVERLOAD (IC)	12,242.00	0.00	0.00	0.00	12,242.00	0.00	0.00
Education Fund	1113021	INSTRUCTIONAL TRS	69,369.62	1,020.23	0.00	0.00	59,626.20	9,743.42	14.05
Education Fund	11130211	SUB TEACHER TRS	22,096.00	6,872.29	0.00	0.00	-27,490.62	49,586.62	224.41
Education Fund	11130212	MENTORING TRS	1,920.00	694.13	0.00	0.00	-856.44	2,776.44	144.61
Education Fund	11130213	SUMMER CURRIC TRS	0.00	0.00	0.00	0.00	-518.24	518.24	0.00
Education Fund	111302135	TRS PENALTY	0.00	0.00	0.00	0.00	-12,768.55	12,768.55	0.00
Education Fund	1113021101	INSTRUCTIONAL TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113021102	ART TRS	22,792.00	1,899.34	0.00	0.00	4,050.42	18,741.58	82.23
Education Fund	1113021105	ENGLISH/DRAMA TRS	192,604.00	15,993.93	0.00	0.00	34,917.33	157,686.67	11481.87
Education Fund	1113021106	FOREIGN LANGUAGE TRS	96,160.00	7,692.53	0.00	0.00	17,785.54	78,374.46	81.50
Education Fund	111302111	MATH TRS	178,512.00	14,876.01	0.00	0.00	32,293.66	146,218.34	81.91
Education Fund	1113021112	MUSIC TRS	35,583.00	2,979.79	0.00	0.00	6,277.79	29,305.21	82.36
Education Fund	1113021113	NAT SCI TRS	169,831.00	13,696.91	0.00	0.00	30,608.65	139,222.35	81.98
Education Fund	1113021115	SOC SCI TRS	159,020.00	13,167.16	0.00	0.00	28,502.70	130,517.30	82.08
Education Fund	1113021121	DRIVER ED TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113021127	INSTR LEADER TRS	84,977.00	7,081.47	0.00	0.00	13,683.90	71,293.10	83.90
Education Fund	1113021150	PHYS ED TRS	140,090.00	11,639.94	0.00	0.00	25,106.05	114,983.95	82.08
Education Fund	10-1130-	DEPT CHAIR SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1130-222	DIST 111 GROUP MEDICAL	0.00	219,584.77	0.00	0.00	-2,745,520.74	2,745,520.74	0.00
Education Fund	10-1130-	HIGH SCHOOL	74,176.39	0.00	0.00	0.00	74,176.39	0.00	0.00
Education Fund		TEACHING GROUP INS	0.00	175.62	0.00	0.00	-2,398.23	2,398.23	0.00
Education Fund	1113022201	TEACHING GROUP INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Expenditure Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	1113022202	ART GROUP INS	41,446.57	3,745.50	0.00	-4.52	1,635.98	39,815.11	96.06
Education Fund	1113022205	ENGLISH GROUP INS	313,247.25	27,578.85	0.00	-80.53	10,681.35	302,646.43	96.62
Education Fund	1113022206	FOREIGN LANG GROUP	167,399.54	18,261.29	0.00	-43.72	-26,725.06	194,168.32	115.99
Education Fund	1113022211	MATH GROUP INS	306,056.62	29,166.10	0.00	-71.72	-2,553.28	308,681.62	100.86
Education Fund	1113022212	MUSIC GROUP INS	49,101.22	4,682.30	0.00	-11.72	-768.43	49,881.37	101.59
Education Fund	1113022213	NAT SCI GROUP INS	276,268.64	25,448.22	0.00	-72.52	18,703.98	257,637.18	93.26
Education Fund	1113022215	SOC SCI GROUP INS	219,457.67	20,149.16	0.00	-64.52	1,493.62	218,028.57	99.35
Education Fund	1113022221	DRIVER ED GROUP INS	0.00	0.00	0.00	0.00	-727.49	727.49	0.00
Education Fund	1113022225	CAMPUS MONITOR GROUP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113022227	INSTR LDR GROUP	140,202.33	15,242.42	0.00	-49.00	-8,127.01	148,378.34	105.83
Education Fund	1113022250	PHYS ED GROUP INS	193,226.37	22,524.20	0.00	-68.52	-19,795.62	213,090.51	110.28
Education Fund		DIST 111 GROUP DENTAL	0.00	15,591.31	0.00	0.00	-161,043.23	161,043.23	0.00
Education Fund		10 E 1130 2230 02 300	0.00	73.60	0.00	0.00	-368.00	368.00	0.00
Education Fund		10 E 1130 2230 05 300	0.00	685.40	0.00	0.00	-3,427.00	3,427.00	0.00
Education Fund		10 E 1130 2230 06 300	0.00	397.44	0.00	0.00	-1,987.20	1,987.20	0.00
Education Fund		10 E 1130 2230 11 300	0.00	625.60	0.00	0.00	-3,128.00	3,128.00	0.00
Education Fund		10 E 1130 2230 12 300	0.00	110.40	0.00	0.00	-552.00	552.00	0.00
Education Fund		10 E 1130 2230 13 300	0.00	625.60	0.00	0.00	-3,220.00	3,220.00	0.00
Education Fund		10 E 1130 2230 15 300	0.00	529.00	0.00	0.00	-2,645.00	2,645.00	0.00
Education Fund		DEPT CHAIR INS	0.00	660.50	0.00	0.00	-3,302.50	3,302.50	0.00
Education Fund		10 E 1130 2230 50 300	0.00	441.60	0.00	0.00	-2,208.00	2,208.00	0.00
Education Fund	11131230	COLLEGE TUITION REIMB	70,000.00	1,232.00	0.00	0.00	23,354.88	46,645.12	66.64
Education Fund	1113030006	FOREIGN LANG CONTR	800.00	0.00	0.00	0.00	800.00	0.00	0.00
Education Fund	1113030006	FOREIGN LANG CONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Expenditure Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	1110030012	BAND PURCHASE SERV	8,500.00	1,500.00	0.00	0.00	5,500.00	3,000.00	35.29
Education Fund	1110030112	CHORUS PURCHASE SERV	10,000.00	847.00	521.00	0.00	4,491.35	4,987.65	49.88
Education Fund	1110030212	STRINGS PURCHASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110030012	BAND CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110030112	CHORUS CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110030212	STRINGS CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113030021	DRIVER ED CONTRACT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113031025	POLICE LIAISON	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113031125	EVENT SECURITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11131314	CURRIC DEVEL/LRNG OBJ	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11131315	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	116 0.00
Education Fund	11130322	TOWEL CONTRACT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032302	ART CONTRACT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032302	ART CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032305	ENGLISH CONTRACT SERV	350.00	0.00	0.00	0.00	350.00	0.00	0.00
Education Fund	1113032305	ENGLISH CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110032312	BAND REPAIR & MAINT	4,600.00	0.00	0.00	0.00	1,959.00	2,641.00	57.41
Education Fund	1110032412	CHORUS REPAIR & MAINT	2,200.00	170.00	170.00	0.00	1,390.00	640.00	29.09
Education Fund	1110032512	STRINGS REPAIR & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110032312	BAND REPAIR & MAINT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110032412	CHORUS REPAIR & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110032512	STRINGS REPAIR & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032313	NAT SCI CONTRACT SERV	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00
Education Fund	1113032313	NAT SCI CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Expenditure Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	1113032315	SOC SCI CONTRACT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032315	SOC SCI CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032350	PHYS ED CONTRACT SERV	10,000.00	0.00	0.00	0.00	9,310.00	690.00	6.90
Education Fund	1113032351	BOWING COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113032350	PHYS ED CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130332	GENERAL EDUCATION	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	11131332	TYPE 75 TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130380	UNEMPLOYMENT	0.00	0.00	0.00	0.00	-5,979.00	5,979.00	0.00
Education Fund	11130381	WORKERS COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113038021	DRIVER ED CAR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130400	TITLE 1 SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	117 0.00
Education Fund	1113040005	ENGLISH RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113040011	MATH SUPPLIES RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113040050	PHYS ED RESALE	8,150.00	0.00	0.00	0.00	1,115.00	7,035.00	86.32
Education Fund	1113040050	PHYS ED RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130410	GEN ED	20,000.00	0.00	0.00	0.00	7,726.95	12,273.05	61.37
Education Fund	11130411	ECOLAB GRANT SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11131410	CURRIC DEVEL/LRNG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11131411	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11131412	TPI GRANT SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	111304102	GEN ED SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041002	ART SUPPLIES	15,000.00	0.00	0.00	0.00	5,953.07	9,046.93	60.31
Education Fund	1113041102	ART/COMP TECH	3,150.00	0.00	0.00	0.00	230.00	2,920.00	92.70
Education Fund	1113041002	ART SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1113041102	ART/COMP TECH SUPPLY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041005	ENGLISH/DRAMA	1,744.00	1,649.97	0.00	0.00	1,697.11	46.89	2.69
Education Fund	1113041505	ENGLISH/COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041005	ENGLISH/DRAMA SUPPLY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041505	ENGLISH/COMP TECH SUP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041006	FOREIGN LANG SUPPLIES	4,000.00	0.00	0.00	0.00	1,635.97	2,364.03	59.10
Education Fund	1113041106	FOREIGN LANG/COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041006	FORN LANG SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041106	FORN LANG COMP TECH S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041011	MATH SUPPLIES	2,200.00	179.84	218.99	0.00	1,286.85	694.16	31.55
Education Fund	1113041211	MATH/COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	118 0.00
Education Fund	1113041011	MATH SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041211	MATH/COMP TECH SUP S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110041012	BAND SUPPLIES	3,500.00	1,047.14	0.00	0.00	45.99	3,454.01	98.69
Education Fund	1110041112	CHORUS SUPPLIES	3,500.00	870.96	297.40	0.00	284.58	2,918.02	83.37
Education Fund	1110041212	STRINGS SUPPLIES	1,000.00	0.00	0.00	0.00	933.58	66.42	6.64
Education Fund	1113041012	BAND-CHORUS/COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110041012	BAND SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110041112	GENERAL MUSIC	8,590.00	0.00	0.00	0.00	1,026.25	7,563.75	88.05
Education Fund	1110041212	STRINGS SUPPLIES S	0.00	0.00	11.90	0.00	-69.98	58.08	0.00
Education Fund	1113041012	BAND-CHORUS/COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041013	NAT SCI SUPPLIES	23,000.00	386.29	0.00	0.00	15,498.95	7,501.05	32.61
Education Fund	1113041113	NAT SCI/COMP TECH	0.00	0.00	0.00	0.00	-120.00	120.00	0.00
Education Fund	1113041013	NAT SCI SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1113041113	NAT SCI/COMP TECH S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041015	SOC SCI SUPPLIES	5,000.00	0.00	0.00	-61.97	4,066.96	995.01	19.90
Education Fund	1113041115	SOC SCI/COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041015	SOC SCI SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041115	SCO SCI/COMP TECH S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041021	DRIVER ED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041050	PHYS ED SUPPLIES	30,000.00	-1,035.10	3,857.62	-29.99	9,920.37	16,252.00	54.17
Education Fund	1113041150	PHYS ED COMP TECH	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	1113041050	PHS ED SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113041150	PHYS ED COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130420	GENERAL EDUC	0.00	0.00	12,213.99	0.00	-12,213.99	0.00	119 0.00
Education Fund	111304202	GENERAL ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042002	ART TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042002	ART TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042005	ENGLISH/DRAMA	10,500.00	0.00	206.36	-369.75	4,552.77	6,110.62	58.20
Education Fund	1113042005	ENGLISH/DRAMA TEXTBKS	0.00	0.00	0.00	0.00	-509.70	509.70	0.00
Education Fund	1113042006	FOREIGN LANG	11,104.00	0.00	0.00	0.00	-1,019.42	12,123.42	109.18
Education Fund	1113042006	FORN LANG TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042011	MATH TEXTBOOKS	135,000.00	0.00	0.00	0.00	124,863.60	10,136.40	7.51
Education Fund	1113042011	MATH TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110042012	BAND TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110042112	MUSIC TEXTBOOKS	1,200.00	0.00	0.00	0.00	854.20	345.80	28.82
Education Fund	1110042212	STRINGS TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110042012	BAND TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1110042112	CHORUS TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110042212	STRINGS TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042013	NAT SCI TEXTBOOKS	12,000.00	0.00	0.00	0.00	719.70	11,280.30	94.00
Education Fund	1113042013	NAT SCI TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042015	SOC SCI TEXTBOOKS	14,900.00	680.48	661.68	0.00	11,787.34	2,450.98	16.45
Education Fund	1113042015	SOC SCI TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042021	DRIVER ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042050	PHYS ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113042050	PHS ED TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043002	ART PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043002	ART PERIODICALS S	0.00	0.00	0.00	0.00	0.00	0.00	120.00
Education Fund	1113043005	ENGLISH PERIODICALS	700.00	0.00	0.00	0.00	700.00	0.00	0.00
Education Fund	1113043005	ENGLISH PERIODICALS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043015	SOC SCI PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043015	SOC SCI PERIODICALS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043050	PHYS ED PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113043050	PHYS ED PERIODICALS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049002	ART VIDEO/SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049002	ART VIDEO/SOFTWARE S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049005	ENGLISH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049005	ENGLISH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049006	FOREIGN LANG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049006	FORN LANG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049011	MATH VIDEO/SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1113049011	MATH VIDEO/SOFTWARE S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110049112	BAND VIDEO/SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110049212	CHORUS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110049312	STRINGS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110049112	BAND VIDEO/SOFTWARE S	0.00	0.00	7,034.80	0.00	-7,034.80	0.00	0.00
Education Fund	1110049212	CHORUS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110049312	STRINGS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049013	NAT SCI	6,700.00	0.00	0.00	0.00	50.00	6,650.00	99.25
Education Fund	1113049013	NAT SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049015	SOC SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049015	SOC SCI	0.00	0.00	0.00	0.00	0.00	0.00	121 0.00
Education Fund	1113049021	DRIVER ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049050	PE/HEALTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113049050	PHYS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054002	ART EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054002	ART EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054005	ENGLISH EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054005	ENGLISH EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054006	FOREIGN LANG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054006	FORN LANG EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054011	MATH EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054011	MATH EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110054012	BAND EQUIPMENT	21,000.00	995.11	0.00	0.00	6,478.44	14,521.56	69.15
Education Fund	1110054112	CHORUS EQUIPMENT	2,900.00	0.00	0.00	0.00	2,900.00	0.00	0.00

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Education Fund	1110054212	STRINGS EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110054012	BAND EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110054112	CHORUS EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110054212	STRINGS EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054013	NAT SCI EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054013	NAT SCI EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054015	SOC SCI EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054015	SOC SCI EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054021	DRIVER ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054050	PHYS ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113054050	PHYS ED EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	122 0.00
Education Fund	1113055021	DRIVER ED VEHICLES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130642	JJC TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064002	ART DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064005	ENGLISH DUES/FEES	0.00	0.00	0.00	-5.00	-144.89	149.89	0.00
Education Fund	1113064005	ENGLISH DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064006	FOREIGN LANG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064006	FORN LANG	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064011	MATH DUES & FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064011	MATH DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064012	BAND CLINICS	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00
Education Fund	1110064112	CHORUS CLINICS	750.00	0.00	0.00	0.00	750.00	0.00	0.00
Education Fund	1110064212	STRINGS CLINICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064312	BAND ENTRY FEES	5,485.00	1,440.00	0.00	0.00	3,395.00	2,090.00	38.10

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Education Fund	1110064412	CHORUS ENTRY FEES	1,500.00	0.00	0.00	0.00	815.00	685.00	45.67
Education Fund	1110064512	STRINGS ENTRY FEES	2,100.00	0.00	0.00	0.00	2,100.00	0.00	0.00
Education Fund	1110064012	BAND CLINICS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064112	CHORUS CLINICS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064212	STRINGS CLINICS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064312	BAND ENTRY FEES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064412	CHORUS ENTRY FEES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1110064512	STRINGS ENTRY FEES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064013	NAT SCI DUES/FEES/LIT	750.00	0.00	0.00	0.00	750.00	0.00	0.00
Education Fund	1113064113	SCIENCE FIELD TRIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064013	NAT SCI DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	123 0.00
Education Fund	1113064015	SOC SCI DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064015	SOC SCI DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064021	DRIVER ED DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064050	PHYS ED DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1113064050	PHYS ED DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130800	HOMEBOUND/HOP REG ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11130690	REFUND ACCOUNT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Education Fund	11200110	SPECIAL ED SALARY	1,116,819.00	93,276.42	0.00	0.00	103,097.87	1,013,721.13	90.77
Education Fund	11200111	SPECIAL ED AIDES	80,000.00	0.00	0.00	0.00	80,000.00	0.00	0.00
Education Fund	11200112	IDEA PART B SP ED	114,216.00	9,518.00	0.00	0.00	11,394.80	102,821.20	90.02
Education Fund	11200113	IDEA PART B SP ED	36,114.00	3,009.50	0.00	0.00	3,009.50	33,104.50	91.67
Education Fund	11200114	IDEA PART B SP ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200211	SPECIAL ED TRS	141,014.00	11,777.53	0.00	0.00	25,351.38	115,662.62	82.02

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Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	11200222	SPECIAL ED INSURANCE	283,025.90	24,780.22	0.00	-72.52	18,138.16	264,960.26	93.62
Education Fund		SPECIAL ED AIDES INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		IDEA PART B SP ED	0.00	733.62	0.00	0.00	-7,717.74	7,717.74	0.00
Education Fund		IDEA PART B SP ED	0.00	710.00	0.00	0.00	-7,397.20	7,397.20	0.00
Education Fund	11200223	IDEA PART B SP ED	0.00	0.00	0.00	-0.52	-274.10	274.62	0.00
Education Fund		10 E 1200 2230 00 300	0.00	662.40	0.00	0.00	-3,312.00	3,312.00	0.00
Education Fund		10 E 1200 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	11200300	SPECIAL ED PURCHASE	27,000.00	0.00	0.00	0.00	23,475.24	3,524.76	13.05
Education Fund	11200301	IDEA GRANT PURCHASE	6,300.00	59.88	0.00	0.00	3,190.59	3,109.41	49.36
Education Fund	11200311	COOP HOUSING ASSESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200312	COOP ADMIN ASSESS	184,853.00	0.00	0.00	0.00	184,853.00	0.00	124 0.00
Education Fund	11200410	SPECIAL ED SUPPLIES	3,500.00	0.00	0.00	0.00	3,305.67	194.33	5.55
Education Fund	11200411	SPECIAL ED COMP TECH	2,600.00	0.00	0.00	0.00	2,600.00	0.00	0.00
Education Fund	11200412	IDEA PART B SP ED	2,713.00	0.00	0.00	0.00	1,759.61	953.39	35.14
Education Fund	11200420	SPECIAL ED TEXTBOOKS	150.00	0.00	0.00	0.00	150.00	0.00	0.00
Education Fund	11200490	SPECIAL ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200500	IDEA PART B SP ED	9,500.00	0.00	0.00	8,359.20	-325.09	1,465.89	15.43
Education Fund	11200641	SPECIAL ED - OTHER	1,800.00	0.00	0.00	0.00	1,800.00	0.00	0.00
Education Fund	11200640	SPECIAL ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200800	COOP TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200801	OUT OF DIST TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11200802	COOP HOMEBOUND/HOSP	0.00	0.00	0.00	0.00	-35,614.16	35,614.16	0.00
Education Fund	11250211	COOP TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11250311	COOP HOUSING ASSESS	0.00	0.00	0.00	0.00	-13,875.00	13,875.00	0.00

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Education Fund	11250312	COOP ADMN ASSESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11250800	COOP TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11250801	OUT OF DIST TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11250802	COOP HOMEBOUND/HOSP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041011	CTE SALARY	231,232.00	19,319.34	0.00	0.00	17,762.74	213,469.26	92.32
Education Fund	1140011010	INDUSTRIAL TECH SALARY	174,125.00	14,535.42	0.00	0.00	21,634.57	152,490.43	87.58
Education Fund	11400211	VOC ED GRANT TRS	21,985.00	2,439.34	0.00	0.00	-2,199.03	24,184.03	110.00
Education Fund	1140021110	INDUSTRIAL TECH TRS	28,190.00	1,835.30	0.00	0.00	10,326.16	17,863.84	63.37
Education Fund	1140021111	CTE TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1400-	CTE SALARY (BMF 2)	51,275.47	4,520.20	0.00	0.00	3,938.88	47,336.59	92.32
Education Fund	1140022210	IND TECH GROUP INS	48,357.24	5,260.04	0.00	-8.52	-7,463.27	55,829.03	12515.45
Education Fund		10 E 1400 2230 00 300	0.00	110.40	0.00	0.00	-552.00	552.00	0.00
Education Fund		10 E 1400 2230 10 300	0.00	110.40	0.00	0.00	-552.00	552.00	0.00
Education Fund	1140032310	IND TECH REPAIR/MAINT	25,000.00	0.00	0.00	0.00	24,870.17	129.83	0.52
Education Fund	1140032310	IND TECH REPAIR/MAINT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041032	CTEIG SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11400410	VOC ED GRANT SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041010	IND ARTS COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041110	IND TECH SUPPLIES	68,412.00	1,968.30	8,059.75	438.06	7,774.35	52,139.84	76.21
Education Fund	1140041210	ECO LAB GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041010	IND TECH/COMP TECH S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140041110	IND TECH SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140042010	IND TECH TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140042010	IND TECH TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	11400490	IND TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114004902	IND TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140054010	IND TECH EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140054010	IND TECH EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11400640	IND TECH DUES/FEES/LIT	3,200.00	0.00	0.00	0.00	0.00	3,200.00	100.00
Education Fund	114006402	IND TECH DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11459800	GAVC TUITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140111001	AG SALARY	214,851.00	18,630.56	0.00	0.00	11,004.04	203,846.96	94.88
Education Fund	1140121101	AG TRS	27,170.44	2,352.40	0.00	0.00	4,023.69	23,146.75	85.19
Education Fund	1140122201	AG GROUP INS	31,788.60	2,963.70	0.00	-4.52	198.75	31,594.37	99.39
Education Fund		10 E 1401 2230 01 300	0.00	73.60	0.00	0.00	-368.00	368.00	126 0.00
Education Fund	1140130001	AG CONTRACT SERV	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00
Education Fund	1140130001	AG CONT SERVICE S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140139001	AG GRANT PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140140001	AG RESALE SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140141001	AG SUPPLIES	17,000.00	441.94	8,066.39	0.00	1,985.06	6,948.55	40.87
Education Fund	1140141101	AG COMP TECH SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140141001	AG SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140141101	AG/COMP TECH SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140142001	AG TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140142001	AG TEXTBOOKS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11401430	AG PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114014302	AG PERIODICALS S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11401490	AG VIDEO/SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	114014902	AG VIDEO/SOFTWARE S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140150001	AG GRANT EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140154001	AG EQUIPMENT	23,352.00	0.00	0.00	0.00	23,352.00	0.00	0.00
Education Fund	1140154001	AG EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140164001	AG DUES/FEES/LIT	3,850.00	0.00	0.00	0.00	3,850.00	0.00	0.00
Education Fund	1140164001	AG DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140711003	BUSINESS ED SALARY	211,175.00	17,647.94	0.00	0.00	13,672.62	197,502.38	93.53
Education Fund	1140721103	BUSINESS ED TRS	26,638.00	2,228.29	0.00	0.00	4,508.57	22,129.43	83.07
Education Fund	1140722203	BUSINESS ED GROUP INS	65,256.96	4,545.36	0.00	-12.52	16,470.12	48,799.36	74.78
Education Fund		10 E 1407 2230 03 300	0.00	108.28	0.00	0.00	-541.40	541.40	0.00
Education Fund	1140730003	BUSINESS ED PURCHASE	0.00	0.00	0.00	0.00	3,000.00	-3,000.00	127 0.00
Education Fund	1140731003	TREES CETI GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140732303	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140732303	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140741003	BUSINESS ED SUPPLIES	3,500.00	0.00	0.00	0.00	3,500.00	0.00	0.00
Education Fund	1140741103	BUSINESS ED COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140741003	BUSINESS ED SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140741103	BUSINESS ED/COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140742003	BUSINESS ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140742003	BUSINESS ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11407430	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114074302	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140749003	BUSINESS ED	13,275.00	0.00	0.00	0.00	2,180.00	11,095.00	83.58
Education Fund	1140749003	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1140754003	BUSINESS ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140754003	BUSINESS ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1140764003	BUSINESS ED	315.00	0.00	0.00	0.00	315.00	0.00	0.00
Education Fund	1140764003	BUSINESS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410110	VIDEO EDIT SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410211	VIDEO EDIT TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410222	VIDEO EDIT GROUP INS	565.00	0.00	0.00	-0.52	290.89	274.63	48.61
Education Fund	11410390	VIDEO EDIT PURCHASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114103902	VIDEO EDIT CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410400	VIDEO EDIT RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410410	VIDEO EDIT SUPPLIES	500.00	0.00	0.00	0.00	500.00	0.00	128.00
Education Fund	11410411	VIDEO EDIT COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114104102	VIDEO EDIT SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114104112	VIDEO EDIT/COMP TECH S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410430	VIDEO EDIT PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114104302	VIDEO EDIT PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410490	VIDEO EDIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114104902	VIDEO EDIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410540	VIDEO EDIT EQUIPMENT	3,500.00	0.00	0.00	0.00	3,707.57	-207.57	-5.93
Education Fund	114105402	VIDEO EDIT EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11410640	VIDEO EDIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	114106402	VIDEO EDIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11411110	INST. TECH SALARY	79,441.00	6,620.08	0.00	0.00	7,009.33	72,431.67	91.18
Education Fund	11411211	INST TECH TRS	10,030.00	835.86	0.00	0.00	1,805.51	8,224.49	82.00

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Education Fund	11411222	INST TECH INS	17,819.56	2,333.02	0.00	0.00	-6,651.97	24,471.53	137.33
Education Fund		10 E 1411 2230 00 300	0.00	34.12	0.00	0.00	-170.60	170.60	0.00
Education Fund	11411390	INST TECH PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11411410	INST TECH SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11411540	INST TECH EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11417110	ATHLETIC TRAINER	53,702.00	4,475.24	0.00	0.00	1,208.36	52,493.64	97.75
Education Fund	11417221	ATHLETIC TRAINER INS	592.58	0.00	0.00	-0.52	318.47	274.63	46.34
Education Fund	10-1417-	ATHLETIC TRAINER	25,874.47	2,333.02	0.00	0.00	1,402.94	24,471.53	94.58
Education Fund		10 E 1417 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	11417332	ATHLETIC TRAINER	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	11417390	ATHLETIC TRAINER PUR	35,000.00	10,500.00	0.00	0.00	14,000.00	21,000.00	12960.00
Education Fund	11417410	ATHLETIC TRAINER	12,000.00	239.95	1,182.31	0.00	1,216.98	9,600.71	80.01
Education Fund	11417540	AHTLETIC TRAINER EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11417640	ATHLETIC TRAINER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142011009	FAM/CONS SCIENCE	203,446.00	11,842.84	0.00	0.00	49,866.69	153,579.31	75.49
Education Fund	1142021109	FAM/CONS SCIENCE TRS	25,687.00	1,495.30	0.00	0.00	8,635.05	17,051.95	66.38
Education Fund	1142022209	FAM/CONS SCIENCE INS	32,538.28	2,346.08	0.00	-12.52	3,556.02	28,994.78	89.11
Education Fund		10 E 1420 2230 09 300	0.00	73.60	0.00	0.00	-368.00	368.00	0.00
Education Fund	1142032309	FAM/CONS SCIENCE	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00
Education Fund	1142032309	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142041009	FAM/CONS SCIENCE	37,500.00	4,488.28	1,805.29	0.00	19,858.76	15,835.95	42.23
Education Fund	1142041109	FAM/CONS SCI COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142041009	FAM/CONS SCI SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142041109	FAM/CONS SCI/COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1142042009	FAM/CONS SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142042009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142043009	FAM/CONS SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142043009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142049009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142049009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142054009	FAM/CONS SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142054009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142064009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1142064009	FAM/CONS SCI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11421410	TECH PREP SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	130 0.00
Education Fund	11421490	TECH PREP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11421540	TECH PREP EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150011030	ATHLETIC DIRECTOR	131,450.00	10,954.16	0.00	0.00	10,954.24	120,495.76	91.67
Education Fund	1150011130	ATHLETIC DIR SECY	47,397.00	3,949.82	0.00	0.00	3,948.98	43,448.02	91.67
Education Fund	1150011230	ASST ATHLETIC DIR	15,812.00	1,317.68	0.00	0.00	1,250.27	14,561.73	92.09
Education Fund	1150011070	ACTIVITY DIRECTOR	89,504.00	7,458.74	0.00	0.00	7,888.18	81,615.82	91.19
Education Fund	1150011170	ACTIVITY DIR SECY	45,395.00	3,782.92	0.00	0.00	3,065.82	42,329.18	93.25
Education Fund	1150011270	ASST ACTIVITY DIR	15,055.45	1,281.42	0.00	0.00	1,079.17	13,976.28	92.83
Education Fund	1150012170	MAIN OFFICE SECY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150012930	WEIGHTROOM	6,660.00	576.00	0.00	0.00	2,556.00	4,104.00	61.62
Education Fund	1150013030	GIRLS BOWLING COACH	13,516.05	1,146.66	0.00	0.00	1,006.20	12,509.85	92.56
Education Fund	1150013130	EXTRA DUTY COMP-	47,111.70	8,350.30	0.00	0.00	14,514.61	32,597.09	69.19
Education Fund	1150013230	BOYS GOLF COACH	12,460.72	993.48	0.00	0.00	1,532.42	10,928.30	87.70

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Education Fund	1150013330	SOFTBALL COACH	35,181.56	9,600.65	0.00	0.00	11,883.37	23,298.19	66.22
Education Fund	1150013430	GIRLS TENNIS COACH	9,995.99	757.08	0.00	0.00	2,266.42	7,729.57	77.33
Education Fund	1150013530	BOYS TRACK COACH	28,355.71	3,746.99	0.00	0.00	749.01	27,606.70	97.36
Education Fund	1150013630	GIRLS SOCCER COACH	17,188.08	1,430.00	0.00	0.00	1,556.74	15,631.34	90.94
Education Fund	1150013730	GIRLS VOLLEYBALL	30,887.92	6,846.59	0.00	0.00	2,621.93	28,265.99	91.51
Education Fund	1150013830	CROSS COUNTRY COACH	24,504.48	2,202.02	0.00	0.00	668.01	23,836.47	97.27
Education Fund	1150013930	FOOTBALL COACH	93,394.80	12,324.51	0.00	0.00	28,694.66	64,700.14	69.28
Education Fund	1150014030	BASEBALL COACH	52,948.58	5,308.57	0.00	0.00	6,583.54	46,365.04	87.57
Education Fund	1150014130	GIRLS BASKETBALL	30,573.17	1,455.08	0.00	0.00	3,373.03	27,200.14	88.97
Education Fund	1150014230	WRESTLING COACH	38,297.76	9,084.27	0.00	0.00	216.78	38,080.98	99.43
Education Fund	1150014330	BOYS TENNIS COACH	8,720.38	757.08	0.00	0.00	63.03	8,657.35	13199.28
Education Fund	1150014430	BOYS SOCCER COACH	21,774.48	1,804.40	0.00	0.00	2,040.34	19,734.14	90.63
Education Fund	1150014530	CHEERLEADER COACH	27,518.40	13,104.00	0.00	0.00	1,310.40	26,208.00	95.24
Education Fund	1150014630	POMS COACH	29,494.94	6,132.56	0.00	0.00	1,291.68	28,203.26	95.62
Education Fund	1150014730	BOYS BASKETBALL	36,059.42	2,075.42	0.00	0.00	8,375.36	27,684.06	76.77
Education Fund	1150014830	BOYS BOWLING COACH	11,071.88	580.14	0.00	0.00	722.27	10,349.61	93.48
Education Fund	1150014930	GIRLS GOLF COACH	10,945.31	708.90	0.00	0.00	3,698.19	7,247.12	66.21
Education Fund	1150015030	GIRLS TRACK COACH	35,231.16	4,138.10	0.00	0.00	7,840.79	27,390.37	77.74
Education Fund	1150015130	BOYS VOLLEYBALL	33,287.88	4,109.94	0.00	0.00	11,329.16	21,958.72	65.97
Education Fund	1150015230	ATHLETIC SCHEDULER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150015330	POST SEASON SALARY	9,786.17	0.00	0.00	0.00	9,786.17	0.00	0.00
Education Fund	1150015430	INVITATIONAL WKRS	3,646.62	0.00	0.00	0.00	3,646.62	0.00	0.00
Education Fund	1150015530	BOYS LACROSSE COACH	18,456.94	9,119.70	0.00	0.00	9,337.24	9,119.70	49.41
Education Fund	1150015630	GIRLS LACROSSE COACH	11,946.76	7,353.19	0.00	0.00	4,593.57	7,353.19	61.55

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Education Fund	1150012970	STDNT ACT SENIOR	2,852.64	226.40	0.00	0.00	362.24	2,490.40	87.30
Education Fund	1150013070	FALL PLAY/CHLDRNS	8,206.80	4,956.00	0.00	0.00	390.80	7,816.00	95.24
Education Fund	1150013170	TECH STDNT ASSOC	5,939.12	1,142.92	0.00	0.00	-157.76	6,096.88	102.66
Education Fund	1150013171	EXTRA DUTY COMP-	15,516.88	6,929.50	0.00	0.00	4,272.40	11,244.48	72.47
Education Fund	1150013270	SCHOLASTIC BOWL	4,931.21	393.56	0.00	0.00	602.13	4,329.08	87.79
Education Fund	1150013370	SPEECH SPONSOR	11,879.95	967.72	0.00	0.00	1,471.39	10,408.56	87.61
Education Fund	1150013470	INTL CLUB SPONSOR	5,423.88	438.74	0.00	0.00	788.95	4,634.93	85.45
Education Fund	1150013570	INTL THESPIANS	0.00	0.00	0.00	0.00	-1,867.80	1,867.80	0.00
Education Fund	1150013670	INDIANS ON THE AIR	2,317.77	183.96	0.00	0.00	294.29	2,023.48	87.30
Education Fund	1150013770	BAND ACTIVITIES	20,348.55	1,677.24	0.00	0.00	1,978.98	18,369.57	90.27
Education Fund	1150013870	CHOIR ACTIVITIES	9,828.00	780.00	0.00	0.00	1,248.00	8,580.00	13287.30
Education Fund	1150013970	NHS SPONSOR	11,977.08	1,015.94	0.00	0.00	892.94	11,084.14	92.54
Education Fund	1150014070	YEARBOOK SPONSOR	5,398.47	426.26	0.00	0.00	709.53	4,688.94	86.86
Education Fund	1150014170	SENIOR CLASS SPONSOR	7,810.46	647.08	0.00	0.00	725.55	7,084.91	90.71
Education Fund	1150014270	FBLA SPONSOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150014370	STUDENT COUNCIL	12,315.59	969.24	0.00	0.00	1,653.83	10,661.76	86.57
Education Fund	1150014470	SOPH CLASS SPONSOR	2,200.80	174.66	0.00	0.00	279.46	1,921.34	87.30
Education Fund	1150014570	MUSICAL	14,522.94	262.00	0.00	0.00	459.04	14,063.90	96.84
Education Fund	1150014670	WYSE SPONSOR	2,200.80	192.12	0.00	0.00	113.72	2,087.08	94.83
Education Fund	1150014770	ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150014870	JSA SPONSOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150014970	JUNIOR CLASS SPONSOR	7,098.00	606.68	0.00	0.00	489.40	6,608.60	93.11
Education Fund	1150015070	FRESHMAN CLASS	2,200.80	174.66	0.00	0.00	279.46	1,921.34	87.30
Education Fund	1150015170	SADD/TATU SPONSOR	7,029.75	563.32	0.00	0.00	833.07	6,196.68	88.15

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Education Fund	1150015270	WEB SITE SPONSOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150015370	ART CLUB SPONSOR	2,139.48	169.80	0.00	0.00	271.68	1,867.80	87.30
Education Fund	1150015470	FFA SPONSOR	10,428.29	891.00	0.00	0.00	649.25	9,779.04	93.77
Education Fund	1150015570	MATH CLUB SPONSOR	5,220.60	431.80	0.00	0.00	497.03	4,723.57	90.48
Education Fund	1150015670	FLAG	5,025.41	0.00	0.00	0.00	239.31	4,786.10	95.24
Education Fund	1150015770	FRENCH NHS SPONSOR	1,827.47	141.50	0.00	0.00	270.97	1,556.50	85.17
Education Fund	1150015870	LITERARY MAGAZINE	2,861.04	227.06	0.00	0.00	363.30	2,497.74	87.30
Education Fund	1150015970	SPANISH NHS SPONSOR	2,852.64	226.40	0.00	0.00	362.24	2,490.40	87.30
Education Fund	1150016070	NEWSPAPER SPONSOR	5,877.90	488.16	0.00	0.00	540.63	5,337.27	90.80
Education Fund	1150016170	INVESTMENT CLUB	2,852.64	226.40	0.00	0.00	362.24	2,490.40	87.30
Education Fund	1150016270	PIT ORCHESTRA	2,200.80	174.66	0.00	0.00	227.13	1,973.67	13389.68
Education Fund	1150016370	MUSICAL VOCAL	3,961.44	314.40	0.00	0.00	503.04	3,458.40	87.30
Education Fund	1150016470	TECH DIRECTOR	2,200.80	228.66	0.00	0.00	257.19	1,943.61	88.31
Education Fund	1150016570	PERCUSSION	1,782.90	0.00	0.00	0.00	84.90	1,698.00	95.24
Education Fund	1150016670	ODESSEY BOOK CLUB	1,947.98	141.50	0.00	0.00	391.48	1,556.50	79.90
Education Fund	1150016770	MADRIGAL SPONSOR	2,087.70	0.00	0.00	0.00	389.70	1,698.00	81.33
Education Fund	1150016870	HOPE SPONSOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150016970	MARK SPONSOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150017070	IALC SPONSOR	1,961.19	169.80	0.00	0.00	114.68	1,846.51	94.15
Education Fund	1150017170	INTERACT CLUB SPONSOR	2,968.89	238.34	0.00	0.00	347.19	2,621.70	88.31
Education Fund	1150017270	STUDENT ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150017370	MADRIGAL HELPERS	1,058.40	0.00	0.00	0.00	1,058.40	0.00	0.00
Education Fund	1150017470	MAC SPONSOR	7,799.98	673.44	0.00	0.00	749.65	7,050.33	90.39
Education Fund	1150017570	CLIMBING CLUB SPONSOR	1,803.17	169.80	0.00	0.00	-22.18	1,825.35	101.23

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Education Fund	1150017670	INDOOR PERCUSSION	1,782.90	0.00	0.00	0.00	84.90	1,698.00	95.24
Education Fund	1150017770	ORCHESTRIS SPONSOR	4,338.02	448.34	0.00	0.00	-204.14	4,542.16	104.71
Education Fund	1150017870	CHESS CLUB SPONSOR	2,200.80	192.14	0.00	0.00	113.40	2,087.40	94.85
Education Fund	1150017970	SUMMER CAMP COACHES	17,857.88	0.00	0.00	0.00	12,683.39	5,174.49	28.98
Education Fund	1150018070	JAZZ TRANSIT CHOIR	1,961.19	0.00	0.00	0.00	93.39	1,867.80	95.24
Education Fund	1150018170	UNDERWATER ROV	2,613.44	209.60	0.00	0.00	307.84	2,305.60	88.22
Education Fund	1150018270	PAC LIGHT/SOUND	5,460.00	0.00	0.00	0.00	-412.00	5,872.00	107.55
Education Fund	10-1500-211	INVITATIONAL WORKERS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1500-	ASST ATHLETIC DIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150021130	ATHLETIC TRS	88,017.93	1,486.01	0.00	0.00	71,768.80	16,249.13	18.46
Education Fund	1150021230	ASST ATHLETIC DIRECTOR	0.00	144.80	0.00	0.00	-1,423.71	1,423.71	134 0.00
Education Fund		ATH/ACT	0.00	865.52	0.00	0.00	-4,346.41	4,346.41	0.00
Education Fund		ATH/ACT	0.00	125.46	0.00	0.00	-1,236.23	1,236.23	0.00
Education Fund		ATH/ACT	0.00	762.80	0.00	0.00	-2,232.67	2,232.67	0.00
Education Fund		ATH/ACT	0.00	95.60	0.00	0.00	-924.28	924.28	0.00
Education Fund		ATH/ACT	0.00	323.30	0.00	0.00	-2,742.43	2,742.43	0.00
Education Fund		ATH/ACT	0.00	180.53	0.00	0.00	-1,775.89	1,775.89	0.00
Education Fund		ATH/ACT	0.00	864.48	0.00	0.00	-3,339.37	3,339.37	0.00
Education Fund		ATH/ACT	0.00	278.03	0.00	0.00	-2,728.08	2,728.08	0.00
Education Fund		ATH/ACT	0.00	568.63	0.00	0.00	-5,590.88	5,590.88	0.00
Education Fund		ATH/ACT	0.00	520.46	0.00	0.00	-5,123.53	5,123.53	0.00
Education Fund		ATH/ACT	0.00	185.44	0.00	0.00	-2,570.66	2,570.66	0.00
Education Fund		ATH/ACT	0.00	286.34	0.00	0.00	-2,106.21	2,106.21	0.00
Education Fund		ATH/ACT	0.00	95.60	0.00	0.00	-951.76	951.76	0.00

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Education Fund		ATH/ACT	0.00	177.94	0.00	0.00	-1,749.90	1,749.90	0.00
Education Fund		ATH/ACT	0.00	774.32	0.00	0.00	-3,315.09	3,315.09	0.00
Education Fund		ATH/ACT	0.00	262.00	0.00	0.00	-2,539.02	2,539.02	0.00
Education Fund		ATH/ACT	0.00	73.26	0.00	0.00	-721.87	721.87	0.00
Education Fund		ATH/ACT	0.00	89.49	0.00	0.00	-865.36	865.36	0.00
Education Fund		ATH/ACT	0.00	522.50	0.00	0.00	-3,120.23	3,120.23	0.00
Education Fund		ATH/ACT	0.00	220.72	0.00	0.00	-2,434.45	2,434.45	0.00
Education Fund	1150021171	EXTRA-CURRICULAR TRS	41,980.50	990.84	0.00	0.00	32,205.29	9,775.21	23.29
Education Fund	1150021270	ACTIVITIES TRS	0.00	0.00	0.00	0.00	-361.11	361.11	0.00
Education Fund		ATH/ACT	0.00	224.90	0.00	0.00	-2,211.18	2,211.18	0.00
Education Fund		10 E 1500 2110 70 300	0.00	621.99	0.00	0.00	-855.33	855.33	135 0.00
Education Fund		ATH/ACT	0.00	49.71	0.00	0.00	-489.85	489.85	0.00
Education Fund		ATH/ACT	0.00	122.16	0.00	0.00	-1,173.82	1,173.82	0.00
Education Fund		ATH/ACT	0.00	32.82	0.00	0.00	-331.00	331.00	0.00
Education Fund		ATH/ACT	0.00	23.24	0.00	0.00	-229.00	229.00	0.00
Education Fund		ATH/ACT	0.00	211.81	0.00	0.00	-2,084.62	2,084.62	0.00
Education Fund		ATH/ACT	0.00	98.48	0.00	0.00	-970.36	970.36	0.00
Education Fund		ATH/ACT	0.00	130.18	0.00	0.00	-1,282.24	1,282.24	0.00
Education Fund		ATH/ACT	0.00	53.83	0.00	0.00	-530.52	530.52	0.00
Education Fund		ATH/ACT	0.00	82.76	0.00	0.00	-815.74	815.74	0.00
Education Fund		ATH/ACT	0.00	122.38	0.00	0.00	-1,205.86	1,205.86	0.00
Education Fund		ATH/ACT	0.00	22.05	0.00	0.00	-217.21	217.21	0.00
Education Fund		ATH/ACT	0.00	33.08	0.00	0.00	-346.76	346.76	0.00
Education Fund		ATH/ACT	0.00	24.28	0.00	0.00	-238.49	238.49	0.00

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Education Fund		ATH/ACT	0.00	76.61	0.00	0.00	-752.71	752.71	0.00
Education Fund		ATH/ACT	0.00	22.06	0.00	0.00	-217.37	217.37	0.00
Education Fund		ATH/ACT	0.00	71.11	0.00	0.00	-700.59	700.59	0.00
Education Fund		ATH/ACT	0.00	21.44	0.00	0.00	-211.25	211.25	0.00
Education Fund		ATH/ACT	0.00	112.50	0.00	0.00	-1,107.82	1,107.82	0.00
Education Fund		ATH/ACT	0.00	54.48	0.00	0.00	-536.11	536.11	0.00
Education Fund		ATH/ACT	0.00	17.88	0.00	0.00	-176.19	176.19	0.00
Education Fund		ATH/ACT	0.00	28.68	0.00	0.00	-282.60	282.60	0.00
Education Fund		ATH/ACT	0.00	28.58	0.00	0.00	-281.59	281.59	0.00
Education Fund		ATH/ACT	0.00	61.64	0.00	0.00	-606.42	606.42	0.00
Education Fund		ATH/ACT	0.00	28.60	0.00	0.00	-281.78	281.78	136 0.00
Education Fund		ATH/ACT	0.00	22.06	0.00	0.00	-218.93	218.93	0.00
Education Fund		ATH/ACT	0.00	39.70	0.00	0.00	-391.17	391.17	0.00
Education Fund		10 E 1500 2110 70 300	0.00	28.88	0.00	0.00	-245.48	245.48	0.00
Education Fund		ATH/ACT	0.00	17.88	0.00	0.00	-176.19	176.19	0.00
Education Fund		ATH/ACT	0.00	21.44	0.00	0.00	-210.66	210.66	0.00
Education Fund		ATH/ACT	0.00	30.10	0.00	0.00	-296.58	296.58	0.00
Education Fund		ATH/ACT	0.00	54.96	0.00	0.00	-541.56	541.56	0.00
Education Fund		ATH/ACT	0.00	21.44	0.00	0.00	-210.12	210.12	0.00
Education Fund		10 E 1500 2110 70 300	0.00	0.00	0.00	0.00	-214.39	214.39	0.00
Education Fund		ATH/ACT	0.00	22.05	0.00	0.00	-225.97	225.97	0.00
Education Fund		ATH/ACT	0.00	24.26	0.00	0.00	-238.27	238.27	0.00
Education Fund		ATH/ACT	0.00	0.00	0.00	0.00	-1,311.91	1,311.91	0.00
Education Fund		ATH/ACT	0.00	26.46	0.00	0.00	-260.73	260.73	0.00

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Education Fund	10-1500-	ATHLETIC DIRECTOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1500-	ACTIVITY DIRECTOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1500-222	INVITATIONAL WKRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11500222	MAIN OFFICE INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1500-	ASST ATHLETIC DIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150022230	ATHLETIC DIR/SECY	143,520.36	2,349.98	0.00	-11.08	117,862.74	25,668.70	17.89
Education Fund		ATH/ACT	0.00	1,514.16	0.00	0.00	-15,857.01	15,857.01	0.00
Education Fund		ATH/ACT	0.00	184.70	0.00	0.00	-2,016.11	2,016.11	0.00
Education Fund		10 E 1500 2220 30 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		ATH/ACT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		ATH/ACT	0.00	146.82	0.00	0.00	-1,544.59	1,544.59	137 0.00
Education Fund		10 E 1500 2220 30 300	0.00	222.89	0.00	0.00	-222.89	222.89	0.00
Education Fund	1150022270	STUDENT ACT/SECY	71,340.74	16.26	0.00	-7.72	70,692.07	656.39	0.92
Education Fund		ATH/ACT	0.00	2,979.11	0.00	0.00	-25,117.62	25,117.62	0.00
Education Fund		ATH/ACT	0.00	168.96	0.00	0.00	-2,262.03	2,262.03	0.00
Education Fund		ATH/ACT	0.00	0.00	0.00	0.00	-1,074.64	1,074.64	0.00
Education Fund		ATH/ACT	0.00	117.38	0.00	0.00	-586.90	586.90	0.00
Education Fund		10 E 1500 2230 30 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 1500 2230 30 300	0.00	4.80	0.00	0.00	-24.00	24.00	0.00
Education Fund		10 E 1500 2230 70 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 1500 2230 70 300	0.00	47.52	0.00	0.00	-194.72	194.72	0.00
Education Fund	1150030030	GIRLS TRACK PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030130	BOYS SOCCER PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030230	BOYS BASKETBALL PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1150030330	WRESTLING PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030430	BOYS VOLLEYBALL PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030530	SOFTBALL PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030630	CHEERLEADER PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030730	GIRLS VOLLEYBALL PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030830	GIRLS BOWLING PUR	2,200.00	1,177.50	0.00	0.00	1,022.50	1,177.50	53.52
Education Fund	1150030930	GOLF PURCHASE SERV	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00	100.00
Education Fund	1150031030	CROSS COUNTRY PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031130	GIRLS BASKETBALL PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031230	BASEBALL PUR SERV	8,000.00	0.00	0.00	0.00	7,703.00	297.00	3.71
Education Fund	1150031330	GIRLS TENNIS PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	138 0.00
Education Fund	1150031430	POMS PUR SERV	0.00	0.00	0.00	0.00	-1,200.00	1,200.00	0.00
Education Fund	1150031530	FOOTBALL PUR SERV	25,000.00	0.00	0.00	0.00	10,953.70	14,046.30	56.19
Education Fund	1150031630	BOYS TRACK PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031730	GIRLS SOCCER PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150032130	GEN ATHLETIC PUR SERV	0.00	0.00	0.00	0.00	-859.80	859.80	0.00
Education Fund	1150033330	SUMMER BASEBALL PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150033630	ATH TRAINER PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150033730	BOYS BOWLING PUR SERV	4,000.00	2,168.50	0.00	0.00	1,831.50	2,168.50	54.21
Education Fund	1150039330	BOYS TENNIS PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150039530	SWIMMING PUR SERVICE	24,000.00	0.00	0.00	0.00	-6,414.00	30,414.00	126.73
Education Fund	1150031170	INVESTMENT CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031270	SADD/TATU RED RIBBON	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031370	THESPIAN THEATRE FEST	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1150031470	CHAPERONE FOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031570	ICTM MATH TEAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031770	TSA STATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031870	JOURNALISM IHSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150032170	FFA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030070	MUSICAL PUR SERV	11,000.00	96.51	0.00	0.00	842.39	10,157.61	92.34
Education Fund	1150030170	FALL PLAY PUR SERV	3,000.00	0.00	325.00	0.00	640.88	2,034.12	67.80
Education Fund	1150030270	STUDENT ACT PUR SERV	2,500.00	0.00	0.00	0.00	464.79	2,035.21	81.41
Education Fund	1150030370	NEWSPAPER PUR SERV	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Education Fund	1150030470	CHILDRENS THEATRE PUR	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00
Education Fund	1150030570	INTL CLUB PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	139 0.00
Education Fund	1150030670	WINTERGUARD PUR SERV	2,000.00	0.00	1,350.00	0.00	650.00	0.00	0.00
Education Fund	1150030770	NHS PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150030870	FFA PUR SERV	0.00	0.00	0.00	0.00	-290.00	290.00	0.00
Education Fund	1150030970	STUDENT ORGANIZATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150031070	BOOK CLUB SPEAKER	250.00	0.00	0.00	0.00	250.00	0.00	0.00
Education Fund	1150031670	MINOOKA ANGLERS	1,200.00	0.00	0.00	0.00	1,100.00	100.00	8.33
Education Fund	1150032070	FBLA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150032270	FOOTBALL CLEANUP	1,200.00	0.00	0.00	0.00	1,200.00	0.00	0.00
Education Fund	1150032370	REVTRAK ACTIVITY	50,000.00	-21,559.00	0.00	0.00	88,143.01	-38,143.01	-76.29
Education Fund	1150031930	GIRLS VOLLEYBALL	2,822.40	112.00	89.00	0.00	474.40	2,259.00	80.04
Education Fund	1150032030	BOYS SOCCER OFFICIAL	3,614.10	122.00	65.00	0.00	1,895.10	1,654.00	45.77
Education Fund	1150032230	SOFTBALL OFFICIAL	0.00	658.00	1,632.00	556.00	-3,032.00	844.00	0.00
Education Fund	1150032330	FOOTBALL OFFICIAL	5,217.45	257.00	793.00	-775.00	2,084.45	3,115.00	59.70

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Education Fund	1150032430	BOYS BASKETBALL	6,805.05	0.00	0.00	0.00	3,552.05	3,253.00	47.80
Education Fund	1150032530	GIRLS BASKETBALL	4,625.25	0.00	173.00	0.00	2,131.25	2,321.00	50.18
Education Fund	1150032630	WRESTLING OFFICIAL	2,710.05	126.00	668.00	290.00	1,626.05	126.00	4.65
Education Fund	1150032730	BASEBALL OFFICIALS	756.00	913.00	2,041.00	285.00	-3,149.00	1,579.00	208.86
Education Fund	1150032830	CROSS COUNTRY	449.40	0.00	0.00	0.00	-425.60	875.00	194.70
Education Fund	1150032930	BOYS VOLLEYBALL	81.90	408.00	512.00	0.00	-1,016.10	586.00	715.51
Education Fund	1150033030	GIRLS TRACK OFFICIAL	0.00	0.00	209.00	0.00	-418.00	209.00	0.00
Education Fund	1150033130	BOYS TRACK OFFICIAL	0.00	0.00	955.00	0.00	-1,184.00	229.00	0.00
Education Fund	1150033230	GIRLS SOCCER OFFICIAL	192.15	260.00	574.00	0.00	-1,027.85	646.00	336.20
Education Fund	1150033830	INVITATIONAL OFFICIALS	304.50	0.00	0.00	0.00	304.50	0.00	0.00
Education Fund	1150033930	LACROSSE OFFICIALS	0.00	691.00	726.00	0.00	-1,553.00	827.00	140 0.00
Education Fund	1150031970	STUDENT ACT	1,443.75	0.00	0.00	0.00	833.75	610.00	42.25
Education Fund	1150031830	ATHLETIC TOWEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150033430	GENERAL ATHLETIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150033530	ATHLETIC DIRECTOR	175.00	0.00	0.00	0.00	175.00	0.00	0.00
Education Fund	1150033270	STUDENT ACT/TRAVEL	3,390.91	-34.12	0.00	0.00	2,925.70	465.21	13.72
Education Fund	1150033570	ACTIVITY DIRECTOR	408.39	0.00	0.00	0.00	326.31	82.08	20.10
Education Fund	1150039030	GEN ATHLETIC	20,000.00	9,244.42	160.00	0.00	11,431.96	8,408.04	42.04
Education Fund	1150039430	GEN ATHLETIC POST	30,000.00	1,440.00	2,000.00	0.00	16,933.99	11,066.01	36.89
Education Fund	1150139030	GATE RECEIPTS CASH	0.00	0.00	0.00	0.00	2,300.00	-2,300.00	0.00
Education Fund	1150041030	WRESTLING SUPPLIES	6,500.00	0.00	0.00	0.00	612.00	5,888.00	90.58
Education Fund	1150041130	GIRLS TENNIS SUPPLIES	1,000.00	0.00	0.00	0.00	-1,186.98	2,186.98	218.70
Education Fund	1150041230	BOYS TENNIS SUPPLIES	1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
Education Fund	1150041330	CROSS COUNTRY	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00

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Education Fund	1150041430	CHEERLEADER SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
Education Fund	1150041530	BOYS GOLF SUPPLIES	3,800.00	3,800.00	0.00	0.00	0.00	3,800.00	100.00
Education Fund	1150041630	BOYS TRACK SUPPLIES	1,700.00	0.00	0.00	0.00	963.20	736.80	43.34
Education Fund	1150041730	GIRLS TRACK SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
Education Fund	1150041830	GEN ATHLETIC SUPPLIES	4,500.00	0.00	0.00	0.00	-895.80	5,395.80	119.91
Education Fund	1150041930	GIRLS SOCCER SUPPLIES	3,300.00	0.00	0.00	0.00	3,044.78	255.22	7.73
Education Fund	1150042030	BASEBALL SUPPLIES	4,500.00	0.00	2,700.00	0.00	0.00	1,800.00	40.00
Education Fund	1150042130	SOFTBALL SUPPLIES	4,500.00	1,296.00	0.00	0.00	2,282.00	2,218.00	49.29
Education Fund	1150042230	BOYS VOLLEYBALL	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
Education Fund	1150042330	GIRLS VOLLEYBALL	2,000.00	0.00	0.00	0.00	-12.94	2,012.94	100.65
Education Fund	1150042430	GIRLS BASKETBALL	1,400.00	0.00	0.00	0.00	850.22	549.78	14139.27
Education Fund	1150042530	BOYS SOCCER SUPPLIES	1,750.00	0.00	0.00	0.00	-156.05	1,906.05	108.92
Education Fund	1150042630	BOYS BASKETBALL	1,350.00	0.00	0.00	0.00	67.61	1,282.39	94.99
Education Fund	1150042730	ATHLETIC DIRECTOR	5,500.00	0.00	0.00	0.00	2,607.42	2,892.58	52.59
Education Fund	1150042830	FOOTBALL SUPPLIES	40,000.00	0.00	0.00	0.00	12.88	39,987.12	99.97
Education Fund	1150042930	GIRLS BOWLING SUPPLIES	200.00	0.00	0.00	0.00	200.00	0.00	0.00
Education Fund	1150043030	POMS SUPPLIES	2,500.00	0.00	0.00	0.00	858.45	1,641.55	65.66
Education Fund	1150043130	ATHLETIC AWARD	22,500.00	206.13	0.00	0.00	14,867.90	7,632.10	33.92
Education Fund	1150043230	GIRLS GOLF SUPPLIES	3,700.00	2,642.41	0.00	0.00	0.00	3,700.00	100.00
Education Fund	1150043330	SUMMER BASEBALL	1,400.00	0.00	0.00	0.00	1,400.00	0.00	0.00
Education Fund	1150043430	BOYS BOWLING SUPPLIES	200.00	0.00	0.00	0.00	200.00	0.00	0.00
Education Fund	1150043530	ATHLETIC COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150043630	LACROSSE SUPPLIES	4,000.00	0.00	1,328.44	0.00	816.06	1,855.50	46.39
Education Fund	1150044030	BOYS GOLF UNIFORMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1150044130	GIRLS GOLF UNIFORMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150044230	GIRLS TENNIS UNIFORMS	0.00	0.00	0.00	0.00	-696.00	696.00	0.00
Education Fund	1150044330	BOYS BOWLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150044430	GIRLS BOWLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150044530	WRESTLING UNIFORMS	1,800.00	1,292.00	0.00	0.00	508.00	1,292.00	71.78
Education Fund	1150044630	BOYS TRACK UNIFORMS	1,800.00	0.00	0.00	0.00	1,800.00	0.00	0.00
Education Fund	1150044730	GIRLS TRACK UNIFORMS	5,100.00	0.00	0.00	0.00	5,100.00	0.00	0.00
Education Fund	1150044830	BOYS TENNIS UNIFORMS	0.00	0.00	0.00	0.00	-1,096.00	1,096.00	0.00
Education Fund	1150044930	BASEBALL UNIFORMS	4,400.00	0.00	3,341.94	-69.00	388.45	738.61	16.79
Education Fund	1150045030	SOFTBALL UNIFORMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150045130	GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	142 0.00
Education Fund	1150045230	BOYS SOCCER UNIFORMS	2,500.00	0.00	0.00	0.00	3.00	2,497.00	99.88
Education Fund	1150045330	GIRLS VOLLEYBALL	2,500.00	0.00	4,369.60	-2,184.60	315.00	0.00	0.00
Education Fund	1150045430	CROSS COUNTRY	4,500.00	0.00	0.00	0.00	4,500.00	0.00	0.00
Education Fund	1150045530	POMS UNIFORMS	5,500.00	0.00	0.00	0.00	5,500.00	0.00	0.00
Education Fund	1150045630	BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150045730	BOYS VOLLEYBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150045830	GIRLS SOCCER UNIFORMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150045930	FOOTBALL UNIFORMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150046030	CHEERLEADING	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00
Education Fund	1150046130	LACROSSE UNIFORMS	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00
Education Fund	1150141030	ATHLETIC TRAINER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150042770	INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150042970	YEARBOOK SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1150043270	WEBSITE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150043570	INVESTMENT CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150041070	NEWSPAPER SUPPLIES	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150041170	SPEECH SUPPLIES	100.00	0.00	0.00	0.00	49.50	50.50	50.50
Education Fund	1150041270	KALEIDOSCOPE SUPPLIES	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150041370	NHS SUPPLIES	1,500.00	346.53	0.00	0.00	0.00	1,500.00	100.00
Education Fund	1150041470	MUSICAL SUPPLIES	5,000.00	1,571.46	0.00	0.00	456.21	4,543.79	90.88
Education Fund	1150041570	FALL PLAY SUPPLIES	1,400.00	754.89	0.00	0.00	466.92	933.08	66.65
Education Fund	1150041670	STUDENT ACT SUPPLIES	1,800.00	1,044.20	0.00	0.00	236.51	1,563.49	86.86
Education Fund	1150041770	ACTIVITY OFFICE	500.00	0.00	0.00	0.00	481.03	18.97	3.79
Education Fund	1150041870	CHILDRENS THEATRE	1,000.00	0.00	0.00	396.00	564.05	39.95	143 4.00
Education Fund	1150041970	INTL CLUB SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150042070	WINTERGUARD SUPPLIES	5,000.00	0.00	0.00	0.00	507.80	4,492.20	89.84
Education Fund	1150042170	BOOK CLUB AWARDS	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150042270	FBLA SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150042370	FNHS INDUCTION	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150042470	INVESTMENT CLUB	100.00	0.00	0.00	0.00	0.56	99.44	99.44
Education Fund	1150042570	SPANISH NHS INDUCTION	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150042670	SADD/TATU SUPPLIES	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150042870	SCHOLASTIC BOWL	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150043170	MADRIGAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150043370	SENIOR MURAL	250.00	0.00	260.16	0.00	-10.16	0.00	0.00
Education Fund	1150043470	COLOR PAPER SUPPLIES	400.00	0.00	0.00	0.00	400.00	0.00	0.00
Education Fund	1150043670	ACTIVITY P-CARD ORDERS	3,000.00	0.00	0.00	-77.77	2,674.74	403.03	13.43

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Education Fund	1150043770	INTL THESPIAN SUPPLIES	500.00	58.00	0.00	0.00	313.00	187.00	37.40
Education Fund	1150043870	CHESS TEAM SUPPLIES	100.00	0.00	0.00	0.00	100.00	0.00	0.00
Education Fund	1150043970	PAC SOUND ROOM	500.00	0.00	0.00	-200.50	188.67	511.83	102.37
Education Fund	1150043070	STUDENT ACT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150049070	STUDENT ACT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054030	GIRLS TRACK EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054130	BOYS TENNIS EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054230	FOOTBALL EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054330	GIRLS TENNIS EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054430	BOYS TRACK EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054530	GENERAL ATHLETIC	20,000.00	0.00	1,614.98	0.00	7,136.33	11,248.69	14456.24
Education Fund	1150054630	BASEBALL EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054730	BOYS GOLF EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054830	GIRLS VOLLEYBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054930	BOYS VOLLEYBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055030	BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055130	SOFTBALL EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055230	WRESTLING EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055330	GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055430	CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055530	GIRLS BOWLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055630	BOYS SOCCER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055730	ATHLETIC DIRECTOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150055830	GIRLS SOCCER	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1150055930	POMS EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150056030	GIRLS GOLF EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150056130	CHEERLEADER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150056230	BOYS BOWLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150056330	SUMMER BASEBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150056430	LACROSSE EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Education Fund	1150154030	ATHLETIC TRAINER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054070	STUDENT ACT EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054170	MAIN OFFICE EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054270	WINTERGUARD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150054370	PAC SOUND ROOM	5,000.00	0.00	0.00	0.00	251.27	4,748.73	14594.97
Education Fund	1150039130	GEN ATHLETIC CLINICS	5,500.00	0.00	0.00	0.00	5,415.00	85.00	1.55
Education Fund	1150039230	ATHLETIC DIRECTOR	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	1150064030	ATHLETIC DUES/FEES	200.00	0.00	0.00	0.00	-105.00	305.00	152.50
Education Fund	1150064570	TSA FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150064970	FNHS DUES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150065070	SADD/TUTA REG/TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150039070	SPEECH ENTRY FEES	1,000.00	144.77	0.00	0.00	86.24	913.76	91.38
Education Fund	1150064070	SPEECH DUES/FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150064170	STUDENT ACT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150064270	ICTM REGIONAL/ORAL	300.00	0.00	0.00	0.00	150.00	150.00	50.00
Education Fund	1150064370	WYSE REGISTRATION	300.00	0.00	0.00	0.00	140.00	160.00	53.33
Education Fund	1150064470	FBLA COMPETITION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150064670	SPANISH NHS	100.00	0.00	0.00	0.00	100.00	0.00	0.00

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Education Fund	1150064770	JOURNALISM FEES/STATE	250.00	0.00	190.00	0.00	-40.00	100.00	40.00
Education Fund	1150064870	FFA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1150065170	WINTERGUARD CIRCUIT	2,100.00	50.00	0.00	0.00	2,050.00	50.00	2.38
Education Fund	1150065270	INDOOR PERCUSSION	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00
Education Fund	11600110	SUMMER SCHOOL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11600211	SUMMER SCHOOL TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-1600-	SUMMER SCHOOL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11650390	GIFTED PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11650410	GIFTED SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11650540	GIFTED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11700110	DRIVER ED SALARY	414,650.00	34,554.16	0.00	0.00	4,896.27	409,753.73	14698.82
Education Fund	11700111	SUMMER DR ED SALARY	22,066.00	0.00	0.00	0.00	8,031.40	14,034.60	63.60
Education Fund	11700211	SUMMER DR ED TRS	2,787.00	0.00	0.00	0.00	1,111.84	1,675.16	60.11
Education Fund	1170021121	DRIVER ED TRS	52,355.00	4,362.94	0.00	0.00	8,434.61	43,920.39	83.89
Education Fund	11700222	DR ED INS	5,239.82	0.00	0.00	-4.52	5,134.03	110.31	2.11
Education Fund	10-1700-	DRIVER ED SALARY	84,463.26	6,644.54	0.00	0.00	14,044.56	70,418.70	83.37
Education Fund		10 E 1700 2230 21 300	0.00	220.80	0.00	0.00	-1,104.00	1,104.00	0.00
Education Fund	1170030021	DRIVERS ED CONT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170030021	DRIVERS ED CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11700323	DRIVERS ED	0.00	0.00	0.00	0.00	-728.93	728.93	0.00
Education Fund	1170038021	DRIVER ED CAR INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170041021	DRIVERS ED SUPPLIES	4,173.00	0.00	0.00	0.00	1,586.51	2,586.49	61.98
Education Fund	1170041021	DRIVERS ED SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170041121	DR ED COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	1170042021	DRIVERS ED TEXTBOOKS	1,673.00	0.00	0.00	0.00	-100.60	1,773.60	106.01
Education Fund	1170042021	DRIVERS ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11700464	DR ED GAS	7,700.00	420.26	0.00	0.00	5,251.19	2,448.81	31.80
Education Fund	1170049021	DRIVERS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170049021	DRIVERS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170054021	DRIVERS ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170054021	DRIVERS ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170055021	DRIVERS ED VEHICLES	50,000.00	37,532.00	0.00	0.00	22,653.57	27,346.43	54.69
Education Fund	1170064021	DRIVERS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	1170064021	DRIVERS ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11800110	ELL INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	147 0.00
Education Fund	11800211	ELL TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900110	PROJ IND DIR SALARY	88,394.00	8,338.02	0.00	0.00	-1,839.31	90,233.31	102.08
Education Fund	11900112	PROJ INDIAN AIDE	32,005.00	2,667.08	0.00	0.00	2,992.56	29,012.44	90.65
Education Fund	11900211	PROJ IND TRS	11,160.00	1,052.78	0.00	0.00	754.57	10,405.43	93.24
Education Fund	11900222	PROJ IND GROUP INS	33,733.39	2,333.02	0.00	-4.52	8,913.44	24,824.47	73.59
Education Fund		PROJ INDIAN AIDE INS	0.00	1,514.16	0.00	0.00	-15,857.01	15,857.01	0.00
Education Fund		10 E 1900 2230 00 301	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	11900390	PROJ IND PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900332	PROJ IND WORKSHOPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900410	PROJ IND SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900411	PROJ IND COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900420	PROJ IND TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11900540	PROJ IND EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	11900640	PROJ IND DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	11912670	SPECIAL EDUCATION	1,791,134.00	69,453.18	0.00	0.00	261,606.27	1,529,527.73	85.39
Education Fund	12100112	ASST PRIN-LEARNING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100113	MAIN OFFICE SECY	40,996.50	3,398.76	0.00	0.00	2,865.16	38,131.34	93.01
Education Fund	12100110	DIRECTOR STUDENT	125,651.76	10,420.64	0.00	0.00	9,524.72	116,127.04	92.42
Education Fund	12100111	DIR OF STUDENT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100120	SUMMER MAIN OFFICE	2,952.96	0.00	0.00	0.00	2,952.96	0.00	0.00
Education Fund	12100211	DIR OF STUDENT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121002111	ASST PRIN-LEARNING TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2100-	DIRECTOR STUDENT	16,210.52	1,344.40	0.00	0.00	1,052.75	15,157.77	93.51
Education Fund	10-2100-	DIRECTOR STUDENT	0.00	0.00	0.00	0.00	0.00	0.00	148 0.00
Education Fund	12100222	MAIN OFFICE GROUP INS	601.15	0.00	0.00	0.00	601.15	0.00	0.00
Education Fund	12100223	DIRECTOR STUDENT	99.84	8.00	0.00	-6.52	15.32	91.04	91.19
Education Fund	12100300	MAIN OFFICE PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100390	DIRECTOR STUDENT SERV	2,919.51	0.00	0.00	0.00	2,919.51	0.00	0.00
Education Fund	12100400	DIRECTOR STUDENT SERV	350.00	115.15	0.00	0.00	-18.63	368.63	105.32
Education Fund	12100410	MAIN OFFICE SUPPLIES	250.00	0.00	0.00	0.00	250.00	0.00	0.00
Education Fund	12100540	MAIN OFFICE EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100640	CLINICS/WORKSHOPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100641	PROFESSIONAL DUES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12100642	DIR STUDENT SER	400.00	0.00	0.00	0.00	-124.64	524.64	131.16
Education Fund	12100643	DIR STUDENT SERV	750.00	0.00	0.00	0.00	750.00	0.00	0.00
Education Fund		10 E 2110 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12110100	TITLE 1 SALARIES	48,513.29	3,425.90	0.00	0.00	10,760.72	37,752.57	77.82

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Education Fund	10-2110-211	TITLE 1 SALARIES (IC)	6,241.53	371.94	0.00	0.00	2,315.37	3,926.16	62.90
Education Fund	10-2110-222	TITLE 1 SALARIES (BMF 2)	13,210.31	926.28	0.00	0.00	3,114.62	10,095.69	76.42
Education Fund		10 E 2110 2230 00 000	0.00	15.38	0.00	0.00	-75.50	75.50	0.00
Education Fund	12113110	SOCIAL WORKER SALARY	198,376.84	17,283.66	0.00	0.00	9,831.10	188,545.74	95.04
Education Fund	12113211	SOCIAL WORKER TRS	26,601.19	2,182.32	0.00	0.00	5,056.01	21,545.18	80.99
Education Fund	12113222	SOCIAL WORKERS GROUP	45,755.58	4,337.76	0.00	-12.52	-137.86	45,905.96	100.33
Education Fund		10 E 2113 2230 00 300	0.00	95.02	0.00	0.00	-476.50	476.50	0.00
Education Fund	12113390	SOCIAL WORKER PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121133902	SOCIAL WOKER CONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12113332	SOCIAL WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121133322	SOCIAL WORKER	0.00	0.00	0.00	0.00	0.00	0.00	149 0.00
Education Fund	12113410	SOCIAL WORKER	1,300.00	19.95	0.00	0.00	1,253.42	46.58	3.58
Education Fund	12113411	SOCIAL WKR COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12113414	SOCIAL WORKER TESTING	1,300.00	0.00	0.00	0.00	1,300.00	0.00	0.00
Education Fund	121134102	SOCIAL WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121134112	SOC WKR COMP TECK	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121134142	SOCIAL WORKER TESTING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12113490	SOC WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121134902	SOCIAL WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12113640	SOC WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121136402	SOCIAL WORKER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120110	GUIDANCE SALARY	509,454.32	43,445.22	0.00	0.00	32,709.91	476,744.41	93.58
Education Fund	12120211	GUIDANCE TRS	66,344.62	5,485.59	0.00	0.00	11,735.75	54,608.87	82.31
Education Fund	12120222	GUIDANCE GROUP INS	108,647.62	9,704.84	0.00	-24.52	5,324.36	103,347.78	95.12

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Education Fund		10 E 2120 2230 00 300	0.00	220.80	0.00	0.00	-1,104.00	1,104.00	0.00
Education Fund	12120314	GUIDANCE PUR SERV	1,606.80	0.00	0.00	0.00	1,506.80	100.00	6.22
Education Fund	12120415	A.P. TESTING SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121203142	GUIDANCE CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121204152	A.P. TESTING SERVICES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120411	GUIDANCE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120412	GUIDANCE SUPPLIES	500.00	0.00	0.00	0.00	4.90	495.10	99.02
Education Fund	12120414	GUIDANCE TESTING	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	1212041030	ALC SUPPLIES & S/W	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121204112	GUIDANCE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121204122	GUIDANCE SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	150 0.00
Education Fund	121204142	GUIDANCE TESTING S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120420	GUIDANCE REF BOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121204202	GUIDANCE REFERENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120540	GUIDANCE EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121205402	GUIDANCE EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120640	GUIDANCE DUES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12120641	GUIDANCE	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	121206402	GUIDANCE DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121206412	GUIDANCE	0.00	0.00	0.00	0.00	-357.00	357.00	0.00
Education Fund	12125110	REGISTRAR SALARY	78,739.82	6,687.84	0.00	0.00	5,173.58	73,566.24	93.43
Education Fund	12125111	ACADEMIC RESOURCE	35,653.37	3,991.68	0.00	0.00	-7,089.60	42,742.97	119.88
Education Fund	12125112	ASST. REGISTRAR	41,143.41	3,370.26	0.00	0.00	3,080.21	38,063.20	92.51
Education Fund	12125211	CAREER CENTER TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12125222	REGISTRAR GROUP INS	1,172.77	13.06	0.00	-4.52	555.77	621.52	53.00
Education Fund	12125223	CAREER CTR GROUP INS	0.00	696.94	0.00	0.00	-4,119.44	4,119.44	0.00
Education Fund	10-2125-	ASST. REGISTRAR (BMF)	23,954.57	2,217.02	0.00	0.00	703.45	23,251.12	97.06
Education Fund		10 E 2125 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 2125 2230 00 302	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	12125300	REGISTRAR PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125390	CAREER CTR PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121253002	REGISTRAR CONT SERV S	8,347.42	387.45	0.00	0.00	884.37	7,463.05	89.41
Education Fund	121253902	CAREER CTR CONT SERV	0.00	0.00	0.00	0.00	-240.00	240.00	0.00
Education Fund	12125323	CAREER CTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125324	REGISTRAR REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	151 0.00
Education Fund	121253232	CAREER CTR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121253242	REGISTRAR REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125410	CAREER CENTER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121254101	CAREER CENTER COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125411	REGISTRAR SUPPLIES	1,500.00	0.00	0.00	0.00	506.52	993.48	66.23
Education Fund	12125412	REGISTRAR COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121254102	CAREER CTR SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121254112	REGISTRAR SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121254122	REGISTRAR COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125540	CAREER CTR EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12125541	REGISTRAR EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121255402	CAREER CTR EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121255412	REGISTRAR EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12134110	NURSE SALARY	42,204.85	4,128.08	0.00	0.00	1,542.96	40,661.89	96.34
Education Fund	12134111	NURSE SALARY S.C.	39,370.04	2,860.94	0.00	0.00	5,734.59	33,635.45	85.43
Education Fund	12134211	NURSE TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2134-	NURSE SALARY S.C. (IC)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134222	NURSE GROUP INS	425.47	3.80	0.00	-4.52	369.95	60.04	14.11
Education Fund	10-2134-	NURSE SALARY S.C.	3,560.89	3.80	0.00	0.00	3,541.89	19.00	0.53
Education Fund	12134300	NURSE PUR SERV	500.00	0.00	0.00	0.00	129.10	370.90	74.18
Education Fund	121343002	NURSE CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134323	NURSE REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121343232	NURSE REPAIR/MAINT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134410	NURSE SUPPLIES	8,000.00	0.00	0.00	0.00	6,829.69	1,170.31	15214.63
Education Fund	12134411	NURSES SUPPLIES-BBP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134412	NURSE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121344102	NURSE SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121344112	NURSES SUPPLIES-BBP S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121344122	NURSE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134420	RN REFERENCE BOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	121344202	NURSE REFERENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12134540	NURSE EQUIPMENT	500.00	0.00	0.00	0.00	-171.96	671.96	134.39
Education Fund	121345402	NURSE EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12140110	PSYCHOLOGIST SALARY	135,805.92	11,873.84	0.00	0.00	1,904.79	133,901.13	98.60
Education Fund	10-2140-211	PSYCHOLOGIST SALARY	18,467.34	1,499.27	0.00	0.00	3,044.30	15,423.04	83.52
Education Fund	12140222	PSYCHOLOGIST	49.92	8.00	0.00	-4.52	-26.60	81.04	162.34
Education Fund	12140400	PSYCHOLOGIST SUPPLIES	750.00	0.00	0.00	0.00	731.02	18.98	2.53

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Education Fund	12142300	PSYCHOLOGICAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2190-	CSBO SALARY (BIMRF)	1,829.13	0.00	0.00	0.00	1,829.13	0.00	0.00
Education Fund		TITLE II SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210110	DIRECTOR C/I SALARY	106,399.25	7,301.92	0.00	0.00	18,254.73	88,144.52	82.84
Education Fund	12210112	PROF. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210113	SPECIAL ED TEACHERS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122101173	Title II Salaries	0.00	0.00	0.00	0.00	-8,000.00	8,000.00	0.00
Education Fund	12210111	DIR C/I SEC. SALARY	61,449.42	2,796.62	0.00	0.00	30,411.24	31,038.18	50.51
Education Fund	10-2210-	DIRECTOR C/I SALARY (BT)	13,726.34	942.06	0.00	0.00	694.47	13,031.87	94.94
Education Fund	12210211	DIR OF C/I TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2210-	DIRECTOR C/I SALARY	0.00	0.00	0.00	0.00	0.00	0.00	153 0.00
Education Fund	12210222	DIRECTOR C/I INS	23,513.30	2,085.16	0.00	-5.08	1,400.61	22,117.77	94.06
Education Fund	12210223	DIR C/I SEC INSURANCE	162.08	1,412.48	0.00	-0.52	-11,743.32	11,905.92	7,345.71
Education Fund		10 E 2210 2230 00 300	0.00	117.38	0.00	0.00	-586.90	586.90	0.00
Education Fund		10 E 2210 2230 00 302	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	12210305	TITLE II PURCHASE	17,837.54	0.00	0.00	0.00	-7,954.46	25,792.00	144.59
Education Fund	12200303	IDEA PART B SP ED PROF	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00
Education Fund	12200304	IDEA PART B SP ED PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210300	IDEA PART B SP ED PROF	0.00	0.00	0.00	0.00	-1,678.88	1,678.88	0.00
Education Fund	12210302	IDEA PART B SP ED PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210303	IDEA PART B SP ED PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210304	IDEA PART B SP ED PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12210306	TESTING SERVICE	90,000.00	395.00	205.00	0.00	87,976.70	1,818.30	2.02
Education Fund	12210390	DIRECTOR C/I PURCHASE	10,500.00	0.00	0.00	0.00	10,500.00	0.00	0.00

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Education Fund	1221031005	FPROF DEVEL ENGLISH	3,800.00	0.00	0.00	0.00	3,800.00	0.00	0.00
Education Fund	1221031106	PROF DEVEL WORLD	3,800.00	0.00	0.00	0.00	3,621.00	179.00	4.71
Education Fund	1221031210	PROF DEVEL CTE	3,800.00	1,733.50	525.00	0.00	933.80	2,341.20	61.61
Education Fund	1221030811	PROF DELEV MATH	3,800.00	0.00	0.00	0.00	3,800.00	0.00	0.00
Education Fund	1221030913	PROF DEVEL SCIENCE	3,800.00	0.00	0.00	0.00	3,800.00	0.00	0.00
Education Fund	1221031315	PROF DEVEL SOCIAL	3,800.00	0.00	475.00	0.00	119.00	3,206.00	84.37
Education Fund	1221030750	PROF DEVEL	3,800.00	0.00	0.00	0.00	3,800.00	0.00	0.00
Education Fund	12210301	PROF. DEVELOPMENT	17,000.00	498.00	300.00	-300.00	10,195.73	6,804.27	40.03
Education Fund	12210401	SPECIAL ED GRANT	7,000.00	0.00	0.00	0.00	7,000.00	0.00	0.00
Education Fund	12210400	DIRECTOR C/I SUPPLIES	0.00	0.00	0.00	0.00	-34,951.19	34,951.19	0.00
Education Fund	12210402	TITLE II SUPPLIES	0.00	0.00	78.89	0.00	-1,622.03	1,543.14	154 0.00
Education Fund	12210640	DIRECTOR C/I	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	12210642	DIRECTOR C/I	500.00	0.00	0.00	0.00	300.00	200.00	40.00
Education Fund	12212211	CURR DEVLOP/LEARN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12213211	TYPE 75 TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		10 E 2220 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		10 E 2220 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12220400	LIBRARY CHAPTER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222110	CYBRARY AIDE SALARY	50,214.68	4,268.33	0.00	0.00	5,048.00	45,166.68	89.95
Education Fund	12222111	LIBRARY SALARY	62,549.20	4,103.84	0.00	0.00	16,876.16	45,673.04	73.02
Education Fund	12222112	CYBRARY AIDE SALARY	25,726.27	2,152.70	0.00	0.00	2,095.04	23,631.23	91.86
Education Fund	12222211	LIBRARY TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		LIBRARY TRS	6,817.36	518.16	0.00	0.00	1,789.01	5,028.35	73.76
Education Fund	122222112	LIB ASST TRS S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12222222	LIBRARY AIDE GROUP INS	10,366.52	2,203.96	0.00	-0.52	-2,934.63	13,301.67	128.31
Education Fund		LIBRARY GROUP INS	0.00	710.00	0.00	0.00	-7,397.20	7,397.20	0.00
Education Fund	10-2222-	LIB ASST SALARY S.C.	0.00	2,203.96	0.00	0.00	-13,027.04	13,027.04	0.00
Education Fund		10 E 2222 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	12222300	LIBRARY CONTRACT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122223002	LIBRARY CONT SERV S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222410	LIBRARY SUPPLIES	7,800.14	0.00	0.00	0.00	4,777.60	3,022.54	38.75
Education Fund	12222411	LIBRARY COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122224102	LIBRARY SUPPLIES S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122224112	LIBRARY COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222430	LIBRARY BOOKS	20,000.00	897.09	1,089.94	-571.85	959.92	18,521.99	15592.61
Education Fund	12222431	PER CAPITA GRANT	2,050.00	0.00	1,978.50	0.00	71.50	0.00	0.00
Education Fund	122224302	LIBRARY BOOKS S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222440	LIBRARY PERIODICALS	60,134.86	0.00	7,473.64	0.00	0.00	52,661.22	87.57
Education Fund	122224402	LIBRARY PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222540	LIBRARY EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122225402	LIBRARY EQUIPMENT S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12222640	LIBRARY DUES/FEES/LIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	122226402	LIBRARY DUES/FEES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225110	TECH COORD SALARY	85,995.00	7,235.16	0.00	0.00	6,408.24	79,586.76	92.55
Education Fund	12225111	TECH ASST SALARY	125,000.00	5,668.64	0.00	0.00	62,497.81	62,502.19	50.00
Education Fund	12225112	TECH/CYBRARY AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225113	TECH ASST SALARY S.C.	0.00	1,836.30	0.00	0.00	-11,935.95	11,935.95	0.00
Education Fund	12225120	SUMMER TECH HELPERS	7,000.00	0.00	0.00	0.00	-6,607.50	13,607.50	194.39

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Education Fund	12225211	TECH/CYBRARY AIDE TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2225-	TECH ASST SALARY S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225222	TECHNOLOGY GROUP INS	50,303.24	1,636.28	0.00	-12.52	34,141.80	16,173.96	32.15
Education Fund		TECH ASST GROUP INS	0.00	2,333.02	0.00	0.00	-24,471.53	24,471.53	0.00
Education Fund		10 E 2225 2220 00 302	0.00	710.00	0.00	0.00	-4,819.48	4,819.48	0.00
Education Fund		10 E 2225 2230 00 300	0.00	0.00	0.00	0.00	-128.80	128.80	0.00
Education Fund		10 E 2225 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 2225 2230 00 302	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	12225300	COMPUTER CONTRACT	13,000.00	120.00	0.00	0.00	-226.67	13,226.67	101.74
Education Fund	12225301	INTERNET SERVICE	54,000.00	246.80	0.00	0.00	5,159.07	48,840.93	90.45
Education Fund	12225390	CLOSING THE GAP	0.00	0.00	0.00	0.00	0.00	0.00	156 0.00
Education Fund	12225393	POWER SCHOOL TECH	44,000.00	0.00	0.00	0.00	17,835.06	26,164.94	59.47
Education Fund	12225400	COMPUTER RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225410	COMPUTER SUPPLIES	32,000.00	788.67	6,534.36	-139.63	2,494.03	23,111.24	72.22
Education Fund	12225411	COMPUTER COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225420	COMPUTER TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225490	COMPUTER SOFTWARE	125,000.00	358.98	232.00	-652.97	16,541.22	108,879.75	87.10
Education Fund	12225540	COMPUTER EQUIPMENT	50,000.00	0.00	3,739.32	0.00	-307,313.57	353,574.25	707.15
Education Fund	12225541	TECH COMPUTER LEASE	375,000.00	0.00	0.00	0.00	284,917.92	90,082.08	24.02
Education Fund	12225542	COMPUTER LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225543	POWER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225640	COMPUTER DUES &	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12225710	COMPUTERS - NON	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund		DIST 111 GROUP DENTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12230300	TITLE 1 PURCHASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12230400	IDEA SUPPLIES SOC	1,500.00	641.00	0.00	0.00	-733.25	2,233.25	148.88
Education Fund	12300100	TITLE 1 DIRECTOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12300120	TEST PROCTOR	2,300.00	48.00	0.00	0.00	-88.83	2,388.83	103.86
Education Fund	10-2300-211	TEST PROCTOR (BT)	300.00	6.05	0.00	0.00	67.43	232.57	77.52
Education Fund	10-2300-222	TEST PROCTOR (BME	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12300500	IDEA GRANT DIR STUDENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310200	BOARD OF ED-OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310211	BOARD OF ED TRS	3,600.00	0.00	0.00	0.00	3,600.00	0.00	0.00
Education Fund	12310222	COBRA INSURANCE	3,500.00	0.00	0.00	0.00	3,500.00	0.00	0.00
Education Fund	12310301	FORMER EMPLOYEE	0.00	0.00	0.00	0.00	0.00	0.00	157 0.00
Education Fund	12310300	BOARD OF ED PUR SERV	40,000.00	540.00	0.00	0.00	-13,855.50	53,855.50	134.64
Education Fund	12310302	COBRA INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310310	ARCHITECT FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310311	HEARING OFFICER PUR	5,000.00	0.00	0.00	0.00	4,316.20	683.80	13.68
Education Fund	12310316	TREES ADMIN	5,000.00	0.00	0.00	0.00	149.00	4,851.00	97.02
Education Fund	12310314	COLLECTION FEE CC	35,000.00	2,005.74	0.00	0.00	6,093.81	28,906.19	82.59
Education Fund	12310317	AUDIT SERVICES	12,000.00	0.00	0.00	0.00	1,500.00	10,500.00	87.50
Education Fund	12310315	ASSESSMENT APPEALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310318	ATTORNEY FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310319	BACKGROUND INVEST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310380	GEN LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310381	INSURANCE CONSULTING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310382	TREASURERS BOND	15,000.00	0.00	0.00	0.00	4,057.00	10,943.00	72.95

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Education Fund	12310390	BOARD OF ED/OTH PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310411	DONATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310410	BOARD OF ED SUPPLIES	30,000.00	751.74	0.00	0.00	16,756.64	13,243.36	44.14
Education Fund	12310412	EDUCATION FOUNDATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310540	BOARD OF ED EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12310640	BOARD OF ED CLINICS	17,000.00	0.00	0.00	0.00	16,742.50	257.50	1.51
Education Fund	12310641	BOARD OF ED DUES	15,000.00	15,695.50	0.00	0.00	-19,240.16	34,240.16	228.27
Education Fund	12312110	BOARD SECY SALARY	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00
Education Fund	12313110	PERFORMANCE PAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12313211	PERFORMANCE TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12313216	PERFORMANCE ANNUITY	0.00	0.00	0.00	0.00	0.00	0.00	158 0.00
Education Fund	12321110	SUPT SECY SALARY	72,234.99	6,019.60	0.00	0.00	3,790.03	68,444.96	94.75
Education Fund	12321111	SUPT SALARY	195,590.40	16,299.20	0.00	0.00	16,299.20	179,291.20	91.67
Education Fund	12321112	PRIOR SUPERINTENDENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321113	INTERIM SUPT SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321211	SUPT TRS	27,769.80	0.00	0.00	0.00	27,769.80	0.00	0.00
Education Fund	12321212	INTERIM SUPT TRS	0.00	2,102.78	0.00	0.00	-23,654.15	23,654.15	0.00
Education Fund	12321216	SUPT ANNUITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2321-	SUPT SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321222	SUPT GROUP INS	8,662.15	13.06	0.00	-12.20	8,512.87	161.48	1.86
Education Fund	12321223	SUPT SECY GROUP INS	592.02	721.68	0.00	-0.52	-7,137.69	7,730.23	1,305.74
Education Fund		10 E 2321 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 2321 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund	12321390	SUPT CONTRACT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12321310	SUPT PHYSICAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321323	SUPT REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321332	SUPT SECY MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321333	SUPT MILEAGE	1,500.00	73.92	0.00	0.00	978.18	521.82	34.79
Education Fund	12321410	SUPT SUPPLIES	0.00	0.00	0.00	0.00	-267.59	267.59	0.00
Education Fund	12321540	SUPT EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321640	SUPT DUES/LIT	2,000.00	0.00	0.00	0.00	1,440.00	560.00	28.00
Education Fund	12321641	SUPT SECY CLINIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12321642	SUPT CLINIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12300400	IDEA GRANT GENERAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410110	PRIN SECYS SALARY	39,322.31	3,277.05	0.00	0.00	2,993.13	36,329.18	15992.39
Education Fund	12410111	PRINCIPAL SALARY	139,725.00	11,643.76	0.00	0.00	11,643.64	128,081.36	91.67
Education Fund	12410112	ASST PRIN SECY SALARY	50,931.26	4,347.46	0.00	0.00	3,109.20	47,822.06	93.90
Education Fund	12410113	ASST PRINCIPAL SALARY	107,061.25	8,954.38	0.00	0.00	9,017.38	98,043.87	91.58
Education Fund	12410115	DEANS SALARY	331,844.00	25,952.58	0.00	0.00	41,491.68	290,352.32	87.50
Education Fund	124101132	ASST PRIN SALARY S.C.	106,669.68	8,926.88	0.00	0.00	8,926.82	97,742.86	91.63
Education Fund	12410114	PRINCIPAL SALARY S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410211	PRINCIPAL TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410212	PRINCIPAL TRS	75,199.49	1,502.18	0.00	0.00	58,479.03	16,720.46	22.23
Education Fund		ASST PRINCIPAL TRS	0.00	1,155.22	0.00	0.00	-11,399.38	11,399.38	0.00
Education Fund		DEANS TRS	0.00	3,276.85	0.00	0.00	-32,855.03	32,855.03	0.00
Education Fund	12410214	PRINCIPAL TRS S.C.	14,159.45	1,151.68	0.00	0.00	2,794.97	11,364.48	80.26
Education Fund	10-2410-	PRINCIPAL SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2410-	ASST PRIN SALARY S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12410222	PRIN SEC GROUP INS	93,203.86	746.68	0.00	-4.52	84,241.78	8,966.60	9.62
Education Fund	12410223	PRINCIPAL GROUP INS	2,021.15	2,234.62	0.00	-7.72	-22,135.73	24,164.60	1,195.59
Education Fund	12410224	ASST PRIN GROUP INS	2,457.26	1,514.16	0.00	-13.72	-14,566.99	17,037.97	693.37
Education Fund		ASST PRIN GROUP INS	0.00	2,348.06	0.00	0.00	-24,546.73	24,546.73	0.00
Education Fund		DEANS GROUP INS	0.00	3,840.56	0.00	0.00	-40,827.88	40,827.88	0.00
Education Fund	10-2410-	ASST PRIN SALARY S	24,462.51	2,231.98	0.00	0.00	1,136.59	23,325.92	95.35
Education Fund		10 E 2410 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 2410 2230 00 300	0.00	117.38	0.00	0.00	-586.90	586.90	0.00
Education Fund		10 E 2410 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Education Fund		10 E 2410 2230 00 300	0.00	117.38	0.00	0.00	-586.90	586.90	0.00
Education Fund		10 E 2410 2230 00 300	0.00	96.60	0.00	0.00	-483.00	483.00	160 0.00
Education Fund		10 E 2410 2230 00 302	0.00	117.38	0.00	0.00	-586.90	586.90	0.00
Education Fund	12410390	ASST PRIN PURCHASE	10,000.00	0.00	0.00	0.00	7,863.11	2,136.89	21.37
Education Fund	12410391	PRIN PURCHASE SERV	13,000.00	0.00	1,575.00	0.00	11,425.00	0.00	0.00
Education Fund	124103902	ASST PRIN CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124103912	PRIN CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410340	POSTAGE	31,000.00	0.00	0.00	0.00	18,426.59	12,573.41	40.56
Education Fund	12410410	ASST PRIN SUPPLIES	9,000.00	50.81	901.32	0.00	-6,738.95	14,837.63	164.86
Education Fund	12410411	PRINCIPAL SUPPLIES	15,000.00	900.36	0.00	-530.67	3,559.26	11,971.41	79.81
Education Fund	12410412	GRADUATION SUPPLIES	15,000.00	340.16	0.00	0.00	-300.17	15,300.17	102.00
Education Fund	12410413	PRINCIPAL COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410414	ASST PRIN COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410415	IMTT GRANT SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Education Fund	124104102	ASST PRIN SUPPLIES S	8,000.00	0.00	0.00	0.00	7,636.00	364.00	4.55

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Education Fund	124104112	PRINCIPAL SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124104132	PRINCIPAL COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124104142	ASST PRIN COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410540	PRINCIPAL EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410541	ASST PRIN EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124105402	PRINCIPAL EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124105412	ASST PRIN EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12410640	PRINCIPAL DUES/LIT	2,500.00	0.00	0.00	0.00	1,373.00	1,127.00	45.08
Education Fund	12410641	ASST PRIN DUES/LIT	500.00	0.00	0.00	0.00	101.00	399.00	79.80
Education Fund	12410642	PRINCIPAL	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
Education Fund	12410643	ASST PRIN	500.00	0.00	0.00	0.00	500.00	0.00	161 0.00
Education Fund	12410644	SPC DUES	9,000.00	0.00	0.00	0.00	1,500.00	7,500.00	83.33
Education Fund	124106402	PRINCIPAL DUES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124106412	ASST PRIN DUES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124106422	PRINCIPAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124106432	ASST PRIN	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	12490110	DEANS SECY SALARY	69,001.24	4,975.59	0.00	0.00	15,121.65	53,879.59	78.08
Education Fund	12490112	DEANS SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12490212	DEANS TRS	0.00	0.00	0.00	0.00	-32.26	32.26	0.00
Education Fund	12490222	DEANS SEC INS	42,263.19	4,711.55	0.00	-4.52	-2,344.53	44,612.24	105.56
Education Fund	12490223	DEANS GROUP INS	1,940.35	0.00	0.00	-12.52	287.00	1,665.87	85.85
Education Fund		10 E 2490 2230 00 300	0.00	72.44	0.00	0.00	-416.66	416.66	0.00
Education Fund	12490390	DEANS PURCHASE	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	124903902	DEANS CONT SERV S	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12490410	DEANS SUPPLIES	4,000.00	0.00	0.00	0.00	844.01	3,155.99	78.90
Education Fund	12490411	DEANS COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124904102	DEANS SUPPLIES S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124904112	DEANS COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12490540	DEANS EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124905402	DEANS EQUIPMENT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12490640	DEANS MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12490641	DEANS PROF DUES &	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124906402	DEANS MILEAGE S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	124906412	DEANS DUES/LIT S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12510110	CSBO SALARY	56,009.69	4,667.46	0.00	0.00	4,667.63	51,342.06	16291.67
Education Fund	12510211	CSBO TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-2510-	CSBO SALARY (BIMRF)	3,658.63	0.00	0.00	0.00	3,658.63	0.00	0.00
Education Fund	10-2510-	CSBO SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12510222	CSBO GROUP INS	8,274.00	745.76	0.00	-9.96	405.83	7,878.13	95.22
Education Fund		10 E 2510 2230 00 300	0.00	39.14	0.00	0.00	-195.70	195.70	0.00
Education Fund	12510332	CSBO MILEAGE	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
Education Fund	12510640	CSBO DUES/CLINICS	4,000.00	0.00	0.00	0.00	2,870.00	1,130.00	28.25
Education Fund	12510641	SECY SUPPORT CLINICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12525110	BUSINESS OFFICE SALARY	153,078.80	8,253.14	0.00	0.00	60,761.03	92,317.77	60.31
Education Fund	12525222	BUSINESS OFFICE GRP	15,811.82	-902.66	0.00	-4.52	5,526.38	10,289.96	65.08
Education Fund		10 E 2525 2230 00 300	0.00	69.92	0.00	0.00	-349.60	349.60	0.00
Education Fund	12525390	BUSINESS OFFICE PUR	70,000.00	60.00	0.00	0.00	63,986.00	6,014.00	8.59
Education Fund	12525323	BUSINESS OFFICE REPAIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Education Fund	12525332	BOOKKEEPER MILEAGE	400.00	0.00	0.00	0.00	343.65	56.35	14.09
Education Fund	12525391	BUSINESS OFFICE CONT	65,000.00	0.00	0.00	0.00	65,000.00	0.00	0.00
Education Fund	12525411	BUSINESS OFFICE COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12525410	BUSINESS OFFICE	3,500.00	0.00	0.00	0.00	-436.94	3,936.94	112.48
Education Fund	12525540	BUSINESS OFFICE	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00
Education Fund	12525640	BOOKKEEPER CLINICS	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Education Fund	12560300	CAFETERIA CONTRACT	500,000.00	65,076.08	0.00	0.00	87,128.63	412,871.37	82.57
Education Fund	12560302	CAFE TECH CONT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	125603002	CAFE PUR SER SOUTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12560301	SPECIAL FUNCTION	35,000.00	8,953.04	0.00	-306.25	15,056.58	20,249.67	57.86
Education Fund	125603012	SPECIAL FUNCTION	0.00	0.00	0.00	0.00	0.00	0.00	163 0.00
Education Fund	12560323	CAFETERIA REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	125603232	CAFE REPAIR/MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12560410	CAFETERIA SUPPLIES	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00
Education Fund	12560411	CAFE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	125604102	CAFE SUPPLIES SOUTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	125604112	CAFE COMP TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12560540	CAFETERIA EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Education Fund	125605402	CAFE EQUIPMENT SOUTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	125606902	CAFE SOUTH REFUND	3,000.00	0.00	0.00	0.00	1,753.70	1,246.30	41.54
Education Fund	12632110	INTERNAL INFO SALARY	27,781.44	2,115.66	0.00	0.00	6,448.95	21,332.49	76.79
Education Fund	12632211	INTERNAL INFO TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12632222	INTERNAL INFO GROUP	25,467.04	1,457.00	0.00	-0.52	9,623.45	15,844.11	62.21
Education Fund		10 E 2632 2230 00 300	0.00	18.40	0.00	0.00	-92.00	92.00	0.00

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Education Fund	12632390	INTERNAL INFO PUR	250,000.00	102,030.86	0.00	0.00	-32,381.63	282,381.63	112.95
Education Fund	12632323	INTERNAL INFO	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12632411	INTERNAL INFO COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12632410	INTERNAL INFO SUPPLIES	40,000.00	0.00	0.00	0.00	37,941.99	2,058.01	5.15
Education Fund	12632540	INTERNAL INFO EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12633110	COMM RELATIONS	69,628.00	5,802.34	0.00	0.00	5,802.26	63,825.74	91.67
Education Fund	12633222	COMM RELATIONS GROUP	0.00	4.00	0.00	-0.52	-36.52	37.04	0.00
Education Fund	12633390	COMM RELATIONS PUR	9,300.00	0.00	0.00	0.00	3,443.34	5,856.66	62.97
Education Fund	12633323	COMM RELATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12633332	COMM RELATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12633410	COMM RELATIONS	0.00	0.00	0.00	103.48	-103.48	0.00	164 0.00
Education Fund	12633540	COMM RELATIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	12633640	COMM RELATIONS DUES	1,000.00	125.00	0.00	0.00	485.00	515.00	51.50
Education Fund	12900400	TITLE 1 HOMELESS	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	13000300	TITLE 1 PARENT	700.00	0.00	0.00	0.00	700.00	0.00	0.00
Education Fund	13000400	TITLE 1 PARENT	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	13200130	WELLNESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	13200131	WELLNESS CNTR/PUBLIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	13200211	WELLNESS CENTER TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-3200-	WELLNESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	13200500	WELNESS CENTER	12,000.00	0.00	0.00	0.00	907.60	11,092.40	92.44
Education Fund		GCSEC Tuition IDEA Flow	0.00	64,509.00	0.00	0.00	-236,533.00	236,533.00	0.00
Education Fund	14100110	TITLE I SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14100300	TITLE I PUR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	14100332	TITLE II	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14100390	TITLE II-PART D	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14100412	TITLE IV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14100411	TITLE V SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14100540	TITLE V EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14120300	COOP HOUSING ASSESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14120301	COOP ADMIN ASSESS	165,000.00	0.00	0.00	0.00	165,000.00	0.00	0.00
Education Fund	14120670	COOP HOMEBOUND/HOSP	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00
Education Fund	14140600	GAVC ED EXPENSE	765,000.00	56,854.78	0.00	0.00	195,721.25	569,278.75	74.42
Education Fund	14180	DISBURSEMENTS/EXPEND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	14190600	CHANNAHON TAX	64,429.04	0.00	0.00	0.00	0.00	64,429.04	100.00
Education Fund	14210670	PAYMENTS FOR REGULAR	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00
Education Fund	14220670	PAYMENTS SPECIAL ED	2,254,957.00	500,188.94	0.00	0.00	588,338.67	1,666,618.33	73.91
Education Fund	10-481-212-	IMRF (BIM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-481-212-	IMRF (BIM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	15900390	SERVICE CHARGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	18130660	PERM TRANS TO O & M	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	18400660	TRANS TO DEBT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	18500660	TRANS TO DEBT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 - -----			30,914,069.05	3,117,158.88	251,487.82	3,399.02	1,437,339.05	29,221,843.16	
Activity Fund	111999	STUDENT ACTIVITY	250,000.00	0.00	0.00	0.00	250,000.00	0.00	0.00
Activity Fund		SPORTS - ATHLETIC HALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Activity Fund		SPORTS - ATHLETIC POP	0.00	0.00	0.00	0.00	-9,770.77	9,770.77	0.00
Activity Fund		SPORTS - ATHLETIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - BASEBALL	0.00	105.00	0.00	0.00	-2,642.50	2,642.50	0.00
Activity Fund		SPORTS - BOYS	0.00	925.00	0.00	0.00	-7,302.20	7,302.20	0.00
Activity Fund		SPORTS - BOYS BOWLING	0.00	1,040.00	0.00	0.00	-1,040.00	1,040.00	0.00
Activity Fund		SPORTS - BOYS GOLF	0.00	0.00	0.00	0.00	-369.00	369.00	0.00
Activity Fund		SPORTS - BOYS SOCCER	0.00	0.00	0.00	0.00	-3,580.46	3,580.46	0.00
Activity Fund		SPORTS - BOYS TENNIS	0.00	80.78	0.00	0.00	-438.45	438.45	0.00
Activity Fund		SPORTS - BOYS TRACK	0.00	0.00	0.00	0.00	-11,619.28	11,619.28	0.00
Activity Fund		SPORTS - BOYS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - CHEERLEADERS	0.00	0.00	0.00	0.00	-18,372.33	18,372.33	166 0.00
Activity Fund		SPORTS - CROSS COUNTY	0.00	0.00	0.00	0.00	-5,199.85	5,199.85	0.00
Activity Fund		SPORTS - FOOTBALL	0.00	0.00	0.00	0.00	-27,354.55	27,354.55	0.00
Activity Fund		SPORTS - FOOTBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - GIRLS	0.00	0.00	0.00	0.00	-2,608.42	2,608.42	0.00
Activity Fund		SPORTS - GIRLS BOWLING	0.00	0.00	0.00	0.00	-640.00	640.00	0.00
Activity Fund		SPORTS - GIRLS GOLF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - GIRLS SOCCER	0.00	0.00	0.00	0.00	-4,613.83	4,613.83	0.00
Activity Fund		SPORTS - GIRLS TENNIS	0.00	0.00	0.00	0.00	-1,450.85	1,450.85	0.00
Activity Fund		SPORTS - GIRLS TRACK	0.00	0.00	0.00	0.00	-1,822.00	1,822.00	0.00
Activity Fund		SPORTS - GIRLS	0.00	39.58	0.00	0.00	-3,470.86	3,470.86	0.00
Activity Fund		SPORTS - LACROSSE	0.00	0.00	0.00	0.00	-6,306.60	6,306.60	0.00
Activity Fund		SPORTS - OUTDOOR ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - POMS	0.00	0.00	0.00	0.00	-660.00	660.00	0.00

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Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Activity Fund		SPORTS - SOFTBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - SWIMMING B&G	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SPORTS - WRESTLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - BAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - BOYS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - BOYS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - CROSS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - GIRLS	0.00	0.00	0.00	0.00	0.00	0.00	167 0.00
Activity Fund		SUMMER CAMPS - GIRLS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - POMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS - TENNIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		SUMMER CAMPS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - POP	0.00	522.90	0.00	0.00	-3,026.20	3,026.20	0.00
Activity Fund		ACTIVITIES - ART CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - ATHLETIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - BAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CHESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CHOIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CHORUS	0.00	1,200.00	0.00	0.00	-1,200.00	1,200.00	0.00

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Activity Fund		ACTIVITIES - CLASS OF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CLASS OF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CLASS OF	0.00	13.26	0.00	0.00	-3,303.35	3,303.35	0.00
Activity Fund		ACTIVITIES - CLASS OF	0.00	0.00	0.00	0.00	-1,975.00	1,975.00	0.00
Activity Fund		ACTIVITIES - CLASS OF	0.00	0.00	0.00	0.00	-509.00	509.00	0.00
Activity Fund		ACTIVITIES - CLASS OF	0.00	0.00	0.00	0.00	-20.00	20.00	0.00
Activity Fund		ACTIVITIES - COMMUNITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - CULINARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - DEBATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - DREAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - FASHION	0.00	0.00	0.00	0.00	0.00	0.00	168 0.00
Activity Fund		ACTIVITIES - FCCLA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - FFA	0.00	0.00	0.00	0.00	-121.78	121.78	0.00
Activity Fund		ACTIVITIES - FRENCH NHS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - FUTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - I.O.T.A.	0.00	0.00	0.00	0.00	-30.00	30.00	0.00
Activity Fund		ACTIVITIES - INDIAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - INDIAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - INT'L CLUB	0.00	0.00	0.00	0.00	-481.53	481.53	0.00
Activity Fund		ACTIVITIES - INT'L	0.00	350.00	0.00	0.00	-350.00	350.00	0.00
Activity Fund		ACTIVITIES - INTERACT	0.00	0.00	0.00	0.00	-32.65	32.65	0.00
Activity Fund		ACTIVITIES - INVESTMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - JUDO	0.00	0.00	0.00	0.00	-105.00	105.00	0.00
Activity Fund		ACTIVITIES -	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Activity Fund		ACTIVITIES - MAC	0.00	0.00	0.00	0.00	-6,647.33	6,647.33	0.00
Activity Fund		ACTIVITIES - MATH TEAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - MCHS BOOK	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - MEMORIAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - MUSICAL	0.00	0.00	0.00	0.00	-88.36	88.36	0.00
Activity Fund		ACTIVITIES - NEEDY	0.00	0.00	0.00	0.00	-766.16	766.16	0.00
Activity Fund		ACTIVITIES - NHS	0.00	1,625.00	0.00	0.00	-4,720.00	4,720.00	0.00
Activity Fund		ACTIVITIES - ORCHESIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - PAC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - PERCUSSION	0.00	1,500.00	0.00	0.00	-1,500.00	1,500.00	0.00
Activity Fund		ACTIVITIES - POKEMON	0.00	0.00	0.00	0.00	0.00	0.00	169 0.00
Activity Fund		ACTIVITIES - PPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - SADD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - SCHOLASTIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITES - SPANISH NHS	0.00	0.00	0.00	0.00	-377.58	377.58	0.00
Activity Fund		ACTIVITIES - SPEECH	0.00	0.00	0.00	0.00	-150.00	150.00	0.00
Activity Fund		ACTIVITIES - STUDENT	0.00	1,132.50	0.00	0.00	-8,281.70	8,281.70	0.00
Activity Fund		ACTIVITIES - TSA	0.00	0.00	0.00	0.00	-785.00	785.00	0.00
Activity Fund		ACTIVITIES -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES -	0.00	0.00	0.00	0.00	-180.00	180.00	0.00
Activity Fund		ACTIVITIES - WYSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ACTIVITIES - YEARBOOK	0.00	0.00	0.00	0.00	-2,500.00	2,500.00	0.00
Activity Fund		COADY SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		CYBRARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Activity Fund		FACULTY POP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		PROJECT INDIAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		PROM	0.00	4,232.17	0.00	0.00	-7,421.25	7,421.25	0.00
Activity Fund		SCHOLARSHIP	0.00	4,000.00	0.00	0.00	-6,500.00	6,500.00	0.00
Activity Fund		TV PRODUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		ASL - American Sign	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	1119997062	Green House	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund		COADY SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11 - -----			250,000.00	16,766.19	0.00	0.00	89,666.16	160,333.84	
1 - -----			31,164,069.05	3,133,925.07	251,487.82	3,399.02	1,527,005.21	29,382,177.00	
Operations & Maint		DIST 111 GROUP MEDICAL	0.00	4,768.66	0.00	0.00	-54,185.90	54,185.90	170.00
Operations & Maint		DIST 111 GROUP DENTAL	0.00	1,473.07	0.00	0.00	-5,452.50	5,452.50	0.00
Operations & Maint		20 E 2220 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22310200	BOARD OF ED-OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22510110	CSBO SALARY	55,992.59	4,666.06	0.00	0.00	4,665.93	51,326.66	91.67
Operations & Maint	22510211	CSBO TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	20-2510-	CSBO SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22510222	CSBO GROUP INS	9,200.00	745.54	0.00	0.00	1,458.18	7,741.82	84.15
Operations & Maint		20 E 2510 2230 00 300	0.00	39.12	0.00	0.00	-195.60	195.60	0.00
Operations & Maint	22510332	CSBO MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22510640	CSBO DUES/CLINICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540100	DIR OF BUILDING/GROUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540110	CUSTODIANS SALARY	700,000.00	53,368.85	0.00	0.00	139,703.73	560,296.27	80.04
Operations & Maint	22540111	CUSTODIAN SALARY S.C.	0.00	0.00	0.00	0.00	-7,465.48	7,465.48	0.00

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Operations & Maint	22540130	CUSTODIAN OVERTIME	30,000.00	1,935.50	0.00	0.00	17,124.03	12,875.97	42.92
Operations & Maint	22540131	BUILDING EXTRA PAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	20-2540-	CUSTODIANS SALARY (IC)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540222	CUSTODIAN GROUP INS	205,000.00	-2,380.33	0.00	-44.52	211,007.58	-5,963.06	-2.91
Operations & Maint		20 E 2540 2220 00 300	0.00	15,035.59	0.00	0.00	-159,144.08	159,144.08	0.00
Operations & Maint	20-2540-	CUSTODIAN GROUP INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint		20 E 2540 2230 00 300	0.00	504.48	0.00	0.00	-2,565.28	2,565.28	0.00
Operations & Maint	22540300	WAN PURCHASE SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540301	BLDG CONTRACT SERV	35,000.00	100.00	0.00	0.00	22,528.16	12,471.84	35.63
Operations & Maint	22540302	HVAC - CENTRAL	65,000.00	0.00	0.00	0.00	60,596.24	4,403.76	6.78
Operations & Maint	22540303	LAWN CARE	15,000.00	0.00	0.00	0.00	15,000.00	0.00	171 0.00
Operations & Maint	22540304	SNOW REMOVAL -	25,000.00	0.00	0.00	0.00	6,223.47	18,776.53	75.11
Operations & Maint	22540305	EXTERMINATING FEES -	2,000.00	185.00	0.00	0.00	335.00	1,665.00	83.25
Operations & Maint	225403022	HVAC - SOUTH	88,000.00	3,350.00	0.00	-2,402.20	38,107.32	52,294.88	59.43
Operations & Maint	225403032	LAWN CARE - SOUTH	5,000.00	0.00	77.99	0.00	4,844.06	77.95	1.56
Operations & Maint	225403042	SNOW REMOVAL - SOUTH	25,000.00	0.00	0.00	0.00	4,317.22	20,682.78	82.73
Operations & Maint	225403052	EXTERMINATING FEES -	2,500.00	175.00	0.00	0.00	925.00	1,575.00	63.00
Operations & Maint	22540310	CUSTODIAN HEALTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540311	CUSTODIAN LICENSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540318	A & E FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540321	DISTRICT OFFICE LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540320	PROJ IND LEASE	22,000.00	1,660.80	0.00	0.00	3,731.20	18,268.80	83.04
Operations & Maint	225403211	GARBAGE - CENTRAL	35,000.00	4,152.03	0.00	0.00	1,780.99	33,219.01	94.91
Operations & Maint	225403212	GARBAGE - SOUTH	46,000.00	4,538.79	0.00	0.00	2,823.48	43,176.52	93.86

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Operations & Maint	22540322	PCU LEASES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540323	BLDG REPAIR/MAINT	90,000.00	2,543.69	2,950.00	0.00	57,392.51	29,657.49	32.95
Operations & Maint	22540324	HVAC REPAIRS - CENTRAL	0.00	4,698.00	0.00	0.00	-4,698.00	4,698.00	0.00
Operations & Maint	225403232	BLDG REPAIR/MAINT	85,000.00	3,173.44	0.00	0.00	33,354.01	51,645.99	60.76
Operations & Maint	225403242	HVAC REPAIRS - SOUTH	0.00	5,639.15	184.76	-81.40	-31,095.63	30,992.27	0.00
Operations & Maint	22540332	CUSTODIAN MILEAGE	1,000.00	5.26	0.00	0.00	994.74	5.26	0.53
Operations & Maint	22540340	DISTRICT OFF UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540342	PHONE	65,000.00	5,865.11	0.00	0.00	-3,094.89	68,094.89	104.76
Operations & Maint	22540341	PROJ INDIAN UTILITIES	2,200.00	223.74	0.00	0.00	223.03	1,976.97	89.86
Operations & Maint	22540370	WATER-SEWER SERVICES	22,000.00	1,194.30	0.00	0.00	16,782.08	5,217.92	23.72
Operations & Maint	225403702	WATER-SEWER SOUTH	25,000.00	3,625.43	0.00	0.00	5,017.17	19,982.83	17279.93
Operations & Maint	22540380	UNEMPLOY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540381	WORKERS COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540382	BLDG FLEET INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540391	BLDG SECURITY PUR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	225403902	CONTRACT SERV S.C.	60,000.00	849.97	0.00	0.00	38,587.10	21,412.90	35.69
Operations & Maint	225403903	SOUTH MAINTENANCE	550,000.00	52,059.83	0.00	0.00	-124,653.05	674,653.05	122.66
Operations & Maint	225403912	BLDG SECURITY PS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540392	PRECISION CONTROL -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	225403932	SOUTH SITE CROP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540410	BUILDING SUPPLIES	350,000.00	4,538.85	359.72	-1,315.27	205,502.07	145,453.48	41.56
Operations & Maint	22540411	GROUND SUPPLIES	35,000.00	10,128.86	340.46	0.00	3,082.09	31,577.45	90.22
Operations & Maint	225404102	BLDG SUPPLIES SOUTH	25,000.00	4,770.61	108.13	0.00	-9,082.90	33,974.77	135.90
Operations & Maint	225404122	SOUTH SITE CROP	12,000.00	0.00	0.00	0.00	6,128.07	5,871.93	48.93

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Operations & Maint	22540465	NATURAL GAS	60,000.00	41,457.51	0.00	0.00	-47,107.78	107,107.78	178.51
Operations & Maint	225404652	NATURAL GAS SOUTH	38,000.00	22,514.13	0.00	0.00	-6,901.65	44,901.65	118.16
Operations & Maint	22540466	ELECTRICITY	265,000.00	19,132.37	0.00	0.00	87,761.78	177,238.22	66.88
Operations & Maint	225404662	ELECTRICITY SOUTH	315,000.00	24,641.31	0.00	0.00	70,288.79	244,711.21	77.69
Operations & Maint	22540490	911 SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	2254049001	ESSER I GRANT SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	2254049002	ESSER II GRANT SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	2254049003	ESSER III GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540541	BLDG EQUIPMENT	55,000.00	0.00	0.00	0.00	14,500.98	40,499.02	73.63
Operations & Maint	22540542	WAN EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22540540	PROJ IND EQUIP	2,500.00	0.00	0.00	0.00	2,500.00	0.00	173 0.00
Operations & Maint	225405412	BLDG EQUIPMENT SOUTH	15,000.00	0.00	0.00	0.00	1,424.00	13,576.00	90.51
Operations & Maint	22540640	CUSTODIAN CLINIC	500.00	0.00	0.00	0.00	500.00	0.00	0.00
Operations & Maint	22540690	REAL ESTATE TAXES-	3,600.00	1,945.95	0.00	0.00	-174.43	3,774.43	104.85
Operations & Maint	2254070001	ESSER II GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	2254070003	ESSER III GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22541120	SUMMER CUSTODIAN	35,000.00	0.00	0.00	0.00	26,023.37	8,976.63	25.65
Operations & Maint	22541390	BLDG SECURITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22541391	BLDG SECURITY/PUR	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00
Operations & Maint	225413902	BLDG SECURITY CS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	225413912	BLDG SECURITY PS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22541410	BLDG SECURITY SUPPLIES	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00
Operations & Maint	225414102	BLDG SECURITY SUPPLY S	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	22541540	BLDG SECURITY	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00

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Operations & Maint	225415402	BLDG SECURITY EQ	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00
Operations & Maint	22542530	SITE IMPROVEMENT	50,000.00	0.00	0.00	0.00	9,864.00	40,136.00	80.27
Operations & Maint	22542531	BLDG IMPROVEMENT	50,000.00	0.00	0.00	0.00	50,000.00	0.00	0.00
Operations & Maint	225425302	SITE IMPROVEMNT SOUTH	20,000.00	0.00	0.00	0.00	-860.00	20,860.00	104.30
Operations & Maint	225425312	BLDG IMPROVEMNT	20,000.00	0.00	0.00	0.00	19,192.96	807.04	4.04
Operations & Maint	22543540	ATHLETIC FIELDS	25,000.00	0.00	0.00	0.00	20,200.00	4,800.00	19.20
Operations & Maint	2380600	COMMERCIAL LIAB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	24140520	GAVC-BUILDING COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	24140600	GAVC BUILD EXPENSES	380,000.00	35,153.87	0.00	0.00	116,238.36	263,761.64	69.41
Operations & Maint	24140620	GAVC CTE PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	20-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	174 0.00
Operations & Maint	20-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	28130	TRANS TO TORT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	28400	TRANS TO B & I	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint	28800660	TRANS TO CAPITOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20 - -----			4,107,492.59	338,479.54	4,021.06	-3,843.39	949,051.53	3,158,263.39	
2- - -----			4,107,492.59	338,479.54	4,021.06	-3,843.39	949,051.53	3,158,263.39	
Debt Service Fund or	34190690	DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140620	INTEREST ON BONDS-2001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140621	INTEREST ON BONDS-1999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140622	INTEREST ON BONDS-2005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140623	INTEREST ON CONST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140624	INTEREST ON VAR RATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140626	INTEREST ON BONDS-2008	0.00	0.00	0.00	0.00	-840,550.00	840,550.00	0.00

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Debt Service Fund or	35140627	INTEREST ON BONDS 2010	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140628	INTEREST ON BONDS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140629	INTEREST ON BONDS	16,666.50	0.00	0.00	0.00	0.00	16,666.50	100.00
Debt Service Fund or	35140630	INTERST ON BONDS 2012A	284,100.00	0.00	0.00	0.00	0.00	284,100.00	100.00
Debt Service Fund or	35140625	APPLE LEASE INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140631	INTEREST ON BONDS 2014	339,675.00	0.00	0.00	0.00	16,800.00	322,875.00	95.05
Debt Service Fund or	35140632	INTEREST ON BONDS -	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140633	INTEREST ON BONDS -	365,200.00	0.00	0.00	0.00	0.00	365,200.00	100.00
Debt Service Fund or	35140634	INTEREST ON BONDS-	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35140635	INTEREST ON BONDS-	322,000.00	0.00	0.00	0.00	161,000.00	161,000.00	50.00
Debt Service Fund or	35140636	INTEREST ON BONDS -	77,800.00	0.00	0.00	0.00	38,900.00	38,900.00	1750.00
Debt Service Fund or	35140637	INTEREST ON BONDS 2019	840,550.00	0.00	0.00	0.00	840,550.00	0.00	0.00
Debt Service Fund or	35200619	BONDS RETIRED 2011	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200620	BONDS RETIRED 2012A	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200621	BONDS RETIRED 2012B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200622	BOND RETIRED THROUGH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200610	BONDS RETIRED 2006B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200611	BOND RETIRED-1999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200612	BONDS RETIRED-2005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200613	BOND RETIRED 2006A	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200614	BOND RETIRED 2010	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200615	APPLE LEASE PRINCIPAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200616	BONDS RETIRED - 2001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200617	BONDS RETIRED	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Debt Service Fund or	35200618	BONDS RETIRED 2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35200629	PRINCIPAL ON BONDS	2,285,000.00	0.00	0.00	0.00	2,285,000.00	0.00	0.00
Debt Service Fund or	35200623	INTEREST PAYMENT ON	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300624	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	-2,285,000.00	2,285,000.00	0.00
Debt Service Fund or	35300611	BOND PRINCIPAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300612	COST OF BOND ISSUANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300613	PRINCIPAL ON BOND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300614	PRINCIPAL ON BOND 2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300615	PRINCIPAL ON BOND 2010	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300616	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300617	PRINCIPAL ON BONDS	615,000.00	0.00	0.00	0.00	0.00	615,000.00	176.00.00
Debt Service Fund or	35300618	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300619	PRINCIPAL ON BONDS	750,000.00	0.00	0.00	0.00	0.00	750,000.00	100.00
Debt Service Fund or	35300620	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300621	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300622	PRINCIPAL ON BONDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300623	PRINCIPAL ON BONDS	2,090,000.00	0.00	0.00	0.00	-161,000.00	2,251,000.00	107.70
Debt Service Fund or	35300712	COMPUTER LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300710	PRINTROOM COPIER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300711	OTHER COPIERS LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300714	DISTRICT OFFICE LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35300715	PROJECT INDIAN LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	353007122	PRINTROOM COPIER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	353007132	OTHER COPIERS LEASE	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Debt Service Fund or	35900318	BOND LEGAL FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35900319	BOND CLOSING COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35900320	BOND PREMIUM ESCROW	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35900390	SERVICE CHARGE	0.00	0.00	0.00	0.00	-35,334.12	35,334.12	0.00
Debt Service Fund or	35900391	REMARKETING AGENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	35900611	ESCROW ADJUSTMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or	38990000	OTHER MISC FINANCING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30 - -----			7,985,991.50	0.00	0.00	0.00	20,365.88	7,965,625.62	
3- - -----			7,985,991.50	0.00	0.00	0.00	20,365.88	7,965,625.62	
Transportation Fund		DIST 111 GROUP MEDICAL	0.00	3,498.29	0.00	0.00	-30,252.83	30,252.83	0.00
Transportation Fund		DIST 111 GROUP DENTAL	0.00	166.42	0.00	0.00	-4,141.65	4,141.65	177 0.00
Transportation Fund	42190110	CSBO SALARY	55,992.59	4,666.06	0.00	0.00	4,665.93	51,326.66	91.67
Transportation Fund	42190211	CSBO TRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40-2190-	CSBO SALARY (GTL)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42190222	CSBO GROUP INS	8,863.34	745.56	0.00	0.00	1,121.54	7,741.80	87.35
Transportation Fund		40 E 2190 2230 00 300	0.00	39.12	0.00	0.00	-195.60	195.60	0.00
Transportation Fund	42190332	CSBO MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42190640	CSBO DUES/CLINICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund		40 E 2220 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund		40 E 2220 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund		DIST 111 GROUP DENTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42310200	BOARD OF ED-OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550110	TRANS SECY SALARY	60,823.34	3,010.70	0.00	0.00	4,015.64	56,807.70	93.40
Transportation Fund	42550111	GAVC/PREMIER ROUTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Transportation Fund	42550112	OUT OF DISTRICT ROUTE	411,995.09	33,747.43	0.00	0.00	76,962.16	335,032.93	81.32
Transportation Fund	42550113	REGULAR ROUTE SALARY	530,000.00	36,490.68	0.00	0.00	130,507.94	399,492.06	75.38
Transportation Fund	42550114	BKKPER TRANS SALARY	8,500.00	525.00	0.00	0.00	2,725.00	5,775.00	67.94
Transportation Fund	42550115	OUT OF DISTRICT BUS	124,000.00	7,273.26	0.00	0.00	56,310.81	67,689.19	54.59
Transportation Fund	42550116	SHUTTLE(S)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550117	BUS SUBS 201 FOR 111	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550118	IDEA PART B SP ED BUS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550119	FULL TIME DRIVER	65,000.00	4,639.42	0.00	0.00	20,251.72	44,748.28	68.84
Transportation Fund	42550130	EXTRA DUTY (non-drive)	12,000.00	2,295.74	0.00	0.00	-6,767.22	18,767.22	156.39
Transportation Fund	42550131	ACADEMIC TRIP(S)	50,000.00	3,717.23	0.00	0.00	40,919.36	9,080.64	18.16
Transportation Fund	42550132	ATHLETIC/ACTIVITES	40,000.00	12,257.08	0.00	0.00	16,151.99	23,848.01	17859.62
Transportation Fund	42550133	ACTIVITIES TRIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550223	TRANS SEC INSURANCE	600.00	0.00	0.00	-0.52	325.90	274.62	45.77
Transportation Fund	42554223	TRANS. DIR. INSURANCE	8,000.00	0.00	0.00	-0.52	8,141.22	-140.70	-1.76
Transportation Fund	40-2550-	TRANSPORTATION	1,600.00	1,412.48	0.00	0.00	-5,469.92	7,069.92	441.87
Transportation Fund		BKKPER TRANS GROUP	0.00	71.00	0.00	0.00	-735.88	735.88	0.00
Transportation Fund		40 E 2550 2220 00 300	0.00	696.94	0.00	0.00	-4,119.44	4,119.44	0.00
Transportation Fund		40 E 2550 2230 00 300	0.00	36.80	0.00	0.00	-220.80	220.80	0.00
Transportation Fund		40 E 2550 2230 00 300	0.00	3.68	0.00	0.00	-18.40	18.40	0.00
Transportation Fund	42550230	COURSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550310	TRANS HEALTH EXAMS	12,000.00	0.00	0.00	0.00	10,765.00	1,235.00	10.29
Transportation Fund	42551310	TANK TESTING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550320	BUS LEASES	550,000.00	0.00	0.00	0.00	489,359.69	60,640.31	11.03
Transportation Fund	42550321	GARBAGE DISPOSAL	5,500.00	505.13	0.00	0.00	1,148.40	4,351.60	79.12

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Transportation Fund	42550322	CLEANING SERVICES	5,000.00	2,820.89	0.00	0.00	1,600.57	3,399.43	67.99
Transportation Fund	42551322	SNOW REMOVAL-BUS	11,000.00	0.00	0.00	0.00	780.75	10,219.25	92.90
Transportation Fund	42550331	SPECIAL ED TRANS	65,000.00	0.00	0.00	0.00	60,164.84	4,835.16	7.44
Transportation Fund	42550332	TRANS MILEAGE	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00
Transportation Fund	42550340	PHONE-BUS GARAGE	2,500.00	288.74	0.00	0.00	1,467.24	1,032.76	41.31
Transportation Fund	42551340	TRANS POSTAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550350	TRANS ADVERTISING	500.00	0.00	0.00	0.00	-444.47	944.47	188.89
Transportation Fund	42550370	WATER-BUS GARAGE	2,500.00	192.76	0.00	0.00	1,826.11	673.89	26.96
Transportation Fund	42550380	UNEMPLOY INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550381	WORKERS COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550382	BUS FLEET INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	179 0.00
Transportation Fund	42550390	MECHANICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42550391	ROUTING SOFTWARE	4,000.00	0.00	0.00	0.00	-5,969.78	9,969.78	249.24
Transportation Fund	42550464	VAN GAS & SUPPLIES	35,000.00	1,871.84	0.00	0.00	24,954.52	10,045.48	28.70
Transportation Fund	42550640	TRANS DIR	600.00	0.00	0.00	0.00	569.60	30.40	5.07
Transportation Fund	42550690	REFUND ACCOUNT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42552410	BUS SUPPLIES	60,000.00	246.08	0.00	-717.50	44,092.18	16,625.32	27.71
Transportation Fund	42552411	MECH/CUST SUPPLIES	15,000.00	109.00	0.00	0.00	12,150.06	2,849.94	19.00
Transportation Fund	42552464	BUS FUEL	175,000.00	13,156.80	0.00	-2.85	96,665.64	78,337.21	44.76
Transportation Fund	42552465	NATURAL GAS-BUS	2,200.00	107.19	0.00	0.00	-187.02	2,387.02	108.50
Transportation Fund	42552466	ELECTRICITY-BUS	7,500.00	532.03	0.00	0.00	1,884.54	5,615.46	74.87
Transportation Fund	42554110	BUS MECHANIC SALARY	106,803.12	7,797.32	0.00	0.00	43,984.34	62,818.78	58.82
Transportation Fund	42554111	TRANS DIRECTORS	72,000.00	5,953.50	0.00	0.00	41,807.25	30,192.75	41.93
Transportation Fund	42554222	BUS MECH GROUP INS	69,000.00	3,906.44	0.00	-4.52	40,810.60	28,193.92	40.86

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Transportation Fund		TRANS DIRECTORS	0.00	1,486.14	0.00	0.00	-15,480.30	15,480.30	0.00
Transportation Fund		40 E 2554 2230 00 300	0.00	73.60	0.00	0.00	-368.00	368.00	0.00
Transportation Fund		40 E 2554 2230 00 300	0.00	36.80	0.00	0.00	-184.00	184.00	0.00
Transportation Fund	42554300	TRANS CONTR SERV	45,000.00	197.39	0.00	0.00	40,168.17	4,831.83	10.74
Transportation Fund	42554323	TRANS REPAIR/MAINT	70,000.00	22.96	0.00	0.00	-11,685.30	81,685.30	116.69
Transportation Fund	42554339	INSPECTION/LICENSE	10,000.00	30.00	0.00	0.00	2,346.51	7,653.49	76.53
Transportation Fund	42554540	TRANS EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Transportation Fund	42554550	TRANS VEHICLES	30,000.00	0.00	0.00	0.00	30,000.00	0.00	0.00
Transportation Fund	42559520	BUS GARAGE ADDITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	42559530	TRANS BLDG IMPROVE	10,000.00	0.00	0.00	0.00	2,389.72	7,610.28	76.10
Transportation Fund	42559690	TRANS - OTHER	0.00	0.00	0.00	0.00	0.00	0.00	180 0.00
Transportation Fund	40-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40-481-222-	IMRF (BMF 3000)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40 - -----			2,750,977.48	154,627.50	0.00	-725.91	1,232,294.33	1,519,409.06	
4 - -----			2,750,977.48	154,627.50	0.00	-725.91	1,232,294.33	1,519,409.06	
I.M.R.F./Soc. Sec. Fund	50-1130-212	TITLE 1 SALARIES (RM)	6,370.72	424.28	0.00	0.00	1,281.95	5,088.77	79.88
I.M.R.F./Soc. Sec. Fund	51130212	INSTR IMRF	189.11	0.00	0.00	0.00	189.11	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1130 2120 00 300	0.00	0.00	0.00	0.00	-244.65	244.65	0.00
I.M.R.F./Soc. Sec. Fund	5113021250	ATH TRAINER IMRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1130-213	TITLE 1 SALARIES (FR)	5,076.80	256.64	0.00	0.00	1,965.65	3,111.15	61.28
I.M.R.F./Soc. Sec. Fund	51130213	INSTR FICA	234.50	0.00	0.00	0.00	234.50	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1130 2130 00 300	0.00	0.00	0.00	0.00	-151.38	151.38	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1130 2130 00 300	0.00	0.00	0.00	0.00	-1,469.00	1,469.00	0.00
I.M.R.F./Soc. Sec. Fund	5113021305	ENGLISH/DRAMA FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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I.M.R.F./Soc. Sec. Fund	5113021312	MUSIC SALARY FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5113021321	DRIVER ED FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1130-	INSTR LEADER SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5113021350	ATH TRAINER FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1130-214	OVERLOAD (MR)	0.00	60.02	0.00	0.00	-729.98	729.98	0.00
I.M.R.F./Soc. Sec. Fund	51130214	INSTR MEDICARE	8,695.94	117.15	0.00	0.00	7,400.12	1,295.82	14.90
I.M.R.F./Soc. Sec. Fund		INSTR MEDICARE	0.00	910.89	0.00	0.00	-6,522.76	6,522.76	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1130 2140 00 300	0.00	79.63	0.00	0.00	-318.55	318.55	0.00
I.M.R.F./Soc. Sec. Fund		INSTR MEDICARE	0.00	0.00	0.00	0.00	-59.51	59.51	0.00
I.M.R.F./Soc. Sec. Fund		INSTR MEDICARE	0.00	0.00	0.00	0.00	-2,016.61	2,016.61	0.00
I.M.R.F./Soc. Sec. Fund	5113021402	ART MEDICARE	2,459.23	204.48	0.00	0.00	208.91	2,250.32	18191.51
I.M.R.F./Soc. Sec. Fund	5113021405	ENGLISH/DRAMA	22,653.61	1,764.32	0.00	0.00	3,122.47	19,531.14	86.22
I.M.R.F./Soc. Sec. Fund	5113021406	FOREIGN LANG MEDICARE	9,368.95	828.69	0.00	0.00	12.29	9,356.66	99.87
I.M.R.F./Soc. Sec. Fund	5113021411	MATH MEDICARE	18,681.63	1,617.35	0.00	0.00	1,018.47	17,663.16	94.55
I.M.R.F./Soc. Sec. Fund	5113021412	MUSIC MEDICARE	3,777.45	322.49	0.00	0.00	254.79	3,522.66	93.25
I.M.R.F./Soc. Sec. Fund	5113021413	NAT SCIENCE MEDICARE	18,561.54	1,505.23	0.00	0.00	1,465.02	17,096.52	92.11
I.M.R.F./Soc. Sec. Fund	5113021415	SOC SCIENCE MEDICARE	17,852.47	1,457.92	0.00	0.00	1,730.90	16,121.57	90.30
I.M.R.F./Soc. Sec. Fund	5113021421	DRIVER ED MEDICARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5113021427	INSTR LDR MEDICARE	8,007.64	756.68	0.00	0.00	-218.36	8,226.00	102.73
I.M.R.F./Soc. Sec. Fund	5113021450	PHYS ED MEDICARE	15,384.14	1,272.25	0.00	0.00	1,337.73	14,046.41	91.30
I.M.R.F./Soc. Sec. Fund	50-1200-	IDEA PART B SP ED	14,724.18	0.00	0.00	0.00	14,724.18	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1200-	IDEA SP ED LOCAL (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED AIDE IMRF	0.00	975.62	0.00	0.00	-10,400.14	10,400.14	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED SEC IMRF	0.00	308.48	0.00	0.00	-3,347.59	3,347.59	0.00

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I.M.R.F./Soc. Sec. Fund	50-1200-	IDEA PART B SP ED	11,594.61	0.00	0.00	0.00	11,594.61	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1200-	IDEA SP ED LOCAL (FR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED AIDE FICA	0.00	582.36	0.00	0.00	-6,281.74	6,281.74	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED SEC FICA	0.00	180.38	0.00	0.00	-2,000.07	2,000.07	0.00
I.M.R.F./Soc. Sec. Fund	50-1200-	SPECIAL ED SALARY	14,712.10	1,288.12	0.00	0.00	650.07	14,062.03	95.58
I.M.R.F./Soc. Sec. Fund		50 E 1200 2140 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED AIDE MEDICARE	0.00	136.22	0.00	0.00	-1,474.46	1,474.46	0.00
I.M.R.F./Soc. Sec. Fund		SPEC ED SEC MEDICARE	0.00	42.18	0.00	0.00	-469.54	469.54	0.00
I.M.R.F./Soc. Sec. Fund	51250212	COOP HOMEBOUND/HOSP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	51250213	COOP HOMEBOUND/HOSP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	51250214	COOP HB/HOSP	0.00	0.00	0.00	0.00	0.00	0.00	182 0.00
I.M.R.F./Soc. Sec. Fund	50-1400-	CTE SALARY IMRF	22.32	0.00	0.00	0.00	22.32	0.00	0.00
I.M.R.F./Soc. Sec. Fund	51400213	VOC ED GRANT FICA	18.70	0.00	0.00	0.00	18.70	0.00	0.00
I.M.R.F./Soc. Sec. Fund	51400214	VOC ED GRANT MEDICARE	3,550.87	265.80	0.00	0.00	594.62	2,956.25	83.25
I.M.R.F./Soc. Sec. Fund	5140021410	IND TECH MEDICARE	1,661.10	201.74	0.00	0.00	-463.16	2,124.26	127.88
I.M.R.F./Soc. Sec. Fund	5140121401	AG MEDICARE	3,066.06	255.78	0.00	0.00	266.72	2,799.34	91.30
I.M.R.F./Soc. Sec. Fund	5140721403	BUSINESS ED MEDICARE	3,514.88	248.76	0.00	0.00	711.97	2,802.91	79.74
I.M.R.F./Soc. Sec. Fund	51410214	VIDEO EDIT MEDICARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5141121430	INST. TECH MEDICARE	1,088.63	90.32	0.00	0.00	97.86	990.77	91.01
I.M.R.F./Soc. Sec. Fund	51417212	ATHLETIC TRAINER IMRF	5,142.13	458.72	0.00	0.00	-48.04	5,190.17	100.93
I.M.R.F./Soc. Sec. Fund	51417213	ATHLETIC TRAINER FICA	4,027.44	271.82	0.00	0.00	909.85	3,117.59	77.41
I.M.R.F./Soc. Sec. Fund	51417214	ATHLETIC TRAINER	0.00	63.58	0.00	0.00	-731.76	731.76	0.00
I.M.R.F./Soc. Sec. Fund	5142021409	FAM/CONS SCI MEDICARE	2,855.40	166.78	0.00	0.00	688.02	2,167.38	75.90
I.M.R.F./Soc. Sec. Fund	50-1500-212	INVITATIONAL WKRS (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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I.M.R.F./Soc. Sec. Fund	5150021230	ATHLETIC DIR SECY IMRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		ATHLETIC DIR SECY IMRF	7,144.54	404.86	0.00	0.00	2,751.05	4,393.49	61.49
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 30 300	0.00	288.25	0.00	0.00	-1,137.69	1,137.69	0.00
I.M.R.F./Soc. Sec. Fund		TECH DIR IMRF	0.00	40.50	0.00	0.00	-439.55	439.55	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 30 300	0.00	169.47	0.00	0.00	-169.47	169.47	0.00
I.M.R.F./Soc. Sec. Fund	51500212	MAIN OFFICE IMRF	5,453.75	0.00	0.00	0.00	5,453.75	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5150021270	ACTIVITY DIR SECY IMRF	0.00	895.74	0.00	0.00	-4,828.83	4,828.83	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 70 300	0.00	65.94	0.00	0.00	-65.94	65.94	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 70 300	0.00	183.56	0.00	0.00	-416.45	416.45	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 70 300	0.00	18.32	0.00	0.00	-154.25	154.25	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	24.42	0.00	0.00	-229.56	229.56	183 0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2120 70 300	0.00	28.06	0.00	0.00	-236.27	236.27	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	0.00	0.00	0.00	-321.49	321.49	0.00
I.M.R.F./Soc. Sec. Fund	50-1500-213	INVITATIONAL WKRS (FR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5150021330	GOLF COACH FICA	13,528.94	0.00	0.00	0.00	13,528.94	0.00	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	221.50	0.00	0.00	-2,434.30	2,434.30	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	174.38	0.00	0.00	-723.60	723.60	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	220.70	0.00	0.00	-220.70	220.70	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	73.57	0.00	0.00	-220.70	220.70	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	485.54	0.00	0.00	-971.08	971.08	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	73.57	0.00	0.00	-73.57	73.57	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	0.00	0.00	0.00	-294.26	294.26	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	463.97	0.00	0.00	-1,011.80	1,011.80	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	24.50	0.00	0.00	-269.14	269.14	0.00

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I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	812.44	0.00	0.00	-1,624.88	1,624.88	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	0.00	0.00	0.00	-294.26	294.26	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	0.00	0.00	0.00	-246.02	246.02	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	147.13	0.00	0.00	-147.13	147.13	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	565.42	0.00	0.00	-565.42	565.42	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 30 300	0.00	455.89	0.00	0.00	-455.89	455.89	0.00
I.M.R.F./Soc. Sec. Fund	51500213	MAIN OFFICE FICA	5,997.63	0.00	0.00	0.00	5,997.63	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5150021370	ACTIVITIES FICA	0.00	522.13	0.00	0.00	-2,756.21	2,756.21	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	39.88	0.00	0.00	-39.88	39.88	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	124.23	0.00	0.00	-277.17	277.17	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	11.08	0.00	0.00	-94.18	94.18	184 0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-129.95	129.95	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-296.74	296.74	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-105.28	105.28	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-105.28	105.28	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	14.78	0.00	0.00	-140.41	140.41	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	16.96	0.00	0.00	-144.16	144.16	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	0.00	0.00	0.00	-204.58	204.58	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-115.80	115.80	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2130 70 300	0.00	0.00	0.00	0.00	-322.40	322.40	0.00
I.M.R.F./Soc. Sec. Fund	50-1500-214	INVITATIONAL WKRS (MR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5150021530	ASST ATHLETIC DIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1500-	ASST ATHLETIC DIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5150021430	ATHLETIC MEDICARE	9,911.29	165.74	0.00	0.00	8,110.56	1,800.73	18.17

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I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	68.44	0.00	0.00	-753.36	753.36	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	140.20	0.00	0.00	-683.29	683.29	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	14.42	0.00	0.00	-159.00	159.00	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	139.20	0.00	0.00	-338.47	338.47	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	10.98	0.00	0.00	-112.25	112.25	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	54.34	0.00	0.00	-401.07	401.07	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	20.74	0.00	0.00	-227.25	227.25	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	99.26	0.00	0.00	-410.37	410.37	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	31.93	0.00	0.00	-346.44	346.44	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	178.65	0.00	0.00	-939.48	939.48	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	76.94	0.00	0.00	-673.57	673.57	185 0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	21.10	0.00	0.00	-395.20	395.20	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	131.73	0.00	0.00	-507.74	507.74	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	10.98	0.00	0.00	-125.92	125.92	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	26.18	0.00	0.00	-286.98	286.98	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 30 300	0.00	190.00	0.00	0.00	-380.00	380.00	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	88.92	0.00	0.00	-409.72	409.72	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	30.08	0.00	0.00	-402.25	402.25	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	8.42	0.00	0.00	-150.38	150.38	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	10.27	0.00	0.00	-105.08	105.08	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	60.01	0.00	0.00	-398.12	398.12	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	59.39	0.00	0.00	-316.93	316.93	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 30 300	0.00	132.22	0.00	0.00	-132.22	132.22	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 30 300	0.00	106.61	0.00	0.00	-106.61	106.61	0.00

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I.M.R.F./Soc. Sec. Fund	5150021470	ACTIVITIES MEDICARE	4,562.10	111.44	0.00	0.00	3,339.04	1,223.06	26.81
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	122.11	0.00	0.00	-688.60	688.60	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	35.14	0.00	0.00	-288.03	288.03	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	100.49	0.00	0.00	-163.00	163.00	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	5.70	0.00	0.00	-62.85	62.85	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	14.02	0.00	0.00	-151.18	151.18	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	6.38	0.00	0.00	-67.52	67.52	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.66	0.00	0.00	-29.33	29.33	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	24.25	0.00	0.00	-266.23	266.23	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	11.32	0.00	0.00	-124.73	124.73	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	14.74	0.00	0.00	-161.19	161.19	186 0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	6.18	0.00	0.00	-68.14	68.14	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	9.39	0.00	0.00	-103.07	103.07	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	14.06	0.00	0.00	-155.03	155.03	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.54	0.00	0.00	-27.98	27.98	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.80	0.00	0.00	-126.60	126.60	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.80	0.00	0.00	-30.45	30.45	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	8.79	0.00	0.00	-95.96	95.96	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.54	0.00	0.00	-28.01	28.01	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	8.18	0.00	0.00	-90.17	90.17	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.46	0.00	0.00	-27.12	27.12	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	12.92	0.00	0.00	-142.16	142.16	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	6.26	0.00	0.00	-68.63	68.63	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-69.40	69.40	0.00

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I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.06	0.00	0.00	-22.71	22.71	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.30	0.00	0.00	-36.39	36.39	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.28	0.00	0.00	-36.17	36.17	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	7.08	0.00	0.00	-77.61	77.61	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.28	0.00	0.00	-36.17	36.17	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.54	0.00	0.00	-28.77	28.77	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	4.56	0.00	0.00	-50.37	50.37	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	3.32	0.00	0.00	-28.22	28.22	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-24.62	24.62	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.06	0.00	0.00	-22.71	22.71	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-24.62	24.62	187 0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.46	0.00	0.00	-26.82	26.82	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.46	0.00	0.00	-38.15	38.15	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	9.76	0.00	0.00	-102.34	102.34	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.46	0.00	0.00	-26.51	26.51	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-24.62	24.62	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	6.50	0.00	0.00	-66.00	66.00	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	2.78	0.00	0.00	-30.29	30.29	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	0.00	0.00	0.00	-189.30	189.30	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-27.08	27.08	0.00
I.M.R.F./Soc. Sec. Fund		ATH/ACT	0.00	3.04	0.00	0.00	-33.52	33.52	0.00
I.M.R.F./Soc. Sec. Fund		50 E 1500 2140 70 300	0.00	0.00	0.00	0.00	-75.40	75.40	0.00
I.M.R.F./Soc. Sec. Fund	50-1600-	SUMMER SCHOOL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1600-	SUMMER SCHOOL SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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I.M.R.F./Soc. Sec. Fund	51600214	SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1700-	SUMMER DR ED SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-1700-	SUMMER DR ED SALARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	5170021430	SUMMER DR ED	117.93	0.00	0.00	0.00	-62.12	180.05	152.68
I.M.R.F./Soc. Sec. Fund	5170021421	DRIVER ED MEDICARE	9,423.39	472.63	0.00	0.00	4,536.77	4,886.62	51.86
I.M.R.F./Soc. Sec. Fund	51900212	PROJ IND SECY IMRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		PROJ IND SECY IMRF	3,051.89	273.38	0.00	0.00	118.10	2,933.79	96.13
I.M.R.F./Soc. Sec. Fund	51900213	PROJ IND SECY FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		PROJ IND SECY FICA	2,308.32	146.12	0.00	0.00	723.25	1,585.07	68.67
I.M.R.F./Soc. Sec. Fund	51900214	PROJ IND SECY MEDICARE	0.00	115.24	0.00	0.00	-1,249.24	1,249.24	0.00
I.M.R.F./Soc. Sec. Fund		PROJ IND SECY MEDICARE	1,262.54	34.18	0.00	0.00	890.44	372.10	18829.47
I.M.R.F./Soc. Sec. Fund	50-2100-	MAIN OFFICE SECY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		MAIN OFFICE SECY	4,194.85	348.38	0.00	0.00	153.94	4,040.91	96.33
I.M.R.F./Soc. Sec. Fund	521002121	PROJ IND DIR SECY IMRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2100-	DIR OF STUDENT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2100-	MAIN OFFICE SECY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		MAIN OFFICE SECY	3,356.66	210.72	0.00	0.00	880.81	2,475.85	73.76
I.M.R.F./Soc. Sec. Fund	521002131	PROJ IND DIR SECY FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2100-	DIR OF STUDENT SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52100214	ASST PRIN-LEARN MED	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		MAIN OFFICE SECY	0.00	49.28	0.00	0.00	-582.19	582.19	0.00
I.M.R.F./Soc. Sec. Fund	50-2100-	DIR STUDENT SERV. SA	1,823.19	151.10	0.00	0.00	-21.04	1,844.23	101.15
I.M.R.F./Soc. Sec. Fund	52100215	DIR OF STUD SER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2110-212	TITLE 1 SALARIES IMRF	2,279.38	185.66	0.00	0.00	318.81	1,960.57	86.01

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I.M.R.F./Soc. Sec. Fund	50-2110-213	TITLE 1 SALARIES FICA	1,823.36	112.30	0.00	0.00	623.23	1,200.13	65.82
I.M.R.F./Soc. Sec. Fund	50-2110-214	TITLE 1 SALARIES	349.76	49.12	0.00	0.00	-192.95	542.71	155.17
I.M.R.F./Soc. Sec. Fund	52113214	SOCIAL WORKER	2,867.38	249.70	0.00	0.00	133.97	2,733.41	95.33
I.M.R.F./Soc. Sec. Fund		50 E 2120 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2120 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2120 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2120-	GUIDANCE SALARY (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2120-	GUIDANCE SALARY (FR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52120214	GUIDANCE MEDICARE	6,987.91	598.17	0.00	0.00	408.03	6,579.88	94.16
I.M.R.F./Soc. Sec. Fund	521252120	REGISTRAR IMRF	10,934.08	685.50	0.00	0.00	3,495.13	7,438.95	68.03
I.M.R.F./Soc. Sec. Fund	521252121	STDNT CENTER IMRF	0.00	409.14	0.00	0.00	-4,323.52	4,323.52	189 0.00
I.M.R.F./Soc. Sec. Fund	521252122	ASST REGISTRAR IMRF	3,936.41	345.45	0.00	0.00	26.90	3,909.51	99.32
I.M.R.F./Soc. Sec. Fund	52125213	REGISTRAR FICA	8,740.99	414.00	0.00	0.00	4,193.12	4,547.87	52.03
I.M.R.F./Soc. Sec. Fund	521252131	STDNT CENTER FICA	0.00	244.65	0.00	0.00	-2,632.80	2,632.80	0.00
I.M.R.F./Soc. Sec. Fund	521252132	ASST REGISTRAR FICA	2,739.28	181.62	0.00	0.00	679.50	2,059.78	75.19
I.M.R.F./Soc. Sec. Fund	52125214	CAREER CENTER	0.00	96.82	0.00	0.00	-1,067.57	1,067.57	0.00
I.M.R.F./Soc. Sec. Fund		ACAD RESOURCE CTR	0.00	57.22	0.00	0.00	-617.74	617.74	0.00
I.M.R.F./Soc. Sec. Fund		ASST REGISTRAR	0.00	42.47	0.00	0.00	-483.68	483.68	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2130 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2130 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2130 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52134212	NURSE IMRF	3,891.84	423.13	0.00	0.00	-308.14	4,199.98	107.92
I.M.R.F./Soc. Sec. Fund	521342122	NURSE IMRF S.C.	3,616.54	293.24	0.00	0.00	-35.23	3,651.77	100.97
I.M.R.F./Soc. Sec. Fund	52134213	NURSE FICA	3,228.64	255.93	0.00	0.00	660.64	2,568.00	79.54

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I.M.R.F./Soc. Sec. Fund	521342132	NURSE FICA S.C.	3,011.78	177.38	0.00	0.00	775.01	2,236.77	74.27
I.M.R.F./Soc. Sec. Fund	50-2134-	NURSE SALARY (MR)	0.00	59.86	0.00	0.00	-601.14	601.14	0.00
I.M.R.F./Soc. Sec. Fund	50-2134-	NURSE SALARY S.C. (MR)	0.00	41.48	0.00	0.00	-525.87	525.87	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2140 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2140 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2140 1100 00 300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2140-214	PSYCHOLOGIST SALARY	1,969.20	172.17	0.00	0.00	6.32	1,962.88	99.68
I.M.R.F./Soc. Sec. Fund	50-2190-	CSBO SALARY IMRF	3,991.09	720.68	0.00	0.00	-1,100.20	5,091.29	127.57
I.M.R.F./Soc. Sec. Fund	50-2190-	CSBO SALARY FICA	3,762.55	302.94	0.00	0.00	1,162.90	2,599.65	69.09
I.M.R.F./Soc. Sec. Fund	52190214	BUSINESS MGR MEDICARE	0.00	70.86	0.00	0.00	-771.77	771.77	0.00
I.M.R.F./Soc. Sec. Fund	50-2210-	PROF. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	190 0.00
I.M.R.F./Soc. Sec. Fund	50-2210-	DIR C/I SEC. SALARY IMRF	5,912.77	286.66	0.00	0.00	2,802.02	3,110.75	52.61
I.M.R.F./Soc. Sec. Fund	50-2210-	PROF. DEVELOPMENT	4,723.60	0.00	0.00	0.00	4,723.60	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-2210-	DIR C/I SEC. SALARY (FR)	0.00	141.44	0.00	0.00	-1,664.51	1,664.51	0.00
I.M.R.F./Soc. Sec. Fund	50-2210-	DIRECTOR C/I SALARY	1,517.19	103.18	0.00	0.00	257.98	1,259.21	83.00
I.M.R.F./Soc. Sec. Fund		DIRECTOR C/I SEC	0.00	33.08	0.00	0.00	-390.87	390.87	0.00
I.M.R.F./Soc. Sec. Fund	52212214	CURR DEVLOP/LEARN OBJ	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52213212	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52213213	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52213214	TYPE 75 MEDICARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52222212	LIBRARY IMRF	4,525.89	437.50	0.00	0.00	-43.45	4,569.34	100.96
I.M.R.F./Soc. Sec. Fund	522222122	LIBRARY IMRF S.C.	2,463.77	220.66	0.00	0.00	73.99	2,389.78	97.00
I.M.R.F./Soc. Sec. Fund	52222213	LIBRARY FICA	3,632.08	264.64	0.00	0.00	834.84	2,797.24	77.01
I.M.R.F./Soc. Sec. Fund	522222132	LIB ASST FICA S.C.	1,968.16	122.50	0.00	0.00	562.26	1,405.90	71.43

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I.M.R.F./Soc. Sec. Fund	52222214	LIBRARY MEDICARE	850.82	61.89	0.00	0.00	194.60	656.22	77.13
I.M.R.F./Soc. Sec. Fund		LIB ASST FICA	0.00	58.05	0.00	0.00	-625.11	625.11	0.00
I.M.R.F./Soc. Sec. Fund	522222142	LIB ASST MEDICARE S.C.	0.00	28.64	0.00	0.00	-330.02	330.02	0.00
I.M.R.F./Soc. Sec. Fund	52225212	TECH IMRF	16,419.49	741.61	0.00	0.00	8,371.66	8,047.83	49.01
I.M.R.F./Soc. Sec. Fund		LIB ASST IMRF	0.00	581.04	0.00	0.00	-6,320.09	6,320.09	0.00
I.M.R.F./Soc. Sec. Fund	522252122	TECH IMRF S.C.	0.00	188.22	0.00	0.00	-1,217.10	1,217.10	0.00
I.M.R.F./Soc. Sec. Fund	52225213	TECH FICA	13,034.44	427.44	0.00	0.00	7,617.58	5,416.86	41.56
I.M.R.F./Soc. Sec. Fund		LIB ASST FICA	0.00	339.62	0.00	0.00	-3,760.86	3,760.86	0.00
I.M.R.F./Soc. Sec. Fund	522252132	TECH ASST FICA S.C.	0.00	113.34	0.00	0.00	-731.29	731.29	0.00
I.M.R.F./Soc. Sec. Fund	52225214	TECH/CYBRARY AIDE	0.00	99.96	0.00	0.00	-1,274.24	1,274.24	0.00
I.M.R.F./Soc. Sec. Fund		TECH ASST MEDICARE	0.00	79.42	0.00	0.00	-882.80	882.80	191 0.00
I.M.R.F./Soc. Sec. Fund	50-2225-	TECH ASST SALARY S.C.	0.00	26.50	0.00	0.00	-170.99	170.99	0.00
I.M.R.F./Soc. Sec. Fund	50-2300-212	TEST PROCTOR IMRF	42.97	0.00	0.00	0.00	-11.82	54.79	127.51
I.M.R.F./Soc. Sec. Fund	50-2300-213	TEST PROCTOR FICA	34.72	0.00	0.00	0.00	0.83	33.89	97.61
I.M.R.F./Soc. Sec. Fund	50-2300-214	TEST PROCTOR	25.38	0.69	0.00	0.00	-9.24	34.62	136.41
I.M.R.F./Soc. Sec. Fund	52310213	BOARD OF ED FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52310214	BOARD OF ED MEDICARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52312212	BOARD SECY IMRF	238.15	0.00	0.00	0.00	238.15	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52312213	BOARD SECY FICA	198.64	0.00	0.00	0.00	198.64	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52313214	PERFORMANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52321212	SUPT SECY IMRF	6,916.43	617.00	0.00	0.00	99.81	6,816.62	98.56
I.M.R.F./Soc. Sec. Fund	52321213	SUPT SECY FICA	5,484.51	370.28	0.00	0.00	1,340.97	4,143.54	75.55
I.M.R.F./Soc. Sec. Fund	52321214	SUPT SECY MEDICARE	0.00	86.60	0.00	0.00	-972.64	972.64	0.00
I.M.R.F./Soc. Sec. Fund		SUPT MEDICARE	2,837.68	236.34	0.00	0.00	229.23	2,608.45	91.92

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I.M.R.F./Soc. Sec. Fund	52367212	CAMPUS MONITOR IMRF	23,161.09	1,762.72	0.00	0.00	4,012.23	19,148.86	82.68
I.M.R.F./Soc. Sec. Fund		NURSE IMRF	0.00	37.71	0.00	0.00	-413.32	413.32	0.00
I.M.R.F./Soc. Sec. Fund		DEANS SECY IMRF	0.00	106.23	0.00	0.00	-1,185.20	1,185.20	0.00
I.M.R.F./Soc. Sec. Fund	52367213	CAMPUS MONITOR FICA	17,655.36	942.90	0.00	0.00	6,884.43	10,770.93	61.01
I.M.R.F./Soc. Sec. Fund		NURSE FICE	0.00	22.82	0.00	0.00	-252.96	252.96	0.00
I.M.R.F./Soc. Sec. Fund		DEANS SECY FICA	0.00	51.37	0.00	0.00	-604.17	604.17	0.00
I.M.R.F./Soc. Sec. Fund	52367214	CAMPUS MONITOR	0.00	220.53	0.00	0.00	-2,528.24	2,528.24	0.00
I.M.R.F./Soc. Sec. Fund		NURSE MEDICARE	0.00	5.33	0.00	0.00	-59.24	59.24	0.00
I.M.R.F./Soc. Sec. Fund		DEANS SECY MEDICARE	0.00	62.93	0.00	0.00	-702.09	702.09	0.00
I.M.R.F./Soc. Sec. Fund	52410212	PRINCIPAL SECY IMRF	8,664.98	335.90	0.00	0.00	5,027.53	3,637.45	41.98
I.M.R.F./Soc. Sec. Fund		AP SECY IMRF	0.00	445.62	0.00	0.00	-4,835.80	4,835.80	192 0.00
I.M.R.F./Soc. Sec. Fund	52140213	PRINCIPAL SECY FICA	7,715.48	193.93	0.00	0.00	5,566.22	2,149.26	27.86
I.M.R.F./Soc. Sec. Fund		AP SECY FICA	0.00	257.32	0.00	0.00	-2,827.79	2,827.79	0.00
I.M.R.F./Soc. Sec. Fund	52410214	PRINCIPAL SECY	0.00	45.35	0.00	0.00	-504.56	504.56	0.00
I.M.R.F./Soc. Sec. Fund		PRINCIPAL MEDICARE	8,162.95	165.20	0.00	0.00	6,339.86	1,823.09	22.33
I.M.R.F./Soc. Sec. Fund		AP SECY MEDICARE	0.00	60.18	0.00	0.00	-663.81	663.81	0.00
I.M.R.F./Soc. Sec. Fund		ASST PRINCIPAL	0.00	121.14	0.00	0.00	-1,331.34	1,331.34	0.00
I.M.R.F./Soc. Sec. Fund		DEANS MEDICARE	643.54	356.65	0.00	0.00	-3,305.17	3,948.71	613.59
I.M.R.F./Soc. Sec. Fund	524102142	PRINCIPAL MEDICARE S.C.	1,463.00	120.88	0.00	0.00	135.86	1,327.14	90.71
I.M.R.F./Soc. Sec. Fund	52490212	DEANS SECY IMRF	6,608.97	510.00	0.00	0.00	1,159.84	5,449.13	82.45
I.M.R.F./Soc. Sec. Fund	52490213	DEANS SECY FICA	4,570.78	256.10	0.00	0.00	1,777.05	2,793.73	61.12
I.M.R.F./Soc. Sec. Fund	52490214	DEANS OFFICE MEDICARE	0.00	59.89	0.00	0.00	-656.44	656.44	0.00
I.M.R.F./Soc. Sec. Fund	50-2510-	CSBO SALARY IMRF	7,983.24	1,441.56	0.00	0.00	-2,200.86	10,184.10	127.57
I.M.R.F./Soc. Sec. Fund	50-2510-	CSBO SALARY FICA	7,526.04	605.94	0.00	0.00	2,326.17	5,199.87	69.09

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I.M.R.F./Soc. Sec. Fund	52510214	CSBO MEDICARE	0.00	141.70	0.00	0.00	-1,543.46	1,543.46	0.00
I.M.R.F./Soc. Sec. Fund	52525212	BOOKKEEPER IMRF	14,679.48	845.94	0.00	0.00	5,443.53	9,235.95	62.92
I.M.R.F./Soc. Sec. Fund	52525213	BOOKKEEPER FICA	11,671.35	476.62	0.00	0.00	6,315.12	5,356.23	45.89
I.M.R.F./Soc. Sec. Fund		BOOKKEEPER MEDICARE	0.00	111.46	0.00	0.00	-1,257.36	1,257.36	0.00
I.M.R.F./Soc. Sec. Fund	52540212	CUSTODIAN IMRF	0.00	198.39	0.00	0.00	-989.66	989.66	0.00
I.M.R.F./Soc. Sec. Fund		CUSTODIAN IMRF	63,290.71	4,967.08	0.00	0.00	12,060.90	51,229.81	80.94
I.M.R.F./Soc. Sec. Fund	525402122	CUSTODIAN IMRF S.C.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52540213	CUSTODIAN FICA	0.00	119.90	0.00	0.00	-601.67	601.67	0.00
I.M.R.F./Soc. Sec. Fund		CUSTODIAN FICA	52,409.12	3,207.21	0.00	0.00	18,494.22	33,914.90	64.71
I.M.R.F./Soc. Sec. Fund	525402132	CUSTODIAN FICA S.C.	0.00	0.00	0.00	0.00	-462.88	462.88	0.00
I.M.R.F./Soc. Sec. Fund	50-2540-	CUSTODIANS SALARY	0.00	28.05	0.00	0.00	-140.72	140.72	193 0.00
I.M.R.F./Soc. Sec. Fund		CUSTODIANS MEDICARE	0.00	750.06	0.00	0.00	-7,958.07	7,958.07	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2540 2140 00 302	0.00	0.00	0.00	0.00	-108.23	108.23	0.00
I.M.R.F./Soc. Sec. Fund	52541212	SUMMER CUSTODIAN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	52541213	SUMMER CUSTODIAN FICA	2,438.12	0.00	0.00	0.00	1,493.15	944.97	38.76
I.M.R.F./Soc. Sec. Fund		SUMMER CUSTODIAN	0.00	0.00	0.00	0.00	-226.34	226.34	0.00
I.M.R.F./Soc. Sec. Fund	52550212	TRANS SECY IMRF	121,841.02	541.97	0.00	0.00	116,804.05	5,036.97	4.13
I.M.R.F./Soc. Sec. Fund		50 E 2550 2120 00 300	0.00	361.22	0.00	0.00	-905.09	905.09	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER OOD ROUTE	0.00	4,557.52	0.00	0.00	-36,102.99	36,102.99	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER REG ROUTE	0.00	3,643.43	0.00	0.00	-40,203.89	40,203.89	0.00
I.M.R.F./Soc. Sec. Fund		BOOKKEEPER IMRF	0.00	53.82	0.00	0.00	-583.97	583.97	0.00
I.M.R.F./Soc. Sec. Fund		BUS AID OOD IMRF	0.00	310.82	0.00	0.00	-6,267.96	6,267.96	0.00
I.M.R.F./Soc. Sec. Fund		FULL TIME DRIVER IMRF	0.00	475.55	0.00	0.00	-4,527.76	4,527.76	0.00
I.M.R.F./Soc. Sec. Fund	52550213	TRANS SECY FICA	98,689.91	325.95	0.00	0.00	95,550.70	3,139.21	3.18

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I.M.R.F./Soc. Sec. Fund		50 E 2550 2130 00 300	0.00	230.44	0.00	0.00	-562.99	562.99	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER OOD ROUTE	0.00	2,852.24	0.00	0.00	-22,227.43	22,227.43	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER REG ROUTE	0.00	2,262.49	0.00	0.00	-24,637.17	24,637.17	0.00
I.M.R.F./Soc. Sec. Fund		BOOKKEEPER FICA	0.00	30.68	0.00	0.00	-346.62	346.62	0.00
I.M.R.F./Soc. Sec. Fund		BUS AID OOD FICA	0.00	450.97	0.00	0.00	-4,194.46	4,194.46	0.00
I.M.R.F./Soc. Sec. Fund		FULL TIME DRIVER FICA	0.00	281.71	0.00	0.00	-2,738.41	2,738.41	0.00
I.M.R.F./Soc. Sec. Fund		TRANS SECY MEDICARE	0.00	76.22	0.00	0.00	-735.89	735.89	0.00
I.M.R.F./Soc. Sec. Fund		50 E 2550 2140 00 300	0.00	53.90	0.00	0.00	-131.67	131.67	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER OOD ROUTE	0.00	666.99	0.00	0.00	-5,214.20	5,214.20	0.00
I.M.R.F./Soc. Sec. Fund		BUS DRIVER REG ROUTE	0.00	529.01	0.00	0.00	-5,782.41	5,782.41	0.00
I.M.R.F./Soc. Sec. Fund		BOOKKEEPER MEDICARE	0.00	7.18	0.00	0.00	-81.35	81.35	194 0.00
I.M.R.F./Soc. Sec. Fund		BUS AID OOD MEDICARE	0.00	105.47	0.00	0.00	-986.11	986.11	0.00
I.M.R.F./Soc. Sec. Fund		FULL TIME DRIVER	0.00	65.89	0.00	0.00	-643.12	643.12	0.00
I.M.R.F./Soc. Sec. Fund	52554212	BUS MECHANIC IMRF	17,209.59	799.24	0.00	0.00	12,061.26	5,148.33	29.92
I.M.R.F./Soc. Sec. Fund		TRANS DIRECTORS IMRF	0.00	610.24	0.00	0.00	-6,622.19	6,622.19	0.00
I.M.R.F./Soc. Sec. Fund	52554213	BUS MECHANIC FICA	13,105.35	446.80	0.00	0.00	10,665.56	2,439.79	18.62
I.M.R.F./Soc. Sec. Fund		TRANS DIRECTORS FICA	0.00	362.96	0.00	0.00	-3,988.38	3,988.38	0.00
I.M.R.F./Soc. Sec. Fund		BUS MECHANIC MEDICARE	0.00	104.48	0.00	0.00	-1,152.64	1,152.64	0.00
I.M.R.F./Soc. Sec. Fund		TRANS DIRECTORS	0.00	84.88	0.00	0.00	-936.28	936.28	0.00
I.M.R.F./Soc. Sec. Fund	52632212	INTERNAL INFO IMRF	2,658.74	216.86	0.00	0.00	479.79	2,178.95	81.95
I.M.R.F./Soc. Sec. Fund	52632213	INTERNAL INFO FICA	1,630.31	114.40	0.00	0.00	503.34	1,126.97	69.13
I.M.R.F./Soc. Sec. Fund	52632214	INTERNAL INFO MEDICARE	0.00	26.77	0.00	0.00	-264.72	264.72	0.00
I.M.R.F./Soc. Sec. Fund	52633212	PUBLIC INFO IMRF	6,666.94	594.74	0.00	0.00	212.88	6,454.06	96.81
I.M.R.F./Soc. Sec. Fund	52633213	PUBLIC INFO FICA	5,326.46	359.74	0.00	0.00	1,374.65	3,951.81	74.19

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I.M.R.F./Soc. Sec. Fund		PUBLIC INFO MEDICARE	0.00	84.14	0.00	0.00	-927.76	927.76	0.00
I.M.R.F./Soc. Sec. Fund	53200212	WELLNESS CENTER IMRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	53200213	WELLNESS CENTER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	532002131	WELLNESS CENTER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	53200214	WELLNESS CENTER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-4100-	TITLE I SALARY (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-4100-	TITLE I SALARY (FR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	54120214	SPEC ED HB MEDICARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-481-212-	IMRF (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-481-212-	IMRF (RM)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50-481-213-	IMRF (FR)	0.00	0.00	0.00	0.00	0.00	0.00	195 0.00
I.M.R.F./Soc. Sec. Fund	50-481-213-	IMRF (FR)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
50 - -----			916,158.58	80,528.48	0.00	0.00	140,541.04	775,617.54	
5- - -----			916,158.58	80,528.48	0.00	0.00	140,541.04	775,617.54	
Capital Projects Fund or	62530500	FAC ACQ & CONSTR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62530501	FAC ACQ & CONSTR SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62532390	REIMB EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62532520	TRANS BULDING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62532530	SIGNALIZATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533316	A & E FEES/ 2011	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533314	TCC CONST FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533310	A & E FEES/PROJECT 2279	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533311	A & E FEES/PROJECT 2299	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533312	A & E FEES/PROJECT 2386	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Capital Projects Fund or	62533313	A & E FEES/PROJECT 6003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533315	A & E FEES/2009	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533320	A & E FEES/PROJECT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533318	LEGAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533319	PROF TECH SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533390	OTHER PUR SERV-STRC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62533391	OTHER PUR SERV-STRC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535315	BLDRS RISK COVERAGE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535325	CAPITAL IMPROVEMENT	3,000,000.00	0.00	0.00	0.00	1,824,990.10	1,175,009.90	39.17
Capital Projects Fund or	62535323	BLEACHER REPAIR &	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535324	CENTRAL PAC	0.00	0.00	0.00	0.00	0.00	0.00	196 0.00
Capital Projects Fund or	62535523	BLEACHER CAPITAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535525	CAPITAL IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535554	CONTINGENCY COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535555	CONSTR COSTS #6003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535559	CONSTRUCTION COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535558	TRANSPORTATION COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535558	CONSTRUCTION COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535550	CONSTR COSTS #2279	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535551	CONSTR COSTS #2299	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535552	CONTINGENCY COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535553	CONTINGENCY COSTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535556	FF & E COSTS #6003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	62535557	CONSTR COSTS/2009	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Capital Projects Fund or	68140	TRANS OF INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or	68180611	PERM TRANS FROM W/C	0.00	0.00	0.00	0.00	0.00	0.00	0.00
60 - -----			3,000,000.00	0.00	0.00	0.00	1,824,990.10	1,175,009.90	
6- - -----			3,000,000.00	0.00	0.00	0.00	1,824,990.10	1,175,009.90	
Working Cash Fund	78180611	PERM TRANS FROM W/C	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	78180710	PERM TRANS OF W/C-	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	78990	OTHER USES NOT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
70 - -----			0.00	0.00	0.00	0.00	0.00	0.00	
7- - -----			0.00	0.00	0.00	0.00	0.00	0.00	
Tort Immunity and		DIST 111 GROUP MEDICAL	0.00	18,553.90	0.00	0.00	-225,077.48	225,077.48	0.00
Tort Immunity and		DIST 111 GROUP DENTAL	0.00	101.69	0.00	0.00	-1,633.68	1,633.68	197.00
Tort Immunity and		80 E 2110 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and		80 E 2220 0000 00 000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82310200	BOARD OF ED-OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82310318	ATTORNEY FEES	50,000.00	3,247.50	0.00	-325.00	-9,506.00	59,831.00	119.66
Tort Immunity and	82362381	WORK COMP PREMIUMS	180,000.00	13,693.00	0.00	0.00	32,198.00	147,802.00	82.11
Tort Immunity and	82363380	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82364382	PROPERTY INLAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82364383	GEN LIABILITY INS	185,000.00	0.00	0.00	0.00	-10,522.00	195,522.00	105.69
Tort Immunity and	82364384	SLEO/SMM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82364385	UMBRELLA	15,000.00	0.00	0.00	0.00	-718.00	15,718.00	104.79
Tort Immunity and	82364386	STUDENT CATASTROPHIC	2,500.00	0.00	0.00	0.00	330.00	2,170.00	86.80
Tort Immunity and	82365395	SAFETY/INSURANCE	16,500.00	0.00	0.00	0.00	165.00	16,335.00	99.00
Tort Immunity and	82365390	EVENT SECURITY P.S.	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00

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Fund Description	Account	Account Description	Revised Budget	MTD Activity	Encumbrance	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Tort Immunity and	82365391	SRO	95,000.00	0.00	0.00	0.00	17,482.27	77,517.73	81.60
Tort Immunity and	82365393	BUILD REPAIR MAINT/FIRE	50,000.00	6,090.73	0.00	0.00	13,110.48	36,889.52	73.78
Tort Immunity and	82365394	BUILD REPAIR/COMM	45,000.00	0.00	0.00	0.00	45,000.00	0.00	0.00
Tort Immunity and	823653922	SRO - S.C.	75,000.00	5,541.41	0.00	0.00	34,713.64	40,286.36	53.72
Tort Immunity and	82367100	CAMPUS MONITOR	245,000.00	17,197.54	0.00	0.00	56,882.58	188,117.42	76.78
Tort Immunity and	82367101	NURSE SALARY	3,800.00	367.84	0.00	0.00	-110.41	3,910.41	102.91
Tort Immunity and	82367102	DEANS SALARY	59,206.25	4,743.92	0.00	0.00	6,186.73	53,019.52	89.55
Tort Immunity and	82367110	CAMPUS MONITOR SUB	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Tort Immunity and	82367130	CAMPUS MON. EXTRA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and	82367211	DEANS TRS	0.00	0.00	0.00	0.00	-24.04	24.04	0.00
Tort Immunity and		DEANS TRS	5,700.00	468.13	0.00	0.00	1,034.82	4,665.18	1981.85
Tort Immunity and	80-2367-	DEANS SALARY (BCE-P)	77,000.00	7,116.69	0.00	0.00	4,244.94	72,755.06	94.49
Tort Immunity and		80 E 2367 2220 00 300	0.00	0.40	0.00	0.00	-2.00	2.00	0.00
Tort Immunity and		DEANS INS	0.00	1,728.13	0.00	0.00	-16,159.87	16,159.87	0.00
Tort Immunity and		DEANS DENTAL	0.00	33.36	0.00	0.00	-186.54	186.54	0.00
Tort Immunity and	82542301	BUILDING SECURITY	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00
Tort Immunity and	82542320	BUILDING INSPECTIONS	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00
Tort Immunity and	82546410	SECURITY SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00
Tort Immunity and	825464102	SECURITY SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00
Tort Immunity and	82546540	SECURITY EQUIPMENT	20,000.00	0.00	0.00	0.00	18,004.51	1,995.49	9.98
Tort Immunity and	825465402	SECURITY EQUIPMENT	20,000.00	0.00	0.00	0.00	20,000.00	0.00	0.00
80 - -----			1,224,706.25	78,884.24	0.00	-325.00	65,412.95	1,159,618.30	
8- - -----			1,224,706.25	78,884.24	0.00	-325.00	65,412.95	1,159,618.30	
Fire Prevention & Safety	92542310	LIFE SAFETY A & E	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Fire Prevention & Safety	92542311	SAFETY CONSULTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety	92542312	GAVC PROJECT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety	92542530	LIFE SAFETY REPAIRS	8,000,000.00	0.00	0.00	0.00	1,745,757.59	6,254,242.41	78.18
Fire Prevention & Safety	92542531	LIFE SAFETY - ROOFING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
90 - -----			8,000,000.00	0.00	0.00	0.00	1,745,757.59	6,254,242.41	
9- - -----			8,000,000.00	0.00	0.00	0.00	1,745,757.59	6,254,242.41	
Account Monthly Activity Grand Totals:			59,149,395.45	3,786,444.83	255,508.88	-1,495.28	7,505,418.63	51,389,963.22	

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	10 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1111 0000 00 000 000000	GRUNDY CO TAXES	6,551,544.00	0.00	0.00	-98,859.82	6,650,403.82	101.51
Education Fund	10 R 1112 0000 00 000 000000	KENDALL CO TAXES	1,026,573.36	0.00	0.00	-5,798.73	1,032,372.09	100.56
Education Fund	10 R 1113 0000 00 000 000000	WILL CO TAXES	4,767,775.28	0.00	0.00	31,985.04	4,735,790.24	99.33
Education Fund	10 R 1114 0000 00 000 000000	GRUNDY CO EDPA SURPLUS	299,159.00	0.00	0.00	299,159.00	0.00	0.00
Education Fund	10 R 1122 0000 00 000 000000	KENDALL CO - EARLY DISTR	1,104,614.12	74,396.50	0.00	1,030,217.62	74,396.50	6.74
Education Fund	10 R 1123 0000 00 000 000000	WILL CO - EARLY DISTR	5,337,374.13	157,394.95	0.00	5,179,979.18	157,394.95	2.95
Education Fund	10 R 1210 0000 00 000 000000	MOBILE HOME TAX	4,800.00	0.00	0.00	4,800.00	0.00	0.00
Education Fund	10 R 1211 0000 00 000 000000	MOBILE HOME TAX SPECIAL ED	80.00	0.00	0.00	80.00	0.00	0.00
Education Fund	10 R 1211 0000 00 000 000001	GRUNDY CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1212 0000 00 000 000000	MOBILE HOME TAX - LEASE	200.00	0.00	0.00	200.00	0.00	0.00
Education Fund	10 R 1212 0000 00 000 000001	KENDALL CO TORT	0.00	0.00	0.00	0.00	0.00	200 0.00
Education Fund	10 R 1213 0000 00 000 000000	WILL CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1222 0000 00 000 000000	KENDALL CO TORT-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1223 0000 00 000 000000	WILL CO TORT-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1230 0000 00 000 000000	CPPRT	538,560.00	116,056.23	0.00	122,827.56	415,732.44	77.19
Education Fund	10 R 1290 0000 00 000 000000	PAYMENTS IN LIEU OF TAXES	2,200.00	0.00	0.00	2,200.00	0.00	0.00
Education Fund	10 R 1291 0000 00 000 000000	LAG FEES	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1292 0000 00 000 000000	PAYMENT IN LIEU OF TAXES SP ED	35.00	0.00	0.00	35.00	0.00	0.00
Education Fund	10 R 1293 0000 00 000 000000	PAYMENT IN LIEU OF TAXES LEASE	89.00	0.00	0.00	89.00	0.00	0.00
Education Fund	10 R 1311 0000 00 000 000000	NON-RESIDENT TUITION	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1311 0000 00 000 000001	GRUNDY CO LEASE	178,678.00	0.00	0.00	-661.10	179,339.10	100.37
Education Fund	10 R 1312 0000 00 000 000000	KENDALL CO LEASE	28,931.53	0.00	0.00	145.27	28,786.26	99.50
Education Fund	10 R 1313 0000 00 000 000000	WILL CO LEASE	133,236.78	0.00	0.00	1,902.92	131,333.86	98.57
Education Fund	10 R 1314 0000 00 000 000000	GRUNDY CO LEASE EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1321 0000 00 000 000000	TOTAL SUMMER SCHOOL TUITION	6,000.00	0.00	0.00	6,000.00	0.00	0.00

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Education Fund	10 R 1322 0000 00 000 000000	KENDALL CO LEASE-EARLY DISTR	30,784.33	1,978.21	0.00	28,806.12	1,978.21	6.43
Education Fund	10 R 1323 0000 00 000 000000	WILL CO LEASE-EARLY DISTR	148,071.44	4,012.28	0.00	144,059.16	4,012.28	2.71
Education Fund	10 R 1411 0000 00 000 000000	GRUNDY CO SPEC ED	108,487.00	0.00	0.00	-536.01	109,023.01	100.49
Education Fund	10 R 1411 0000 00 000 000001	GRUNDY CO SPEC ED TIF	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1412 0000 00 000 000000	KENDALL CO SPEC ED	16,998.78	0.00	0.00	74.64	16,924.14	99.56
Education Fund	10 R 1413 0000 00 000 000000	WILL CO SPEC ED	78,875.18	0.00	0.00	1,162.83	77,712.35	98.53
Education Fund	10 R 1414 0000 00 000 000000	GRUNDY CO SPEC ED EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1422 0000 00 000 000000	KENDALL CO SPEC ED-EARLY DISTR	18,108.43	1,219.61	0.00	16,888.82	1,219.61	6.74
Education Fund	10 R 1423 0000 00 000 000000	WILL CO SPEC ED-EARLY DISTR	87,576.89	2,580.25	0.00	84,996.64	2,580.25	2.95
Education Fund	10 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1511 0000 00 000 000000	INVESTMENT INTEREST	200,000.00	8,520.95	0.00	173,309.03	26,690.97	13.35
Education Fund	10 R 1611 0000 00 000 000000	CAFETERIA SALES CASH	100,000.00	1,994.55	0.00	83,293.92	16,706.08	16.71
Education Fund	10 R 1612 0000 00 000 000000	CAFETERIA SALES CREDIT CARD	100,000.00	-37.94	0.00	92,614.06	7,385.94	7.39
Education Fund	10 R 1620 0000 00 000 000000	COFFEE SALES	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1709 0000 00 000 000000	POST SEASON GATE RECEIPTS	1,000.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	10 R 1710 0000 00 000 000000	ATHLETIC ENTRY FEES RECD	1,000.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	10 R 1711 0000 00 000 000000	SOCCER ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1712 0000 00 000 000000	FOOTBALL ADMISSIONS	1,000.00	0.00	0.00	1,000.00	0.00	0.00
Education Fund	10 R 1713 0000 00 000 000000	XC ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1714 0000 00 000 000000	WRESTLING ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1715 0000 00 000 000000	BOYS BSKTBLL ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1716 0000 00 000 000000	GIRLS BSKTBLL ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1717 0000 00 000 000000	VOLLEYBALL ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1718 0000 00 000 000000	SPORT PASSES	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1719 0000 00 000 000000	TRACK ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1720 0000 00 000 000000	DRIVER EDUC FEES	0.00	0.00	0.00	-175.00	175.00	0.00

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Education Fund	10 R 1721 0000 00 000 000000	LOCK FEES	3,500.00	0.00	0.00	3,500.00	0.00	0.00
Education Fund	10 R 1722 0000 00 000 000000	MISCELLANEOUS FEES	125,000.00	21,250.15	0.00	-39,594.06	164,594.06	131.68
Education Fund	10 R 1723 0000 00 000 000000	P.E. UNIFORMS	100.00	0.00	0.00	100.00	0.00	0.00
Education Fund	10 R 1724 0000 00 000 000000	STUDENT PARKING FEES	50,000.00	240.00	0.00	37,670.00	12,330.00	24.66
Education Fund	10 R 1725 0000 00 000 000000	BOWLING ADMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1726 0000 00 000 000000	SPRING MUSICAL ADMISSIONS	500.00	183.61	0.00	-960.49	1,460.49	292.10
Education Fund	10 R 1727 0000 00 000 000000	FALL PLAY ADMISSIONS	0.00	0.00	0.00	-226.96	226.96	0.00
Education Fund	10 R 1728 0000 00 000 000000	STUDENT PURCHASES	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1729 0000 00 000 000000	INVITE ADMISSIONS	100.00	0.00	0.00	100.00	0.00	0.00
Education Fund	10 R 1730 0000 00 000 000000	MADRIGALS ADMISSIONS	500.00	0.00	0.00	500.00	0.00	0.00
Education Fund	10 R 1731 0000 00 000 000000	ACTIVITY MISC	0.00	623.70	0.00	-623.70	623.70	0.00
Education Fund	10 R 1732 0000 00 000 000000	SPORT PASSES	500.00	0.00	0.00	500.00	0.00	0.00
Education Fund	10 R 1733 0000 00 000 000000	LACROSSE ADMISSIONS	0.00	0.00	0.00	0.00	0.00	202 0.00
Education Fund	10 R 1790 0000 00 000 000000	OTHER PUPIL ACT REVENUE	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1811 0000 00 000 000000	TEXTBOOK FEES	662,000.00	19,757.50	0.00	58,265.31	603,734.69	91.20
Education Fund	10 R 1825 0000 00 000 000000	AP TESTING FEE	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1826 0000 00 000 000000	SAT TESTING FEES	6,000.00	0.00	0.00	1,104.00	4,896.00	81.60
Education Fund	10 R 1827 0000 00 000 000000	SALE OF EQUIPMENT	500.00	0.00	0.00	500.00	0.00	0.00
Education Fund	10 R 1828 0000 00 000 000000	A/P TEST FEES	55,000.00	376.00	0.00	-8,984.60	63,984.60	116.34
Education Fund	10 R 1829 0000 00 000 000000	MATH RESALE REVENUE	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1920 0000 00 000 000000	IMTT GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1950 0000 00 000 000000	REFUND OF PRIOR YR EXPENSES	60,000.00	0.00	0.00	16,102.55	43,897.45	73.16
Education Fund	10 R 1970 0000 00 000 000000	DR ED FEES	40,000.00	1,225.00	0.00	3,900.00	36,100.00	90.25
Education Fund	10 R 1971 0000 00 000 000000	SUMMER DR ED FEES	30,000.00	-325.00	0.00	425.00	29,575.00	98.58
Education Fund	10 R 1993 0000 00 000 000000	WELLNESS CENTER	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 1998 0000 00 000 000000	EDUCATION FOUNDATION GRANTS	2,500.00	0.00	0.00	2,500.00	0.00	0.00
Education Fund	10 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	200,000.00	378.33	0.00	85,560.81	114,439.19	57.22
Education Fund	10 R 2100 0000 00 000 000000	ECO LAB GRANT	0.00	0.00	0.00	0.00	0.00	0.00

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COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	10 R 2220 0000 00 000 000000	DIST 111 GROUP MEDICAL REVENUE	0.00	578,274.43	0.00	-2,911,676.70	2,911,676.70	0.00
Education Fund	10 R 2230 0000 00 000 000000	DIST 111 GROUP DENTAL REVENUE	0.00	29,027.17	0.00	-150,355.55	150,355.55	0.00
Education Fund	10 R 2901 0000 00 000 000000	GRUNDY CO EDUCATION TIF	1,559,058.65	0.00	0.00	-245,576.91	1,804,635.56	115.75
Education Fund	10 R 2902 0000 00 000 000000	GRUNDY CO LEASE TIF	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 2903 0000 00 000 000000	GRUNDY CO SPEC ED TIF	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3001 0000 00 000 000000	GENERAL STATE AID	6,044,053.00	549,460.00	0.00	529,416.57	5,514,636.43	91.24
Education Fund	10 R 3002 0000 00 000 000000	GSA HOLD HARMLESS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3030 0000 00 000 000000	FAST GROWTH GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3099 0000 00 000 000000	TRANSITION ASSISTANCE	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3100 0000 00 000 000000	SPEC ED-PRIVATE FACILITY	550,000.00	0.00	0.00	-167,941.31	717,941.31	130.53
Education Fund	10 R 3105 0000 00 000 000000	SPEC ED- EXTRAORDINARY	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3110 0000 00 000 000000	SPEC ED- PERSONNEL	0.00	0.00	0.00	0.00	0.00	203
Education Fund	10 R 3120 0000 00 000 000000	SPEC ED- ORPHANAGE/INDIV	6,000.00	0.00	0.00	-71,283.61	77,283.61	1,288.06
Education Fund	10 R 3130 0000 00 000 000000	SP ED ORPHANAGE SUMMER IND	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3145 0000 00 000 000000	SPEC ED- SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3215 0000 00 000 000000	VOC ED-FORMULA	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3220 0000 00 000 000000	CAREER/TECH EDUC IMPR GRNT	68,000.00	0.00	0.00	-29.00	68,029.00	100.04
Education Fund	10 R 3225 0000 00 000 000000	VOC ED FORMULA REIMB.	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3226 0000 00 000 000000	VOC ED PROGRAM IMPROVMT.	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3235 0000 00 000 000000	VOC ED AG EDUC INCENTIVE	4,000.00	0.00	0.00	4,000.00	0.00	0.00
Education Fund	10 R 3305 0000 00 000 000000	BILINGUAL ED-DOWNSTATE	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3350 0000 00 000 000000	GIFTED EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3360 0000 00 000 000000	STATE FREE LUNCH & BRKFST	1,000.00	0.00	0.00	766.92	233.08	23.31
Education Fund	10 R 3370 0000 00 000 000000	DRIVERS ED REIMBURSEMENT	70,000.00	0.00	0.00	6,366.72	63,633.28	90.90

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	10 R 3610 0000 00 000 000000	LEARNING IMPR-CHANGE GRNT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3640 0000 00 000 000000	PROF DEVELOP BLOCK GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3696 0000 00 000 000000	REGIONAL SAFE SCHOOLS PROGRAM	60,000.00	0.00	0.00	0.00	60,000.00	100.00
Education Fund	10 R 3740 0000 00 000 000000	CRIM BACKGROUND CHECKS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3775 0000 00 000 000000	ADA SAFETY BLOCK GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3781 0000 00 000 000000	TECH INTEGRATION GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3792 0000 00 000 000000	TECH-CLOSING THE GAP	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3800 0000 00 000 000000	STATE LIBRARY GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3998 0000 00 000 000000	RECEIPTS/REVENUE ON BEHALF PAYMENTS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 3999 0000 00 000 000000	OTH GRANTS-IN-AID/STATE SOURCE	0.00	0.00	0.00	-80,704.00	80,704.00	0.00
Education Fund	10 R 4100 0000 00 000 000000	TITLE V	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4101 0000 00 000 000000	HOMELESS GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4215 0000 00 000 000000	SPECIAL MILK PROGRAM	500.00	66,472.23	0.00	-326,984.75	327,484.75	65,496.95
Education Fund	10 R 4300 0000 00 000 000000	TITLE I	170,000.00	0.00	0.00	25,509.00	144,491.00	84.99
Education Fund	10 R 4400 0000 00 000 000000	TITLE IV DRUG FREE GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4620 0000 00 000 000000	SPEC ED-IDEA FLOW THRU	216,000.00	0.00	0.00	172,524.63	43,475.37	20.13
Education Fund	10 R 4625 0000 00 000 000000	SPEC ED-IDEA-RM & BOARD	160,000.00	86,444.00	0.00	-255,942.94	415,942.94	259.96
Education Fund	10 R 4745 0000 00 000 000000	AG EDUC GRANT	0.00	1,034.00	0.00	-1,034.00	1,034.00	0.00
Education Fund	10 R 4850 0000 00 000 000000	ARRA - GENERAL STATE AID	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4870 0000 00 000 000000	ARRA -GSA-SFSF	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4880 0000 00 000 000000	ARRA-Educ Jobs Fund Prgm	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4930 0000 00 000 000000	TITLE II EISENHWR PROF DVLPMT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4932 0000 00 000 000000	Title II - Teacher Quality	70,000.00	0.00	0.00	617.00	69,383.00	99.12
Education Fund	10 R 4935 0000 00 000 000000	TITLE II EISENHWR MATH/SCI	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Education Fund	10 R 4971 0000 00 000 000000	TITLE II PART D TECH GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4991 0000 00 000 000000	MEDICAID/ADMN OUTREACH	15,000.00	0.00	0.00	6,205.68	8,794.32	58.63
Education Fund	10 R 4992 0000 00 000 000000	MEDICAID MATCHING	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 4998 0000 00 000 499801	ESSER I	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 7110 0000 00 000 000000	PERM TRANS FROM W/C- ABATEMENT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 7180 0000 00 000 000000	PERM TRANS FROM W/C- ABATEMENT	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 7900 0000 00 000 000000	DEBT PROCEEDS	0.00	0.00	0.00	0.00	0.00	0.00
Education Fund	10 R 9601 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
10 - -----	Education Fund	TIF SURPLUS DONATION	31,101,563.90	1,722,536.71	0.00	3,896,010.76	27,205,553.14	
Activity Fund	11 R 1799 0000 00 000 000000	ACTIVITY FUND ACCOUNT	250,000.00	0.00	0.00	250,000.00	0.00	0.00
Activity Fund	11 R 1799 0000 01 000 900000	COADY SCHOLARSHIP	0.00	6.82	0.00	-1,055.79	1,055.79	0.00
Activity Fund	11 R 1799 0000 30 300 910001	SPORTS - ATHLETIC HALL OF FAME	0.00	0.00	0.00	0.00	0.00	205
Activity Fund	11 R 1799 0000 30 300 910002	SPORTS - ATHLETIC POP	0.00	0.00	0.00	-5,367.08	5,367.08	0.00
Activity Fund	11 R 1799 0000 30 300 910003	SPORTS - ATHLETIC TRAINING	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910004	SPORTS - BASEBALL	0.00	0.00	0.00	-500.00	500.00	0.00
Activity Fund	11 R 1799 0000 30 300 910005	SPORTS - BOYS BASKETBALL	0.00	800.00	0.00	-2,712.00	2,712.00	0.00
Activity Fund	11 R 1799 0000 30 300 910006	SPORTS - BOYS BOWLING	0.00	0.00	0.00	-400.00	400.00	0.00
Activity Fund	11 R 1799 0000 30 300 910007	SPORTS - BOYS GOLF	0.00	0.00	0.00	-400.00	400.00	0.00
Activity Fund	11 R 1799 0000 30 300 910008	SPORTS - BOYS SOCCER	0.00	0.00	0.00	-6,761.61	6,761.61	0.00
Activity Fund	11 R 1799 0000 30 300 910009	SPORTS - BOYS TENNIS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910010	SPORTS - BOYS TRACK	0.00	0.00	0.00	-960.00	960.00	0.00
Activity Fund	11 R 1799 0000 30 300 910011	SPORTS - BOYS VOLLEYBALL	0.00	0.00	0.00	-400.00	400.00	0.00
Activity Fund	11 R 1799 0000 30 300 910012	SPORTS - CHEERLEADERS	0.00	0.00	0.00	-19,796.53	19,796.53	0.00
Activity Fund	11 R 1799 0000 30 300 910013	SPORTS - CROSS COUNTY CO ED	0.00	0.00	0.00	-4,089.75	4,089.75	0.00
Activity Fund	11 R 1799 0000 30 300 910014	SPORTS - FOOTBALL	0.00	2,360.00	0.00	-17,790.50	17,790.50	0.00
Activity Fund	11 R 1799 0000 30 300 910015	SPORTS - FOOTBALL JERSEYS	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Activity Fund	11 R 1799 0000 30 300 910016	SPORTS - GIRLS BASKETBALL	0.00	0.00	0.00	-270.00	270.00	0.00
Activity Fund	11 R 1799 0000 30 300 910017	SPORTS - GIRLS BOWLING	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910018	SPORTS - GIRLS GOLF	0.00	0.00	0.00	-400.00	400.00	0.00
Activity Fund	11 R 1799 0000 30 300 910019	SPORTS - GIRLS SOCCER	0.00	0.00	0.00	3,866.61	-3,866.61	0.00
Activity Fund	11 R 1799 0000 30 300 910020	SPORTS - GIRLS TENNIS	0.00	0.00	0.00	-915.00	915.00	0.00
Activity Fund	11 R 1799 0000 30 300 910021	SPORTS - GIRLS TRACK	0.00	2,001.00	0.00	-2,301.00	2,301.00	0.00
Activity Fund	11 R 1799 0000 30 300 910022	SPORTS - GIRLS VOLLEYBALL	0.00	530.00	0.00	-5,770.00	5,770.00	0.00
Activity Fund	11 R 1799 0000 30 300 910023	SPORTS - LACROSSE	0.00	0.00	0.00	-100.00	100.00	0.00
Activity Fund	11 R 1799 0000 30 300 910024	SPORTS - OUTDOOR ED TRIP	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910025	SPORTS - POMS	0.00	300.00	0.00	-11,332.50	11,332.50	0.00
Activity Fund	11 R 1799 0000 30 300 910026	SPORTS - SOFTBALL	0.00	0.00	0.00	-500.00	500.00	0.00
Activity Fund	11 R 1799 0000 30 300 910027	SPORTS - SWIMMING B&G	0.00	0.00	0.00	-300.00	300.00	206 0.00
Activity Fund	11 R 1799 0000 30 300 910028	SPORTS - WRESTLING	0.00	0.00	0.00	-400.00	400.00	0.00
Activity Fund	11 R 1799 0000 30 300 910029	SUMMER CAMPS - BAND CAMP	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910030	SUMMER CAMPS - BASEBALL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910031	SUMMER CAMPS - BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910032	SUMMER CAMPS - BOYS VOLLEYBALL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910033	SUMMER CAMPS - CHEERLEADING	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910034	SUMMER CAMPS - CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910035	SUMMER CAMPS - FOOTBALL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910036	SUMMER CAMPS - GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910037	SUMMER CAMPS - GIRLS VOLLEYBALL	0.00	130.00	0.00	-130.00	130.00	0.00
Activity Fund	11 R 1799 0000 30 300 910038	SUMMER CAMPS - POMS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910039	SUMMER CAMPS - SOCCER	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910040	SUMMER CAMPS - CONDITIONING	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Activity Fund	11 R 1799 0000 30 300 910041	SUMMER CAMPS - TENNIS CO-ED	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 30 300 910042	SUMMER CAMPS - WOMENS FITNESS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900001	ACTIVITIES - POP	0.00	0.00	0.00	-470.44	470.44	0.00
Activity Fund	11 R 1799 0000 70 300 900002	ACTIVITIES - ART CLUB	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900003	ACTIVITIES - ATHLETIC LEADERSHIP	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900004	ACTIVITIES - BAND	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900005	ACTIVITIES - CHESS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900006	ACTIVITIES - CHOIR PROJECTS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900007	ACTIVITIES - CHORUS	0.00	1,200.00	0.00	-2,813.78	2,813.78	0.00
Activity Fund	11 R 1799 0000 70 300 900008	ACTIVITIES - CLASS OF 2019	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900009	ACTIVITIES - CLASS OF 2020	0.00	0.00	0.00	0.00	0.00	207
Activity Fund	11 R 1799 0000 70 300 900010	ACTIVITIES - CLASS OF 2021	0.00	0.00	0.00	-8.93	8.93	0.00
Activity Fund	11 R 1799 0000 70 300 900011	ACTIVITIES - CLASS OF 2022	0.00	140.00	0.00	-148.93	148.93	0.00
Activity Fund	11 R 1799 0000 70 300 900012	ACTIVITIES - CLASS OF 2023	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900013	ACTIVITIES - CLASS OF 2024	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900014	ACTIVITIES - COMMUNITY GARDEN	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900015	ACTIVITIES - CULINARY ARTS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900016	ACTIVITIES - DEBATE CLUB	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900017	ACTIVITIES - DREAM	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900018	ACTIVITIES - FASHION MERCHANDISING	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900019	ACTIVITIES - FCCLA	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900020	ACTIVITIES - FFA	0.00	0.00	0.00	-172.50	172.50	0.00
Activity Fund	11 R 1799 0000 70 300 900021	ACTIVITIES - FRENCH NHS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900022	ACTIVITIES - FUTURE BUSINESS LEADERS	0.00	0.00	0.00	0.00	0.00	0.00

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Activity Fund	11 R 1799 0000 70 300 900023	ACTIVITIES - I.O.T.A.	0.00	170.00	0.00	-500.00	500.00	0.00
Activity Fund	11 R 1799 0000 70 300 900024	ACTIVITIES - INDIAN CLIMBING CLUB	0.00	189.00	0.00	-189.00	189.00	0.00
Activity Fund	11 R 1799 0000 70 300 900025	ACTIVITIES - INDIAN NATION	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900026	ACTIVITIES - INT'L CLUB	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900027	ACTIVITIES - INT'L THESPIANS	0.00	490.00	0.00	-420.00	420.00	0.00
Activity Fund	11 R 1799 0000 70 300 900028	ACTIVITIES - INTERACT	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900029	ACTIVITIES - INVESTMENT CLUB	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900030	ACTIVITIES - JUDO	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900031	ACTIVITIES - KALEIDOSOPE	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900032	ACTIVITIES - MAC	0.00	12.00	0.00	-4,283.00	4,283.00	0.00
Activity Fund	11 R 1799 0000 70 300 900033	ACTIVITIES - MATH TEAM	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900034	ACTIVITIES - MCHS BOOK CLUB	0.00	0.00	0.00	0.00	0.00	208
Activity Fund	11 R 1799 0000 70 300 900035	ACTIVITIES - MEMORIAL GARDEN	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900036	ACTIVITIES - MUSICAL	0.00	0.00	0.00	-1,675.23	1,675.23	0.00
Activity Fund	11 R 1799 0000 70 300 900037	ACTIVITIES - NEEDY FAMILIES	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900038	ACTIVITIES - NHS	0.00	1,200.00	0.00	-4,925.00	4,925.00	0.00
Activity Fund	11 R 1799 0000 70 300 900039	ACTIVITIES - ORCHESIS	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900040	ACTIVITIES - PAC RESTORATION	0.00	520.00	0.00	-1,607.80	1,607.80	0.00
Activity Fund	11 R 1799 0000 70 300 900041	ACTIVITIES - PERCUSSION	0.00	3,000.00	0.00	-3,000.00	3,000.00	0.00
Activity Fund	11 R 1799 0000 70 300 900042	ACTIVITIES - POKEMON CLUB	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900043	ACTIVITIES - PPC	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900044	ACTIVITIES - SADD	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900045	ACTIVITIES - SCHOLASTIC BOWL	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900046	ACTIVITES - SPANISH NHS	0.00	0.00	0.00	-485.00	485.00	0.00
Activity Fund	11 R 1799 0000 70 300 900047	ACTIVITIES - SPEECH	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Activity Fund	11 R 1799 0000 70 300 900048	ACTIVITIES - STUDENT COUNCIL	0.00	0.00	0.00	-430.00	430.00	0.00
Activity Fund	11 R 1799 0000 70 300 900049	ACTIVITIES - TSA	0.00	46.65	0.00	-1,095.65	1,095.65	0.00
Activity Fund	11 R 1799 0000 70 300 900050	ACTIVITIES - UNDERWATER ROBOTIC	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900051	ACTIVITIES - WINTERGUARD	0.00	0.00	0.00	-755.00	755.00	0.00
Activity Fund	11 R 1799 0000 70 300 900052	ACTIVITIES - WYSE	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900053	ACTIVITIES - YEARBOOK	0.00	0.00	0.00	-11,247.30	11,247.30	0.00
Activity Fund	11 R 1799 0000 70 300 900054	COADY SCHOLARSHIP ENDOWMENT	0.00	0.00	0.00	1,000.00	-1,000.00	0.00
Activity Fund	11 R 1799 0000 70 300 900055	CYBRARY	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900056	FACULTY POP	0.00	0.00	0.00	-53.60	53.60	0.00
Activity Fund	11 R 1799 0000 70 300 900057	PROJECT INDIAN	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900058	PROM	0.00	10,290.00	0.00	-10,290.00	10,290.00	0.00
Activity Fund	11 R 1799 0000 70 300 900059	SCHOLARSHIP	0.00	17,000.00	0.00	-24,000.00	24,000.00	209
Activity Fund	11 R 1799 0000 70 300 900060	TV PRODUCTION	0.00	0.00	0.00	0.00	0.00	0.00
Activity Fund	11 R 1799 0000 70 300 900061	ASL - American Sign Language Club	0.00	162.79	0.00	-162.79	162.79	0.00
Activity Fund	11 R 1799 0000 70 300 900062	Green House	0.00	908.00	0.00	-908.00	908.00	0.00
11 - ---- - - - - - - - -	Activity Fund	Green House	250,000.00	41,456.26	0.00	102,572.90	147,427.10	
Operations & Maint Fund	20 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1111 0000 00 000 000000	GRUNDY CO TAXES	1,356,090.00	0.00	0.00	-6,697.66	1,362,787.66	100.49
Operations & Maint Fund	20 R 1112 0000 00 000 000000	KENDALL CO TAXES	212,487.76	0.00	0.00	936.10	211,551.66	99.56
Operations & Maint Fund	20 R 1113 0000 00 000 000000	WILL CO TAXES	985,106.59	0.00	0.00	14,479.42	970,627.17	98.53
Operations & Maint Fund	20 R 1114 0000 00 000 000000	GRUNDY CO EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1122 0000 00 000 000000	KENDALL CO - EARLY DISTR	226,355.36	15,245.18	0.00	211,110.18	15,245.18	6.74
Operations & Maint Fund	20 R 1123 0000 00 000 000000	WILL CO - EARLY DISTR	1,093,887.50	32,253.06	0.00	1,061,634.44	32,253.06	2.95
Operations & Maint Fund	20 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1211 0000 00 000 000000	GRUNDY CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1212 0000 00 000 000000	KENDALL CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1213 0000 00 000 000000	WILL CO TORT	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Operations & Maint Fund	20 R 1222 0000 00 000 000000	KENDALL CO TORT-EARLY DIST	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1223 0000 00 000 000000	WILL CO TORT-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1230 0000 00 000 000000	CPPRT	161,568.00	69,633.74	0.00	-87,871.45	249,439.45	154.39
Operations & Maint Fund	20 R 1290 0000 00 000 000000	ESCROW PMTS/LIEU OF TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1311 0000 00 000 000000	GRUNDY CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1312 0000 00 000 000000	KENDALL CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1313 0000 00 000 000000	WILL CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1322 0000 00 000 000000	KENDALL CO LEASE-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1323 0000 00 000 000000	WILL CO LEASE-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1511 0000 00 000 000000	INVESTMENT INTEREST	40,000.00	57.44	0.00	37,065.27	2,934.73	7.34
Operations & Maint Fund	20 R 1910 0000 00 000 000000	CLASSROOM RENTAL	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1911 0000 00 000 000000	BUILDING RENTAL	2,500.00	0.00	0.00	2,500.00	0.00	0.00
Operations & Maint Fund	20 R 1912 0000 00 000 000000	FARM LEASE PAYMENTS	10,000.00	0.00	0.00	-52,200.73	62,200.73	622.01
Operations & Maint Fund	20 R 1950 0000 00 000 000000	REFUND OF PRIOR YR EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1991 0000 00 000 000000	SP ED HOUSING ASSESMENT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1996 0000 00 000 000000	SALE OF CROPS	10,000.00	0.00	0.00	10,000.00	0.00	0.00
Operations & Maint Fund	20 R 1997 0000 00 000 000000	INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1998 0000 00 000 000000	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	10,000.00	0.00	0.00	-9,358.97	19,358.97	193.59
Operations & Maint Fund	20 R 2220 0000 00 000 000000	DIST 111 GROUP MEDICAL REVENUE	0.00	31,964.52	0.00	-180,982.39	180,982.39	0.00
Operations & Maint Fund	20 R 2230 0000 00 000 000000	DIST 111 GROUP DENTAL REVENUE	0.00	1,706.23	0.00	-10,498.29	10,498.29	0.00
Operations & Maint Fund	20 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 3925 0000 00 000 000000	SCHOOL MAINTENANCE PROJECTS	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 3999 0000 00 000 000000	OTH GRANTS-IN-AID/STATE SOURCE	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Operations & Maint Fund	20 R 4590 0000 00 000 000000	COPS GRANT - MINOOKA	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 4998 0000 00 000 499801	ESSER 1	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 4998 0000 00 000 499802	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 4998 0000 00 000 499803	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 7110 0000 00 000 000000	PERM TRANS FROM W/C- ABATEMENT	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 7130 0000 00 000 000000	PERM TRANS AMONG FUNDS	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 7900 0000 00 000 000000	DEBT PROCEEDS	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 8410 0000 00 000 000000	TAXES PLEDGED/PRINC- CAP LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Operations & Maint Fund	20 R 9601 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
20 - ---- - - - - - - - -	Operations & Maint Fund	TIF SURPLUS DONATION	4,107,995.21	150,860.17	0.00	990,115.92	3,117,879.29	
Debt Service Fund or Fund Group	30 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1111 0000 00 000 000000	GRUNDY CO TAXES	3,032,977.00	0.00	0.00	-14,675.49	3,047,652.49	211 100.48
Debt Service Fund or Fund Group	30 R 1112 0000 00 000 000000	KENDALL CO TAXES	490,830.05	0.00	0.00	2,153.32	488,676.73	99.56
Debt Service Fund or Fund Group	30 R 1113 0000 00 000 000000	WILL CO TAXES	2,257,962.98	0.00	0.00	33,058.60	2,224,904.38	98.54
Debt Service Fund or Fund Group	30 R 1114 0000 00 000 000000	GRUNDY CO EPDA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1122 0000 00 000 000000	KENDALL CO - EARLY DISTR	490,967.95	32,906.42	0.00	458,061.53	32,906.42	6.70
Debt Service Fund or Fund Group	30 R 1123 0000 00 000 000000	WILL CO - EARLY DISTR	2,354,542.02	66,518.72	0.00	2,288,023.30	66,518.72	2.83
Debt Service Fund or Fund Group	30 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES BONDS	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1301 0000 00 000 000000	GRUNDY CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1302 0000 00 000 000000	KENDALL CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1303 0000 00 000 000000	WILL CO LEASE	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1323 0000 00 000 000000	WILL CO LEASE-EARLY DIST	0.00	0.00	0.00	0.00	0.00	0.00

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Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Debt Service Fund or Fund Group	30 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1511 0000 00 000 000000	INVESTMENT INTEREST	75,000.00	70.27	0.00	71,063.52	3,936.48	5.25
Debt Service Fund or Fund Group	30 R 1512 0000 00 000 000000	BOND INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 7210 0000 00 000 000000	PRINCIPAL ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 7220 0000 00 000 000000	PREMIUM ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 7230 0000 00 000 000000	INTEREST ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 7400 0000 00 000 000000	TRANS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 7401 0000 00 000 000000	TRANS FROM OBM LEASE	0.00	0.00	0.00	0.00	0.00	212 0.00
Debt Service Fund or Fund Group	30 R 7500 0000 00 000 000000	TRANS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 8990 0000 00 000 000000	DISCOUNT ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 8991 0000 00 000 000000	REFUNDED PRINCIPAL	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 8992 0000 00 000 000000	REFUNDED INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Fund or Fund Group	30 R 9601 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
30 - -----	Debt Service Fund or Fund	TIF SURPLUS DONATION	8,702,280.00	99,495.41	0.00	2,837,684.78	5,864,595.22	
Transportation Fund	40 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1111 0000 00 000 000000	GRUNDY CO TAXES	650,923.00	0.00	0.00	-3,215.07	654,138.07	100.49
Transportation Fund	40 R 1112 0000 00 000 000000	KENDALL CO TAXES	101,993.69	0.00	0.00	448.90	101,544.79	99.56
Transportation Fund	40 R 1113 0000 00 000 000000	WILL CO TAXES	472,861.41	0.00	0.00	6,975.91	465,885.50	98.52
Transportation Fund	40 R 1114 0000 00 000 000000	GRUNDY CO EPDA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1122 0000 00 000 000000	KENDALL CO-EARLY DISTR	108,650.57	7,317.69	0.00	101,332.88	7,317.69	6.74
Transportation Fund	40 R 1123 0000 00 000 000000	WILL CO-EARLY DISTR	525,021.13	15,481.47	0.00	509,539.66	15,481.47	2.95
Transportation Fund	40 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00

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Transportation Fund	40 R 1211 0000 00 000 000000	GRUNDY CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1212 0000 00 000 000000	KENDALL CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1213 0000 00 000 000000	WILL CO TORT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1223 0000 00 000 000000	WILL CO TORT-EARLY DISTR	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1230 0000 00 000 000000	CPPRT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES TRANS	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1442 0000 00 000 000000	SP ED TRAN OTHER DISTRICT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 1511 0000 00 000 000000	INVESTMENT INTEREST	20,000.00	15.99	0.00	18,446.75	1,553.25	7.77
Transportation Fund	40 R 1950 0000 00 000 000000	REFUND OF PRIOR YR EXPENSES	10,000.00	0.00	0.00	10,000.00	0.00	0.00
Transportation Fund	40 R 1998 0000 00 000 000000	SALE OF EQUIPMENT	2,000.00	0.00	0.00	-4,000.00	6,000.00	300.00
Transportation Fund	40 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	213 0.00
Transportation Fund	40 R 2220 0000 00 000 000000	DIST 111 GROUP MEDICAL REVENUE	0.00	18,030.37	0.00	-85,034.65	85,034.65	0.00
Transportation Fund	40 R 2230 0000 00 000 000000	DIST 111 GROUP DENTAL REVENUE	0.00	770.23	0.00	-3,731.42	3,731.42	0.00
Transportation Fund	40 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 3500 0000 00 000 000000	TRANS - REGULAR REIMB	108,140.00	0.00	0.00	-117,770.51	225,910.51	208.91
Transportation Fund	40 R 3505 0000 00 000 000000	TRANS - VOCATIONAL REIMB	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 3510 0000 00 000 000000	TRANS-SPEC ED REIMB	751,530.20	0.00	0.00	-149,728.45	901,258.65	119.92
Transportation Fund	40 R 3999 0000 00 000 000000	OTHER RESTRICTED REV STATE	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 4999 0000 00 000 000000	OTHER RESTRICTED REV FEDERAL	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 7130 0000 00 000 000000	PERM TRANS AMONG FUNDS	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 7140 0000 00 000 000000	INT TRANS FROM SITE/CONST	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Fund	40 R 9601 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
40 - -----	Transportation Fund	TIF SURPLUS DONATION	2,751,120.00	41,615.75	0.00	283,264.00	2,467,856.00	
I.M.R.F./Soc. Sec. Fund	50 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00

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I.M.R.F./Soc. Sec. Fund	50 R 1111 0000 00 000 000000	GRUNDY CO IMRF	144,721.00	0.00	0.00	-813.73	145,534.73	100.56
I.M.R.F./Soc. Sec. Fund	50 R 1112 0000 00 000 000000	KENDALL CO IMRF	23,390.56	0.00	0.00	65.71	23,324.85	99.72
I.M.R.F./Soc. Sec. Fund	50 R 1113 0000 00 000 000000	WILL CO IMRF	107,989.61	0.00	0.00	1,523.71	106,465.90	98.59
I.M.R.F./Soc. Sec. Fund	50 R 1114 0000 00 000 000000	GRUNDY CO IMRF EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1122 0000 00 000 000000	KENDALL CO-EARLY DISTR	24,989.63	1,590.38	0.00	23,399.25	1,590.38	6.36
I.M.R.F./Soc. Sec. Fund	50 R 1123 0000 00 000 000000	WILL CO-EARLY DISTR	120,054.67	3,225.31	0.00	116,829.36	3,225.31	2.69
I.M.R.F./Soc. Sec. Fund	50 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1211 0000 00 000 000000	MOBILE HOME TAX IMRF	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1212 0000 00 000 000000	MOBILE HOME TAX SOC SEC	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1230 0000 00 000 000000	CPPRT	0.00	34,816.87	0.00	-124,719.73	124,719.73	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES IMRF	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1291 0000 00 000 000000	PAYMENT IN LIEU OF TAXES SOC SEC	0.00	0.00	0.00	0.00	0.00	214 0.00
I.M.R.F./Soc. Sec. Fund	50 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1511 0000 00 000 000000	INVESTMENT INTEREST	15,000.00	24.01	0.00	13,354.24	1,645.76	10.97
I.M.R.F./Soc. Sec. Fund	50 R 1511 0000 00 000 000001	GRUNDY CO SS	180,568.00	0.00	0.00	-939.21	181,507.21	100.52
I.M.R.F./Soc. Sec. Fund	50 R 1512 0000 00 000 000000	KENDALL CO SS	29,169.46	0.00	0.00	90.41	29,079.05	99.69
I.M.R.F./Soc. Sec. Fund	50 R 1513 0000 00 000 000000	WILL CO SS	253,934.17	0.00	0.00	121,046.08	132,888.09	52.33
I.M.R.F./Soc. Sec. Fund	50 R 1514 0000 00 000 000000	GRUNDY CO SS EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 1522 0000 00 000 000000	KENDALL CO SS-EARLY DISTR	31,146.50	1,978.21	0.00	29,168.29	1,978.21	6.35
I.M.R.F./Soc. Sec. Fund	50 R 1523 0000 00 000 000000	WILL CO SS-EARLY DISTR	146,744.22	3,999.38	0.00	142,744.84	3,999.38	2.73
I.M.R.F./Soc. Sec. Fund	50 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 2901 0000 00 000 000000	GRUNDY CO IMRF TIF	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 2902 0000 00 000 000000	GRUNDY CO SS TIF	0.00	0.00	0.00	0.00	0.00	0.00
I.M.R.F./Soc. Sec. Fund	50 R 9601 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
50 - ---- - - - - - - - -	I.M.R.F./Soc. Sec. Fund	TIF SURPLUS DONATION	1,077,707.82	45,634.16	0.00	321,749.22	755,958.60	
Capital Projects Fund or Fund Group	60 R 1291 0000 00 000 000000	FACILITIES IMPACT FEES	125,000.00	46,884.33	0.00	-19,717.63	144,717.63	115.77

Revenue Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Capital Projects Fund or Fund Group	60 R 1292 0000 00 000 000000	SCHOOL SITE FEES	15,000.00	17,820.85	0.00	-105,305.19	120,305.19	802.03
Capital Projects Fund or Fund Group	60 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 1511 0000 00 000 000000	INVESTMENT INTEREST	50,000.00	110.80	0.00	45,493.13	4,506.87	9.01
Capital Projects Fund or Fund Group	60 R 1520 0000 00 000 000000	GAIN/LOSS ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 1930 0000 00 000 000000	IMPACT FEES	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 4590 0000 00 000 000000	COPS GRANT - CHANNAHON	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 7110 0000 00 000 000000	PERM TRANS FROM W/C- ABATEMENT	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 7210 0000 00 000 000000	PRINCIPAL ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Fund or Fund Group	60 R 7800 0000 00 000 000000	TRANS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0.00	215 0.00
60 - -----	Capital Projects Fund or	TRANS FROM OTHER	190,000.00	64,815.98	0.00	-79,529.69	269,529.69	
Working Cash Fund	70 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1111 0000 00 000 000000	GRUNDY CO TAXES	271,218.00	0.00	0.00	-1,339.54	272,557.54	100.49
Working Cash Fund	70 R 1112 0000 00 000 000000	KENDALL CO TAXES	42,496.95	0.00	0.00	186.61	42,310.34	99.56
Working Cash Fund	70 R 1113 0000 00 000 000000	WILL CO TAXES	197,115.30	0.00	0.00	2,834.45	194,280.85	98.56
Working Cash Fund	70 R 1114 0000 00 000 000000	GRUNDY CO EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1122 0000 00 000 000000	KENDALL CO-EARLY DISTR	45,271.07	3,049.04	0.00	42,222.03	3,049.04	6.74
Working Cash Fund	70 R 1123 0000 00 000 000000	WILL CO-EARLY DISTR	219,020.13	6,450.61	0.00	212,569.52	6,450.61	2.95
Working Cash Fund	70 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1230 0000 00 000 000000	CPPRT	0.00	11,605.62	0.00	-41,573.24	41,573.24	0.00
Working Cash Fund	70 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES WORKING CASH	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1511 0000 00 000 000000	INVESTMENT INTEREST	260,000.00	230.93	0.00	251,839.20	8,160.80	3.14
Working Cash Fund	70 R 1960 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 1999 0000 99 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00

Revenue Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Working Cash Fund	70 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 7210 0000 00 000 000000	PRIN ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 7220 0000 00 000 000000	PREMIUM ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Working Cash Fund	70 R 8110 0000 00 000 000000	ABATEMENT OF W/C FUND	0.00	0.00	0.00	0.00	0.00	0.00
70 - -----	Working Cash Fund	ABATEMENT OF W/C FUND	1,035,121.45	21,336.20	0.00	466,739.03	568,382.42	
Tort Immunity and Judgment Fund	80 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1111 0000 00 000 000000	GRUNDY CO TORT	419,845.00	0.00	0.00	-2,061.48	421,906.48	100.49
Tort Immunity and Judgment Fund	80 R 1112 0000 00 000 000000	KENDALL CO TORT	67,911.12	0.00	0.00	252.66	67,658.46	99.63
Tort Immunity and Judgment Fund	80 R 1113 0000 00 000 000000	WILL CO TORT	313,164.62	0.00	0.00	4,646.63	308,517.99	98.52
Tort Immunity and Judgment Fund	80 R 1114 0000 00 000 000000	GRUNDY CO TORT EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1122 0000 00 000 000000	KENDALL CO TORT-EARLY DISTR	72,433.72	4,556.48	0.00	67,877.24	4,556.48	216 6.29
Tort Immunity and Judgment Fund	80 R 1123 0000 00 000 000000	WILL CO TORT-EARLY DISTR	347,649.42	9,237.28	0.00	338,412.14	9,237.28	2.66
Tort Immunity and Judgment Fund	80 R 1210 0000 00 000 000000	MOBILE HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES LIABILITY	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1511 0000 00 000 000000	INVESTMENT INTEREST	11,000.00	12.19	0.00	9,635.31	1,364.69	12.41
Tort Immunity and Judgment Fund	80 R 1960 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 2220 0000 00 000 000000	DIST 111 GROUP MEDICAL REVENUE	0.00	17,889.42	0.00	-138,882.89	138,882.89	0.00
Tort Immunity and Judgment Fund	80 R 2230 0000 00 000 000000	DIST 111 GROUP DENTAL REVENUE	0.00	417.13	0.00	-1,467.08	1,467.08	0.00
Tort Immunity and Judgment Fund	80 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 4008 0000 00 000 000000	COPS GRANT CHANNAHON	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 4009 0000 00 000 000000	COPS GRANT MINOOKA	0.00	0.00	0.00	0.00	0.00	0.00

Revenue Report

Fiscal Year: 2020-2021
Month: May

COUNTY OF GRUNDY SCHOOL DIST 111

Fund Description	Account Number	Account Description	Revised Budget	Monthly Activity	Pending Activity	Available Funds	Year to Date Activity	Percent of Budget Used
Tort Immunity and Judgment Fund	80 R 7130 0000 00 000 000000	TRANS FROM ED TORT	0.00	0.00	0.00	0.00	0.00	0.00
Tort Immunity and Judgment Fund	80 R 7990 0000 00 000 000000	TRANS FROM OBM TORT	0.00	0.00	0.00	0.00	0.00	0.00
80 - -----	Tort Immunity and Judgment	TRANS FROM OBM TORT	1,232,003.88	32,112.50	0.00	278,412.53	953,591.35	
Fire Prevention & Safety Fund	90 R 1110 0000 00 000 000000	PRIOR YEAR TAXES	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 1111 0000 00 000 000000	GRUNDY CO TAXES	271,218.00	0.00	0.00	-1,339.54	272,557.54	100.49
Fire Prevention & Safety Fund	90 R 1112 0000 00 000 000000	KENDALL CO TAXES	42,496.95	0.00	0.00	186.61	42,310.34	99.56
Fire Prevention & Safety Fund	90 R 1113 0000 00 000 000000	WILL CO TAXES	197,115.30	0.00	0.00	2,834.45	194,280.85	98.56
Fire Prevention & Safety Fund	90 R 1114 0000 00 000 000000	GRUNDY CO EDPA SURPLUS	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 1122 0000 00 000 000000	KENDALL CO-EARLY DISTR	45,271.07	3,049.04	0.00	42,222.03	3,049.04	6.74
Fire Prevention & Safety Fund	90 R 1123 0000 00 000 000000	WILL CO-EARLY DISTR	219,020.13	6,450.61	0.00	212,569.52	6,450.61	2.95
Fire Prevention & Safety Fund	90 R 1210 0000 00 000 000000	MOBIL HOME TAX	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 1290 0000 00 000 000000	PAYMENT IN LIEU OF TAXES FIRE SAFETY	0.00	0.00	0.00	0.00	0.00	217 0.00
Fire Prevention & Safety Fund	90 R 1510 0000 00 000 000000	CHECKING INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 1511 0000 00 000 000000	INVESTMENT INTEREST	50,000.00	61.11	0.00	45,783.36	4,216.64	8.43
Fire Prevention & Safety Fund	90 R 1960 0000 00 000 000000	TIF SURPLUS DONATION	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 1999 0000 00 000 000000	OTHER-LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 2901 0000 00 000 000000	GRUNDY CO TIF EXT	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 7210 0000 00 000 000000	PRIN ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
Fire Prevention & Safety Fund	90 R 7220 0000 00 000 000000	PREMIUM ON BONDS SOLD	0.00	0.00	0.00	0.00	0.00	0.00
90 - -----	Fire Prevention & Safety	PREMIUM ON BONDS SOLD	825,121.45	9,560.76	0.00	302,256.43	522,865.02	
Grand Totals:			51,272,913.71	2,229,423.90	0.00	9,399,275.88	41,873,637.83	

Tentative Amended Budget FY 21

Revenue: Amended vs. Current

Fund	Tentative Amended	Current	
	Revenue Budget	Revenue Budget	Net Change
Education	\$ 34,608,461.00	\$ 31,101,563.00	\$ 3,506,898.00
Activity	\$ 147,427.00	\$ 250,000.00	\$ (102,573.00)
O&M	\$ 4,311,470.00	\$ 4,107,995.00	\$ 203,475.00
Debt	\$ 8,631,216.00	\$ 8,702,280.00	\$ (71,064.00)
Trans	\$ 3,115,024.00	\$ 2,751,120.00	\$ 363,904.00
IMRF/SS	\$ 1,064,353.00	\$ 1,077,707.00	\$ (13,354.00)
Capital	\$ 269,529.00	\$ 190,000.00	\$ 79,529.00
Working Cash	\$ 783,282.00	\$ 1,035,121.00	\$ (251,839.00)
Tort	\$ 1,362,718.00	\$ 1,232,003.00	\$ 130,715.00
Fire Life Safety	\$ 779,338.00	\$ 825,121.00	\$ (45,783.00)
Total	\$ 55,072,818.00	\$ 51,272,910.00	\$ 3,799,908.00

Expense: Amended vs. Current

Fund	Tentative Amended	Current	
	Expense Budget	Expense Budget	Net Change
Education	\$ 33,037,640.00	\$ 30,914,069.00	\$ 2,123,571.00
Activity	\$ 160,333.00	\$ 250,000.00	\$ (89,667.00)
O&M	\$ 4,344,369.00	\$ 4,107,492.00	\$ 236,877.00
Debt	\$ 7,985,991.00	\$ 7,985,991.00	\$ -
Trans	\$ 2,482,997.00	\$ 2,750,977.00	\$ (267,980.00)
IMRF/SS	\$ 916,158.00	\$ 916,158.00	\$ -
Capital	\$ 1,350,000.00	\$ 3,000,000.00	\$ (1,650,000.00)
Working Cash	\$ -	\$ -	\$ -
Tort	\$ 1,210,228.00	\$ 1,224,706.00	\$ (14,478.00)
Fire Life Safety	\$ 6,400,000.00	\$ 8,000,000.00	\$ (1,600,000.00)
Total	\$ 57,887,716.00	\$ 59,149,393.00	\$ (1,261,677.00)

Revenue vs Expense: Current

Fund	Current	Current	Surplus/ Deficit
	Revenue Budget	Expense Budget	
Education	\$ 31,101,563.00	\$ 30,914,069.00	\$ 187,494.00
Activity	\$ 250,000.00	\$ 250,000.00	\$ -
O&M	\$ 4,107,995.00	\$ 4,107,492.00	\$ 503.00
Debt	\$ 8,702,280.00	\$ 7,985,991.00	\$ 716,289.00
Trans	\$ 2,751,120.00	\$ 2,750,977.00	\$ 143.00
IMRF/SS	\$ 1,077,707.00	\$ 916,158.00	\$ 161,549.00
Capital	\$ 190,000.00	\$ 3,000,000.00	\$ (2,810,000.00)
Working Cash	\$ 1,035,121.00	\$ -	\$ 1,035,121.00
Tort	\$ 1,232,003.00	\$ 1,224,706.00	\$ 7,297.00
Fire Life Safety	\$ 825,121.00	\$ 8,000,000.00	\$ (7,174,879.00)
Total	\$ 51,272,910.00	\$ 59,149,393.00	\$ (7,876,483.00)

Revenue vs. Expense: Amended

Fund	Amended	Amended	Surplus/ Deficit
	Revenue Budget	Expense Budget	
Education	\$ 34,608,461.00	\$ 33,037,640.00	\$ 1,570,821.00
Activity	\$ 147,427.00	\$ 160,333.00	\$ (12,906.00)
O&M	\$ 4,311,470.00	\$ 4,344,369.00	\$ (32,899.00)
Debt	\$ 8,631,216.00	\$ 7,985,991.00	\$ 645,225.00
Trans	\$ 3,115,024.00	\$ 2,482,997.00	\$ 632,027.00
IMRF/SS	\$ 1,064,353.00	\$ 916,158.00	\$ 148,195.00
Capital	\$ 269,529.00	\$ 1,350,000.00	\$ (1,080,471.00)
Working Cash	\$ 783,282.00	\$ -	\$ 783,282.00
Tort	\$ 1,362,718.00	\$ 1,210,228.00	\$ 152,490.00
Fire Life Safety	\$ 779,338.00	\$ 6,400,000.00	\$ (5,620,662.00)
Total	\$ 55,072,818.00	\$ 57,887,716.00	\$ (2,814,898.00)



Phone: (217) 342-3046
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Email: info@bushuehr.com

June 1, 2021

Minooka CHSD #111
26655 W. Eames Street
Channahon, IL 60410
Attention: Dr. Kenneth Lee

Dear Dr. Lee,

RE: PROPERTY/CASUALTY/LIABILITY INSURANCE RENEWALS

The attached summary illustrates the expiring and renewal coverages with the current insurance carriers, Liberty Mutual Insurance through Ramza Insurance Group from Streator, IL and Illinois Public Risk Fund (IPRF) through Corkill Insurance Agency from Elk Grove Village, IL.

Our attached Renewal Worksheet Forms show the expiring and renewal coverage from Liberty Mutual Insurance and IPRF. The first column of each page is the expiring insurance coverage for the District. The second column is the renewal coverage as presented by the current insurance carrier and agent.

Following are some changes from the expiring:

- The Worker's Compensation payrolls have been increased for the renewal, per the District's request. The Worker's Compensation Class Code 8868 (Colleges or Schools, Teachers) payroll has been increased from \$16,511,929 to \$17,342,153. The Worker's Compensation Class Code 7380 (Drivers, Chauffeurs, and Their Helpers) payroll has been increased from \$1,337,384 to \$1,346,781. The Worker's Compensation Class Code 9101 (All Other Employees) payroll has been increased from \$757,213 to \$786,180.
- The Worker's Compensation rates have been increased for the renewal. The Worker's Compensation Class Code 8868 (Colleges or Schools, Teachers) rate has been increased from 0.264 to 0.294. The Worker's Compensation Class Code 7380 (Drivers, Chauffeurs, and Their Helpers) rate has been increased from 7.012 to 7.770. The Worker's Compensation Class Code 9101 (All Other Employees) rate has been increased from 2.926 to 3.165.

Minooka CHSD #111 qualified for a Safety Grant in 2021 from IPRF, in the amount of \$5,806. The District can visit www.iprf.com for additional information and the Grant Application. The Grant deadline is December 1, 2021.

This renewal reflects an increase in premium is attributable to the increase to the Worker's Compensation payrolls and rates, Worker's Compensation Loss History, and the current market conditions.

Bushue HR, Inc. requested for Liberty Mutual Insurance to provide a rate relief for the 2021-2022 term. Liberty Mutual Insurance declined to provide a rate relief at this time.



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The District filed twenty-four (24) Worker's Compensation claims during the last five (5) years. The Insurance Carriers paid a total of \$119,658 and has set \$197,383 in Open Reserves. The District's 2017-2018 Worker's Compensation Loss Ratio is 119%. The District's 2019-2020 Worker's Compensation Loss Ratio is 70%. The District's five (5) year Loss Ratio is 42%.

This renewal reflects an increase in premium in the amount of \$44,683; which is 11.90% over the expiring. We appreciate the opportunity to serve the District. If you have any questions, please feel free to contact our office.

Respectfully,

A handwritten signature in black ink that reads "Steve Bushue". The signature is written in a cursive style.

Steve Bushue
CEO, Bushue HR, Inc.

KND

Minooka CHSD #111 - Renewal Date: 07/01/2021
Property & General Liability Renewal Form

Insurance Agency Name	Ramza Insurance Group	
Insurance Carrier Name	Liberty Mutual Insurance	Liberty Mutual Insurance
Property	Current	Renewal
Blanket, All Risk	147,129,738	147,129,738
Overall Building Limit	Included	Included
School District Personal Property	Included	Included
Replacement Cost/ACV	RC	RC
Deductible Per Occurrence	10,000	10,000
Coinsurance %	100%	100%
Earthquake Coverage Limit	-	-
Earthquake Deductible Per Occurrence	-	-
Rate Level Guaranteed (If yes, how long)	-	One (1) Year
Total Property Premium	\$76,895.00	\$88,552.00

Will the policy provide full coverage, up to maximum policy Limits, for Backup of Sewer/Surface Water coverage?	Yes	Yes
<i>If no, please state the Limit.</i>	100,000	100,000
Does the policy provide coverage for Flood Coverage?	No	No
<i>If yes, please state the Limit.</i>	-	-
<i>If yes, please state the Flood Coverage Deductible Per Occurrence.</i>	-	-
Does the policy provide coverage for Mine Subsidence?	Yes	Yes
<i>If yes, please state the Limit.</i>	750,000	750,000
<i>Blanket Limit, If Applicable.</i>	-	-
Does the policy provide Ordinance or Law coverage?	Yes	Yes
<i>Limit Per Coverage A.</i>	Full Blanket Limit	1,000,000 *
<i>Limit Per Coverage B.</i>	500,000	500,000
<i>Limit Per Coverage C.</i>	500,000	500,000
<i>Limit Per Building, If Applicable.</i>	-	-
<i>Blanket Limit, If Applicable.</i>	-	-
Does the policy have Time Element (Extra Expense) Coverage, if so please state the Limit(s)?	Yes	Yes
<i>Blanket Limit, If Applicable.</i>	1,000,000	1,000,000
<i>Per Location Limit, If Applicable.</i>	-	-
Does the policy have Business Income Coverage, if so please state the Limit(s)?	Yes	Yes
<i>Blanket Limit, If Applicable.</i>	Included	Included
<i>Per Location Limit, If Applicable.</i>	-	-

Insurance Carrier Name	Liberty Mutual Insurance	
Data Compromise	Current	Renewal
Section 1 - Response Expenses	-	-
Data Compromise Response Expenses Limit	100,000	100,000
Sub-Limits	-	-
Names Malware (Section 1)	50,000	50,000
Forensic Information Technology (IT) Review	10,000	10,000
Legal Review	10,000	10,000
Public Relations (PR) Services	5,000	5,000
Regulatory Fines and Penalties	10,000	10,000
PCI Fines and Penalties	10,000	10,000
Response Expenses Deductible Per Occurrence	2,500	2,500
Section 2 - Defense and Liability	-	-
Data Compromise Defense and Liability Limit	100,000	100,000
Sub-Limits	-	-
Names Malware (Section 2)	50,000	50,000
Defense and Liability Deductible Per Occurrence	2,500	2,500
Total Data Compromise Premium	Included	Included

Minooka CHSD #111 - Renewal Date: 07/01/2021
Property & General Liability Renewal Form

Insurance Carrier Name	Liberty Mutual Insurance	
	Current	Renewal
General Liability		
General Aggregate	2,000,000	2,000,000
Products Completed Ops.	2,000,000	2,000,000
Personal & Advertising Injury	1,000,000	1,000,000
Each Occurrence Limit	1,000,000	1,000,000
Fire Damage Limit	500,000	100,000 *
Medical Expense Limit	15,000	5,000 *
Deductible Per Occurrence	0	0
Employee Benefits Liability		
Aggregate Limit	3,000,000	3,000,000
Occurrence Limit	1,000,000	1,000,000
Deductible Per Occurrence	1,000	1,000
Retroactive Date	7/1/2010	7/1/2010
Sexual Abuse and Molestation		
Aggregate Limit	1,000,000	1,000,000
Occurrence Limit	1,000,000	1,000,000
Innocent Party Defense Coverage Limit	300,000	300,000
Deductible Per Occurrence	0	2,500 *
Policy Form: Claims Made or Occurrence	Occurrence	Occurrence
Law Enforcement Professional Liability		
Aggregate Limit	1,000,000	1,000,000
Each Claim	1,000,000	1,000,000
Deductible Per Occurrence	2,500	2,500
Policy Form: Claims Made or Occurrence	Claims Made	Claims Made
Retroactive Date	7/1/2015	7/1/2015
Violent Event Response Coverage (VERC)		
Aggregate Limit - Response Expenses and Loss	300,000	300,000
Each Violent Event Limit - Response Expenses and Loss	300,000	300,000
Each Person Limit - Loss	25,000	25,000
Total Liability Premium	\$35,609.00	\$40,169.00

Insurance Carrier Name	Liberty Mutual Insurance	
	Current	Renewal
Crime		
Employee Theft - Blanket Limit	50,000	50,000
Deductible Per Occurrence	500	500
Computer Fraud Coverage	100,000	100,000
Deductible Per Occurrence	500	500
Theft, Disappearance, and Destruction	-	-
Inside	25,000 *	25,000 *
Outside	25,000 *	25,000 *
Deductible Per Occurrence	500	500
Total Crime Premium	\$664.00	\$500.00

Insurance Carrier Name	Liberty Mutual Insurance	
	Current	Renewal
Boiler & Machinery		
Per Accident	147,129,738	147,129,738
Deductible Per Occurrence	10,000	10,000
Extra Expense	Included	Included
Total Boiler & Machinery Premium	Included	Included

Insurance Carrier Name	Liberty Mutual Insurance	
	Current	Renewal
Inland Marine		
Cameras, Projectors, Film and Related Equipment	192,811	192,811
Deductible Per Occurrence	250	500 *
Electronic Data Processing (EDP) Equipment (Hardware & Software)	975,426	975,426
Lenovo Computers & Equipment (Leased 2018)	234,921	234,921
Deductible Per Occurrence	1,000	1,000
Miscellaneous Contractors Equipment	53,961	53,961
Deductible Per Occurrence	500	500
Marquee Sign	15,000	15,000
Deductible Per Occurrence	0	500 *
Total Inland Marine Premium	\$3,891.00	Included

Minooka CHSD #111 - Renewal Date: 07/01/2021
Property & General Liability Renewal Form

Premium	Liberty Mutual Insurance	
	Current	Renewal
Total Property Premium	76,895.00	88,552.00
Total Data Compromise Premium	Included	Included
Total Liability Premium	35,609.00	40,169.00
Total Crime Premium	664.00	500.00
Total Boiler & Machinery Premium	Included	Included
Total Inland Marine Premium	3,891.00	Included
Total Premium	\$117,059.00	\$129,221.00

Does the coverage & premiums include Terrorism Risk Insurance Act (TRIA) coverage?	No	No
<i>If yes, please advise the total dollar amount.</i>	N/A	N/A

Notes:
Liberty Mutual Insurance

- * Liberty Mutual Insurance amended the Ordinance or Law Coverage A Limit from Full Blanket Limit to \$1,000,000, for the 2021-2022 term.
- * Liberty Mutual Insurance amended the General Liability Fire Damage Limit from \$500,000 to \$1,000,000, for the 2021-2022 term.
- * Liberty Mutual Insurance amended the General Liability Medical Expense Limit from \$15,000 to \$5,000, for the 2021-2022 term.
- * Liberty Mutual Insurance amended the Sexual Abuse & Molestation Deductible Per Occurrence from \$0 to \$2,500, for the 2021-2022 term.
- * During the time of registration, the Inside and Outside Crime Limits increase from \$25,000 to \$50,000.
- * Liberty Mutual Insurance amended the Cameras, Projectors, Film & Related Equipment category Deductible Per Occurrence from \$250 to \$500, for the 2021-2022 term.
- * Liberty Mutual Insurance amended the Marquee Sign category Deductible Per Occurrence from \$0 to \$500, for the 2021-2022 term.

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Minooka CHSD #111 - Renewal Date: 07/01/2021
Automobile Renewal Form

Insurance Agency Name	Ramza Insurance Group	Ramza Insurance Group
Insurance Carrier Name	Liberty Mutual Insurance	Liberty Mutual Insurance
Auto Liability	Current	Renewal
Number of Vehicles	80	80
Bodily Injury and Property Damage Liability	1,000,000	1,000,000
Medical Payments	5,000	5,000
Uninsured Motorist	1,000,000	1,000,000
Underinsured Motorists	1,000,000	1,000,000
Hired Auto	1,000,000	1,000,000
Non-Owned Auto	1,000,000	1,000,000
Deductible Per Occurrence	-	-
Comprehensive	500	500
Collision	1,000	1,000
Total Automobile Premium	\$61,623.00	\$66,017.00

Does the coverage & premiums include Terrorism Risk Insurance Act (TRIA) coverage?	No	No
Will the insurance carrier grant permission to operate the buses under conditions where a charge would be made to the students?	No	No
Will the insurer provide coverage for all additional insured's, including coverage for Board of Education Members, Employees, and Volunteers while using their own vehicles on behalf of the School District?	Yes - Excess Basis	Yes - Excess Basis
Does the medical payments coverage include students as passengers in vehicles?	Yes	Yes
Will the company accept this coverage without other lines?	No	No
Will the insurer furnish "special trips" coverage for tours, outings, picnics, games, and similar activities? Also, the use of the buses by the elderly as permitted by law shall be included. The carrier will confirm that coverage shall be available for these activities and indicate the audit charge per trip in the proposal.	Case By Case Basis	Case By Case Basis
Will the insurance carrier provide coverage for rental vehicles?	Yes	Yes
Does the policy include Replacement Cost on Buses? <i>If yes, please provide details.</i>	No N/A	No N/A

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Minooka CHSD #111 - Renewal Date: 07/01/2021
Umbrella Renewal Form

Insurance Agency Name	Ramza Insurance Group	Ramza Insurance Group
Insurance Carrier Name	Liberty Mutual Insurance	Liberty Mutual Insurance
Limits of Liability - Umbrella	Current	Renewal
General Aggregate Limit	5,000,000	5,000,000
Self-Insured Retention (SIR)	0	0
	The Occurrence Limit is stated for each of the Underlying Coverages	
General Liability	1,000,000	1,000,000
Employee Benefits Liability	1,000,000	1,000,000
Sexual Misconduct & Molestation	1,000,000	1,000,000
Law Enforcement Professional Liability	1,000,000	1,000,000
Automotive Liability	1,000,000	1,000,000
School Board Legal Liability (SBLL)	1,000,000	1,000,000
Employers Liability - Worker's Compensation	3,000,000	3,000,000
Total Umbrella Premium	\$15,718.00	\$15,766.00

Does the coverage & premiums include TRIA (Terrorism Risk Insurance Act) coverage?	No	No
<i>If yes, please advise the total dollar amount.</i>	N/A	N/A

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Minooka CHSD #111 - Renewal Date: 07/01/2021
School Board Legal Liability Renewal Form

Insurance Agency Name	Ramza Insurance Group	Ramza Insurance Group
Insurance Carrier Name	Liberty Mutual Insurance	Liberty Mutual Insurance
Limits of Liability - School Board Legal Liability (SBLL)	Current	Renewal
Aggregate Limit	1,000,000	1,000,000
Each Claim Limit	1,000,000	1,000,000
Aggregate Defense Expense Amount - Non-Monetary Relief Limit	100,000	100,000
Deductible Per Occurrence	2,500	2,500
Employment Practices Liability Insurance (EPLI) Deductible Per Occurrence	2,500	2,500
Total School Board Legal Liability (SBLL) Premium	\$16,840.00	\$23,300.00

* All taxes, surplus line charges, fees, etc. must be included in the Annual Premium.

Does the coverage and premium include Terrorism Risk Insurance Act (TRIA) coverage?	No	No
Does a Retroactive Date apply? <i>If yes, please specify the date.</i>	Yes 7/1/2010	Yes 7/1/2010
Please indicate whether coverage is on Claims Made or Occurrence Basis.	Claims Made	Claims Made
For Claims Made policies, is Prior Acts coverage available? <i>If yes, please indicate the additional cost.</i>	Full Prior Acts Up To The Retroactive Date Included	Full Prior Acts Up To The Retroactive Date Included
If additional requirements must be met prior to binding please indicate.	N/A	None
Does the above proposal provide full coverage for Sexual Misconduct/Abuse/Molestation/Harassment?	Included in General Liability	Included in General Liability
Does the policy provide coverage for Defense Costs, even if not successful?	Yes	Yes
Does the policy provide coverage for Due Process? <i>State Sub-Limit for this, if any.</i>	Yes 100,000	Yes 100,000
Does the policy provide a Consent to Settle Provision?	Yes	Yes
Are Defense Expenses within the Limit of Liability? <i>State Sub-Limit for Defense Expenses, if any.</i>	No Outside the Limits	No Outside the Limits
Please Describe any policy Sub-Limits: (Please list other Sub-Limits not included in this list below)		
Limit/Sub-Limit for Special Education.	100,000	100,000
Limit/Sub-Limit for Breach of Contract.	Subject to Contract Language	Subject to Contract Language
Limit/Sub-Limit for Sexual Abuse/Molestation.	Included in General Liability	Included in General Liability

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Minooka CHSD #111 - Renewal Date: 07/01/2021
Worker's Compensation Renewal Form

Insurance Agency Name	Corkill Insurance Agency		Corkill Insurance Agency	
Insurance Carrier Name	IPRF		IPRF	
Employers Liability Limits	Current		Renewal	
Bodily Injury Accident	3,000,000		3,000,000	
Bodily Injury Disease	3,000,000		3,000,000	
Bodily Injury Disease - Employee	3,000,000		3,000,000	
Codes	Estimated Payroll	Rate Per \$100	Estimated Payroll	Rate Per \$100
8868: Colleges or Schools, Teachers	\$16,511,929	0.264	\$17,342,153	0.294
7380: Drivers, Chauffeurs, and Their Helpers	\$1,337,384	7.012	\$1,346,781	7.770
9101: All Other Employees	\$757,213	2.926	\$786,180	3.165
Total Worker's Compensation Premium	\$164,310.00		\$185,929.00	

Notes:

Illinois Public Risk Fund (IPRF)

* IPRF is an assessable policy up to a cap of 10% of the member's premium the previous year.

* Minooka CHSD #111 qualified for a Safety Grant in 2021 from IPRF, in the amount of \$5,806. The District can visit www.iprf.com for additional information and the Grant Application. The Grant deadline is December 1, 2021.

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Minooka CHSD #111 - Renewal Date: 07/01/2021

Totals

Insurance Agency Name	Ramza Insurance Group / Corkill Insurance Agency	Ramza Insurance Group / Corkill Insurance Agency
Insurance Carrier Name	Liberty Mutual Insurance / IPRF	Liberty Mutual Insurance / IPRF
Coverage	Current	Renewal
Total Property Premium	76,895.00	88,552.00
Total Data Compromise Premium	Included	Included
Total Liability Premium	35,609.00	40,169.00
Total Crime Premium	664.00	500.00
Total Boiler & Machinery Premium	Included	Included
Total Inland Marine Premium	3,891.00	Included
Commercial Auto	61,623.00	66,017.00
Umbrella	15,718.00	15,766.00
School Board Legal Liability	16,840.00	23,300.00
Worker's Compensation	164,310.00	185,929.00
Terrorism Coverage (All Lines)	Not Included	Not Included
Total Premium	\$375,550.00	\$420,233.00
Savings		(\$44,683.00)
Percentage of Increase		11.90%

Notes:

Illinois Public Risk Fund (IPRF)

* IPRF is an assessable policy up to a cap of 10% of the member's premium the previous year.

* Minooka CHSD #111 qualified for a Safety Grant in 2021 from IPRF, in the amount of \$5,806. The District can visit www.iprf.com for additional information and the Grant Application. The Grant deadline is December 1, 2021.

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For your review, we have prepared an illustrative summary which provides a brief outline of coverages provided.

This summary is for illustrative purposes only, and does not provide a comprehensive overview of your complete policies, please refer to your complete policy for review of all endorsements, limitations, and exclusions. If you feel that any of these coverages or limits are not correct, inadequate, please let us know.

GERBER LIFE INSURANCE COMPANY
1311 Mamaroneck Avenue, White Plains, New York 10605

Blanket Accident Insurance Application

Name of Policyholder _____ Policy Number _____
(as it should appear on the Policy)

Mailing Address _____ (City) _____ (State) _____ (Zip Code)

Insurance Contact Name _____ Title _____

Phone _____ Fax _____ Email Address _____

Effective Date* _____ Expiration Date _____
(*This will be the effective date of coverage if enrollment form and premium are received)

Covered Activities and Rates

- Class 1: All students including interscholastic athletes, intramural sports participants, student coaches, student managers and student trainers.
- Class 2: All interscholastic athletes, cheerleaders, band members, majorettes, student coaches, student managers and student trainers.
- Class 3: All interscholastic athletes, cheerleaders, band members, majorettes, intramural sports participants, gym class participants, student coaches, student managers, student trainers and student participants of school sponsored non-sport extracurricular activities.
- Class 4: All students and intramural sports participants, excluding coverage for interscholastic athletes.

Please select one box indicating the Covered Sports for the desired plan and select one box indicating the desired Class.

Plan	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C				
Accident Medical Maximum Benefit	\$5,000,000	\$5,000,000	\$5,000,000				
Benefit Plan	Enhanced	Enhanced	Enhanced				
Benefit Period	10-Year	15-Year	Lifetime				
Covered Sports (Not applicable under Class 4)	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football				
<input type="checkbox"/> Class 1	Grades PreK-8 Grades 9-12	\$1.00 \$3.00	\$0.90 \$1.95	\$1.50 \$4.30	\$1.25 \$2.65	\$1.50 \$4.50	\$1.30 \$2.80
<input type="checkbox"/> Class 2	Middle School or Jr. High Senior High	\$1.90 \$4.25	\$1.00 \$2.10	\$2.50 \$5.50	\$1.45 \$2.75	\$2.65 \$5.95	\$1.60 \$3.05
<input type="checkbox"/> Class 3	Middle School or Jr. High Senior High	\$2.20 \$4.55	\$1.35 \$2.40	\$2.85 \$5.90	\$1.75 \$3.15	\$3.05 \$6.25	\$2.00 \$3.40
<input type="checkbox"/> Class 4	Grades PreK-8 Grades 9-12	\$0.85 \$0.90	\$0.85 \$0.90	\$1.15 \$1.75	\$1.15 \$1.75	\$1.25 \$1.40	\$1.25 \$1.40
Minimum Premium	\$600.00	\$600.00	\$650.00	\$650.00	\$700.00	\$700.00	\$700.00

Plan	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F				
Accident Medical Maximum Benefit	\$5,000,000	\$5,000,000	\$5,000,000				
Benefit Plan	Medical and AD&D	Medical and AD&D	Medical and AD&D				
Benefit Period	10-Year	15-Year	Lifetime				
Covered Sports (Not applicable under Class 4)	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports <input type="checkbox"/> All Sports- No Football				
<input type="checkbox"/> Class 1	Grades PreK-8 Grades 9-12	\$0.80 \$2.35	\$0.70 \$1.45	\$1.15 \$3.00	\$1.00 \$1.90	\$1.20 \$3.10	\$1.05 \$1.95
<input type="checkbox"/> Class 2	Middle School or Jr. High Senior High	\$1.45 \$3.10	\$0.85 \$1.60	\$1.75 \$3.85	\$1.05 \$1.90	\$1.85 \$4.00	\$1.10 \$2.00
<input type="checkbox"/> Class 3	Middle School or Jr. High Senior High	\$1.60 \$3.30	\$1.05 \$1.75	\$1.95 \$4.05	\$1.20 \$2.15	\$2.05 \$4.20	\$1.30 \$2.25
<input type="checkbox"/> Class 4	Grades PreK-8 Grades 9-12	\$0.65 \$0.70	\$0.65 \$0.70	\$0.90 \$1.15	\$0.90 \$1.15	\$0.95 \$1.30	\$0.95 \$1.30
Minimum Premium	\$600.00	\$600.00	\$650.00	\$650.00	\$700.00	\$700.00	\$700.00

Plan		<input type="checkbox"/> G		<input type="checkbox"/> H		<input type="checkbox"/> I	
Accident Medical Maximum Benefit		\$7,500,000		\$7,500,000		\$7,500,000	
Benefit Plan		Enhanced		Enhanced		Enhanced	
Benefit Period		10-Year		15-Year		Lifetime	
Covered Sports (Not applicable under Class 4)		<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football
<input type="checkbox"/> Class 1	Grades PreK-8	\$1.20	\$1.05	\$2.05	\$1.70	\$2.15	\$1.90
	Grades 9-12	\$3.55	\$2.25	\$5.80	\$3.55	\$6.15	\$3.80
<input type="checkbox"/> Class 2	Middle School or Jr. High	\$2.25	\$1.25	\$3.40	\$1.95	\$3.60	\$2.25
	Senior High	\$4.95	\$2.45	\$7.40	\$3.70	\$8.00	\$4.15
<input type="checkbox"/> Class 3	Middle School or Jr. High	\$2.55	\$1.60	\$3.85	\$1.35	\$4.15	\$2.70
	Senior High	\$5.25	\$2.80	\$8.00	\$4.25	\$8.45	\$4.60
<input type="checkbox"/> Class 4	Grades PreK-8	\$1.10	\$1.10	\$1.55	\$1.55	\$1.70	\$1.70
	Grades 9-12	\$1.25	\$1.25	\$2.35	\$2.35	\$2.60	\$2.60
Minimum Premium		\$700.00	\$700.00	\$900.00	\$900.00	\$1,000.00	\$1,000.00

Plan		<input type="checkbox"/> J		<input type="checkbox"/> K		<input type="checkbox"/> L	
Accident Medical Maximum Benefit		\$7,500,000		\$7,500,000		\$7,500,000	
Benefit Plan		Medical and AD&D		Medical and AD&D		Medical and AD&D	
Benefit Period		10-Year		15-Year		Lifetime	
Covered Sports (Not applicable under Class 4)		<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football	<input type="checkbox"/> All Sports	<input type="checkbox"/> All Sports- No Football
<input type="checkbox"/> Class 1	Grades PreK-8	\$1.00	\$0.85	\$1.55	\$1.35	\$1.65	\$1.50
	Grades 9-12	\$2.85	\$1.80	\$4.05	\$2.60	\$4.20	\$2.65
<input type="checkbox"/> Class 2	Middle School or Jr. High	\$1.75	\$1.00	\$2.35	\$1.45	\$2.50	\$1.50
	Senior High	\$3.95	\$1.95	\$5.20	\$2.60	\$5.40	\$2.70
<input type="checkbox"/> Class 3	Middle School or Jr. High	\$2.00	\$1.25	\$2.65	\$1.65	\$2.80	\$1.75
	Senior High	\$4.20	\$2.20	\$5.50	\$2.90	\$5.70	\$3.05
<input type="checkbox"/> Class 4	Grades PreK-8	\$0.90	\$0.90	\$1.25	\$1.25	\$1.30	\$1.30
	Grades 9-12	\$1.00	\$1.00	\$1.55	\$1.55	\$1.85	\$1.85
Minimum Premium		\$650.00	\$650.00	\$900.00	\$900.00	\$1,000.00	\$1,000.00

Classes 1 & 4	Estimated # of Students		Rate per Student		Total Premium for Grade Level
Grades PreK-8	_____	x	\$ _____	=	\$ _____
Grades 9-12	_____	x	\$ _____	=	\$ _____

Classes 2 & 3	Estimated # of Athletes		Rate per Athlete		
Middle School or Jr. High	_____	x	\$ _____	=	\$ _____
Senior High (Grades 9-12)	_____	x	\$ _____	=	\$ _____

TOTAL PREMIUM DUE* (for the benefits shown above) **\$** _____

(The Premium Due is fully earned and nonrefundable on the effective date of coverage)

* Total Premium Due of \$10,000.00 or more must have underwriter review/approval which would include 5 years of current loss history and an expiring benefits schedule or declarations page.

Mail check payable to: Gerber Life Insurance Company

Mail application to: Zevitz Student Accident Insurance Services, Inc.
c/o K12Special Markets Plan Administrators
1055 Main Street, Suite 101
Stevens Point, WI 54481

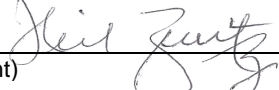
We hereby enroll with Gerber Life Insurance Company for the plan(s) of insurance selected. We understand that insurance will be in force if this application is accepted by the Company, and the required premium is received by the Company when due. We represent that the information contained in this application is true and correct and forms the basis of the requested insurance.

Signature of Official Authorized to Contract for the Policyholder

Printed Name

Date Signed

Local/Regional Licensed Agency

Agency Name: <u>Zevitz Student Accident Insurance Services, Inc.</u>	Representative Name: _____
Address: _____	City, State, Zip: _____
Phone Number: <u>(847) 374-0888</u>	Email Address: <u>nhzviazra@aol.com</u>
Signature:  (Licensed Agent)	Date: _____

Fraud Statement

For residents of Arkansas, Louisiana and West Virginia: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of Colorado: It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading facts or information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado division of insurance within the department of regulatory agencies.

For residents of the District of Columbia: **WARNING:** It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits if false information materially related to a claim was provided by the applicant.

For residents of Florida: Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

For residents of Kentucky: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime.

For residents of Maine, Tennessee, Virginia and Washington: It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties include imprisonment, fines and denial of insurance benefits.

For residents of Maryland: Any person who knowingly and willfully presents a false or fraudulent claim for payment of a loss or benefit or who knowingly and willfully presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of New Jersey: Any person who includes any false or misleading information on an application for an insurance policy is subject to criminal and civil penalties.

For residents of New Mexico: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO CIVIL FINES AND CRIMINAL PENALTIES.

For residents of New York: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.

For residents of Ohio: Any person who, with intent to defraud or knowing that he is facilitating a fraud against an insurer, submits an application or files a claim containing a false or deceptive statement is guilty of insurance fraud.

For residents of Oklahoma: **WARNING:** Any person who knowingly, and with intent to injure, defraud or deceive any insurer, makes any claim for the proceeds of an insurance policy containing any false, incomplete or misleading information is guilty of a felony.

For residents of Pennsylvania: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

Names of schools and grades to be covered.

<u>School Name</u>	<u>Grades</u>	# of Students	# of Athletes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Catastrophic Accident Medical Insurance Program



Marketing Agent

Zevitz Student Accident Insurance Services, Inc.
Neil H. Zevitz, RHU
(847) 374-0888
Email: nhzviazra@aol.com

**Underwritten by
Gerber Life Insurance Company**

GER_0318-CAT-0040

Coverage not available in all states. Please contact National Representative.

WHO IS ELIGIBLE & WHEN THEY ARE COVERED **(As per the selections made on the enrollment form)**

Class 1 - All students including interscholastic athletes, intramural sports participants, student coaches, student managers and student trainers while: (a) on school premises during the hours and days when school is in session; (b) participating in interscholastic sports practice and games or while conditioning on school premises for interscholastic sports; (c) acting as a student coach, student manager or student trainer during an interscholastic sports practice or game; (d) participating in cheerleading practice for an interscholastic sport or while cheerleading at an interscholastic game; (e) participating in band or majorette practice and while performing as a band member or majorette at a school sponsored event; (f) participating in a school sponsored intramural sports game; (g) participating in a school sponsored gym class activity or (h) participating in a school sponsored non-sport extracurricular activity on or off school premises such as Drama Club, Chess Club, and Field Trips*.

Class 2 - All interscholastic athletes, cheerleaders, band members, majorettes, student coaches, student managers and student trainers while: (a) participating in interscholastic sports practice and games or while conditioning on school premises for interscholastic sports; (b) acting as a student coach, student manager or student trainer during an interscholastic sports practice or game; (c) participating in cheerleading practice for an interscholastic sport or while cheerleading at an interscholastic game; (d) participating in band or majorette practice or while performing as a band member or majorette at a school sponsored event.

Class 3 - All interscholastic athletes, cheerleaders, band members, majorettes, intramural sports participants, gym class participants, student coaches, student managers, student trainers and student participants of school sponsored non-sport extracurricular activities while: (a) participating in interscholastic sports practice and games or while conditioning on school premises for interscholastic sports; (b) acting as a student coach, student manager or student trainer during an interscholastic sports practice or game; (c) participating in cheerleading practice for an interscholastic sport or while cheerleading at an interscholastic game; (d) participating in band or majorette practice or while performing as a band member or majorette at a school sponsored event; (e) participating in a school sponsored intramural sports game; (f) while participating in a school sponsored gym class activity or (g) while participating in any school sponsored non-sport extracurricular activity on or off school premises such as Drama Club, Chess Club, and Field Trips*.

Class 4 - All students and intramural sports participants, excluding coverage for interscholastic athletes while: (a) on school premises during the hours and days when school is in session; (b) participating in a school sponsored intramural sports game; (c) participating in a school sponsored gym class activity and (d) participating in any school sponsored non-sport extracurricular activity on or off school premises such as Drama Club, Chess Club, and Field Trips*.

*No more than 7 consecutive nights. Trips of longer duration may need additional premium charged. Please contact your agent for more details.

Except where specifically stated otherwise, the Policy covers the Insured only for Injury sustained while: 1) Participating in or attending any Regularly Scheduled Activity of the School. The activity must be supervised by a person authorized by the School; 2) Traveling directly (uninterruptedly) to and from a Regularly Scheduled Activity with other members as a group. The travel must be supervised by a person authorized by the School; and 3) Traveling directly (uninterruptedly) to and from the Insured's Residence and the meeting place for the purpose of participating in the Regularly Scheduled Activity.

DEFINITIONS

Accident means a sudden, unexpected and unforeseen, identifiable event producing at the time objective symptoms of an Injury. The Accident must occur while the Insured is covered under the Policy.

Hospital means an institution that meets all of the following: 1) it is licensed as a Hospital pursuant to applicable law; 2) it is primarily and continuously engaged in providing medical care and treatment to sick and injured persons; 3) it is managed under the supervision of a staff of medical doctors; 4) it provides 24-hour nursing services by or under the supervision of a graduate registered nurse (R.N.); 5) it has medical, diagnostic and treatment facilities, with major surgical facilities on its premises, or available on a prearranged basis; and 6) it charges for its services.

Hospital also means a psychiatric hospital as defined by Medicare. It must be eligible to receive payments under Medicare. A Hospital is mainly not a place for rest, a place for the aged, a place for the treatment of drug addicts or alcoholics, or a nursing home.

Other Plan means any other valid and collectible insurance or self-funded plan such as: individual and family type insurance coverage; group, blanket or franchise insurance, group hospital, medical service, pre-payment, trustee, Union Welfare; Blue-Cross, Blue Shield, group practice or other pre-payment coverage; labor-management plans, or employee benefit organization plans; self-funded ERISA plan, Workers' Compensation Law, Occupational Disease Law or any similar legislation; Medicare; or "No-Fault" auto legislation, where applicable.

Partial Disability or **Partially Disabled** means the inability of the Insured who was engaged in an occupation before he became Totally Disabled, to perform all of the material duties of that occupation and to earn more than the maximum monthly earnings shown in the Schedule of Benefits.

Reasonable Expense means the average amount charged by most providers for treatment, service or supplies in the geographic area where the treatment, service or supply is provided. Such services and supplies must be recommended and approved by a Physician.

Total Disability or Totally Disabled means the Insured has suffered permanent loss of one or more of: 1) speech; 2) hearing in both ears; 3) sight in both eyes; 4) use of both arms; 5) use of both legs; 6) use of one arm and one leg; or 7) motor or cognitive function resulting from brain stem or other neurological injury; and that permanent loss results in Insured's inability to: a) perform activities of daily living including eating, transferring, dressing, toileting, bathing, and continence without human supervision or assistance; or b) perform each and every duty of his occupation during the Initial Benefit Period; or c) perform each and every duty of any business or occupation for which he is reasonably fitted by education, training or experience, during the subsequent Benefit Period.

HOSPITAL AND PROFESSIONAL SERVICES BENEFITS

Gerber Life Insurance Company, herein called the Company, will pay Reasonable Expenses incurred for a covered Injury. The Injury must be treated within the number of days stated in the Schedule of Benefits. Services must be given: (1) by a Physician; (2) for Medically Necessary treatment; and (3) within the time limit stated in the Schedule of Benefits. Benefits are paid to the maximum stated in the Schedule of Benefits for any one Injury for Reasonable Expenses which are in excess of the Deductible. Benefits under this provision are subject to all other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions.

HOW BENEFITS ARE PAID

(This provision does not apply in Idaho & South Dakota. Coverage is primary.)

The Company will pay Reasonable Expenses that are not recoverable from any Other Plan. The Company will determine the amount of benefits provided by Other Plans without reference to any coordination of benefits, non-duplication of benefits, or similar provisions. The amount from Other Plans includes any amount, to which the Insured is entitled, whether or not a claim is made for the benefits. This Blanket Student Accident Insurance is secondary to all other policies.

This provision will not apply if the total Reasonable Expenses incurred for Hospital and Professional Services Benefits is less than the amount stated in the Schedule of Benefits under Excess Coverage Applicability. \$100 Primary Excess Coverage is available only in PA.

ACCIDENTAL DEATH, DISMEMBERMENT, LOSS OF SIGHT, SPEECH AND HEARING

When a covered Injury results in any of the Losses to the Insured which are stated in the Schedule of Benefits for Accidental Death, Dismemberment, Loss of Sight, Speech and Hearing then the Company will pay the benefit stated in the schedule for that Loss. The Loss (other than Loss of Life in PA) must be sustained within 365 days after the date of the Accident.

The maximum benefit payable under this provision is stated in the Schedule of Benefits under Maximums and Benefit Period: 1) Life; 2) Both Hands or Both Feet or Sight of Both Eyes; 3) Loss of One Hand and One Foot; 4) Loss of One Hand and Entire Sight of One Eye; 5) Loss of One Foot and Entire Sight of One Eye; 6) Loss of One Hand or Foot; 7) Loss of Sight in One Eye; 8) Loss of Speech; 9) Loss of Hearing (both ears); 10) Loss of Speech and Hearing (both ears); and 11) Loss of Thumb and Index Finger of the Same Hand.

Half of the maximum benefit will be paid for the Loss of one Hand, one Foot or the Sight of One Eye.

Loss of Hand or Foot means the complete Severance through or above the wrist or ankle joint. Loss of Sight means the total, permanent Loss of Sight in One Eye. The Loss of Sight must be irrecoverable by natural, surgical or artificial means. Loss of Speech means total and permanent loss of audible communication which is irrecoverable by natural, surgical or artificial means. Loss of Hearing means total and permanent loss of ability to hear any sound in both ears which is irrecoverable by natural, surgical or artificial means. Loss of Thumb and Index Finger of the Same Hand means complete Severance through or above the metacarpophalangeal joints of the same hand (the joints between the fingers and the hand). Severance means the complete separation and dismemberment of the part from the body.

If the Insured suffers more than one of the above covered losses as a result of the same Accident the total amount the Company will pay is the maximum benefit.

Benefits paid under this provision will be paid in addition to any other benefits provided by the Policy.

Benefits under this provision are subject to all other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions.

HEART OR CIRCULATORY MALFUNCTION BENEFIT

(Benefits are not available in Connecticut)

The Company will pay the benefit amount shown in the Schedule of Benefits, subject to all applicable conditions and Exclusions, if an Insured suffers a sudden heart or circulatory malfunction, that results in death or Injury, and the first symptoms of the malfunction are medically diagnosed while the Insured is covered under the Policy and within 72 hours of a Regularly Scheduled Activity.

Exclusions The benefits will not be payable if in the past 1 year (6 months in Idaho), the Insured was medically diagnosed as having treatment, or received treatment for:

1. a heart or circulatory malfunction ;
2. hypertension, angina, cerebral vascular incident or other heart or circulatory condition

Benefits under this provision are subject to all other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions.

ADDITIONAL ENHANCED FEATURES

Adjustment Expense Benefits (Benefit not available in VA)
Ancillary Illness or Injury Expense Benefit (Benefit not available in CT or NJ)
Assimilation Benefit
Catastrophic Total Disability Benefit
College Education Expense Benefit (Benefit not available in VA)

Partial Disability Benefits
Resumption of Disability Benefit
Post-Incident Crisis Management Benefit
Special Expense Benefit
Vocational Rehabilitation Benefit

EXCLUSIONS

No Benefits are payable for Hospital and Professional Services for the following: 1) Injuries which are not caused by an Accident. 2) Treatment for hernia, regardless of cause, Osgood Schlatter's disease, or osteochondritis. 3) Injury sustained as a result of operating, riding in or upon, or alighting from a two-, three-, or four-wheeled recreational motor vehicle or snowmobile: 4) Aggravation, during a Regularly Scheduled Activity, of an Injury the Insured suffered before participating in that Regularly Scheduled Activity, unless the Company receives a written medical release from the Insured's Physician. 5) Injury sustained as a result of practice or play in interscholastic tackle football and/or sports, unless the premium required under the Football and/or Sports Coverage provision has been paid. 6) Any expense for which benefits are payable under a Catastrophic Accident Insurance Program of the State Interscholastic Activities Association. 7) Treatment performed by a member of the Insured's Immediate Family or by a person retained by the School. 8) Injury caused by war or acts of war; suicide or intentionally self-inflicted Injury, while sane or insane (in Missouri while sane); violating or attempting to violate the law; the taking part in any illegal occupation; fighting or brawling except in self defense; being legally intoxicated or under the influence of alcohol as defined by the laws of the state in which the Injury occurs; or being under the influence of any drugs or narcotic unless administered by or on the advice of a Physician. 9) Medical expenses for which the Insured is entitled to benefits under any (a) Workers' Compensation act; or (b) mandatory no-fault automobile insurance contract; or similar legislation. 10) Expense incurred for treatment of temporomandibular joint dysfunction and associated myofascial pain. 11) Expenses incurred for experimental or investigational treatment or procedures.

NOTICE OF CLAIM

Written notice of claim must be given to the Company within 90 days after the occurrence or commencement of any loss covered by the policy, or as soon thereafter as is reasonably possible. Notice given by or on behalf of the Named Insured to the Company, with information sufficient to identify the Named Insured shall be deemed notice to the Company. Written proof of loss must be furnished to the Company at its said office within 90 days after the date of such loss.

In the event of an Accident, students should:

1. Secure treatment at the nearest medical facility of their choice.
2. Obtain a receipt (if payment of any bills were made) and itemized copy of charges from the provider of medical services and send copies of their itemized bills, primary insurance Explanation of Benefits and the fully completed and **signed** accident claim form to the claims office – mail all correspondence to WEB-TPA, P.O. Box 2415, Grapevine, TX 76099-2415
3. **Call 1-866-975-9468 toll free** with any Claims questions.

IMPORTANT NOTICE – THE POLICY DOES NOT PROVIDE COVERAGE FOR SICKNESS.

This brochure has been designed to illustrate the highlights of this insurance and it does not include all coverage details. All information in this brochure is subject to the provisions of Policy Form COL-11, underwritten by Gerber Life Insurance Company. If there is any conflict between this brochure and the Policy, the Policy will prevail.

Note: Please see the Master Policy for complete and individual state details.

CATASTROPHIC ACCIDENT MEDICAL SCHEDULE OF BENEFITS – ENHANCED

Maximum Aggregate Limit of Liability:	\$3,000,000, \$5,000,000 or \$7,500,000**
Maximum Medical Expense Amount:	\$3,000,000, \$5,000,000 or \$7,500,000**
Accidental Death, Dismemberment, Loss of Sight, Speech and Hearing Benefit:	\$15,000
Single Dismemberment:	\$10,000
Double Dismemberment:	\$15,000
Loss Period:	
For Hospital and Professional Services	Treatment must begin within 180 days after the Accident occurs. (Does not apply in IN)
For Accidental Death, Dismemberment or Loss of Sight	Loss*** must be sustained within 365 days after the date of the Accident
Benefit Period:	Services must be received within 5 years, 10 years, 15 years or Lifetime** from the date of the Accident
Excess Coverage Applicability:	Full Excess (Primary in ID & SD)
Deductible (Medical Expenses payable under any Other Plan will be used to satisfy or reduce the Deductible.):	\$25,000
Deductible Establishment Period	2 Years

Hospital/Facility Services - Inpatient

Hospital Room and Board:	100% of RE up to the semi-private room rate
Hospital Intensive Care:	100% RE*
Inpatient Hospital Miscellaneous:	100% RE*
Confinement in an Extended Care Facility (per calendar year):	\$365,000 maximum

Hospital/Facility Services - Outpatient

Outpatient Hospital Miscellaneous (Except Physician's services and x-rays paid as below):	100% RE*
Hospital Emergency Room:	100% RE*
Free-Standing Ambulatory Surgical Facility:	100% RE*
Hospital Emergency Room Physician:	100% RE*

Physician's Services

Surgical:	100% RE*
Assistant Surgeon:	100% RE*
Anesthesiologist:	100% RE*
Physician's Non-Surgical Treatment (except as in below)	100% RE*
Physician's Outpatient Treatment in Connection with Physical Therapy and/or Spinal Manipulation:	\$100,000 maximum

Other Services

Registered Nurses' Services	100% RE*
Prescriptions (dispensed by a licensed pharmacist) – Outpatient:	100% RE*
Laboratory Tests – Outpatient:	100% RE*
X-Rays (includes interpretation):	100% RE*
Diagnostic Imaging (MRI, CAT SCAN, ETC.) Includes Interpretation:	100% RE*
Ground Ambulance:	100% RE*
Air Ambulance:	100% RE*
Durable Medical Equipment (includes orthopedic braces and appliances):	\$25,000 maximum
Dental Treatment	100% RE*
Combined Home Health and Custodial Care (per calendar year):	\$100,000 maximum

In Connecticut benefits payable are limited to 80 visits in any calendar year or in any continuous period of twelve months, except in the case of an Insured diagnosed by a Physician as terminally ill with a prognosis of 6 months or less to live, the yearly benefit for medical social services shall not exceed \$200.00. Annual deductible of \$50.00 and subject to a coinsurance provision of not more than 75% of the RE* for such services.

Treatment Of Mental Or Nervous Disorders (Coverage not available in CT):

Physician Fees (Amount Per Visit / Visits Per Day / Visits Per Calendar Year)	\$ 50 / 1 / 50
Inpatient Hospital maximum stay	up to 45 days
Prosthetic Devices Benefit:	RE* during the first two years after the covered accident is \$100,000.
RE* is payable immediately thereafter and shall not exceed \$100,000 (\$200,000 if amputation of the leg above the knee).	
The maximum benefit amount payable is \$200,000 (\$300,000 if amputation of the leg above the knee).	

Heart or Circulatory Malfunction (Coverage not available in CT):

Adjustment Expense Benefit (services must begin within 1 year of the date of Accident):	\$10,000 maximum for loss of life
Medically Necessary Family Counseling (not available in CT):	\$30,000 maximum / \$0.00 in VA
Training:	\$70 per visit / 20 visit maximum
Travel:	\$2,500 maximum
Lost Earnings (not available in CT):	\$2,000 maximum

75% of gross loss earnings / \$500 per week maximum / 13 weeks maximum

Ancillary Illness or Injury Expense: \$2,000 maximum per calendar year Deductible to a \$100,000 combined maximum for all Injuries and Illnesses (not available in CT or NJ)

Assimilation Benefit: \$50,000 maximum / up to 2 Immediate Family Members / services begin within 1 year from the date of Accident / Deductible must be met within 1 year of the date of Accident

Catastrophic Total Disability Benefit (must begin within 12 months from the date of Accident)

Total Disability Expense (per month):	\$1,500 for 1 st 12 months / \$1,500 after 1 st 12 months / 10 year benefit period
Partial Disability Expense (per month):	\$1,000 / 10 year benefit period / average gross earnings \$2,500 for 6 months \$1,000 maximum after-tax monthly compensation

Post-Incident Crisis Management Expense: \$10,000 Per Incident Aggregate Benefit to cover all persons affected

College Education Expense Benefit: \$100,000 maximum

Special Expense Benefit: \$125,000 maximum

Vocational Rehabilitation Benefit: \$100 maximum per hour / \$20,000 maximum

***RE means Reasonable Expense**

**Within the coverage documents issued, one of the options above will match the selections made by your authorized representative within the enrollment form for coverage.

***Other than Loss of Life in PA

CATASTROPHIC ACCIDENT MEDICAL SCHEDULE OF BENEFITS – MEDICAL ONLY

Maximum Aggregate Limit of Liability:	\$3,000,000, \$5,000,000 or \$7,500,000**
Maximum Medical Expense Amount:	\$3,000,000, \$5,000,000 or \$7,500,000**
Accidental Death, Dismemberment, Loss of Sight, Speech and Hearing Benefit:	\$15,000
Single Dismemberment:	\$10,000
Double Dismemberment:	\$15,000

Loss Period:
 For Hospital and Professional Services Treatment must begin within 180 days after the Accident occurs (Does not apply in IN).
 For Accidental Death, Dismemberment or Loss of Sight Loss*** must be sustained within 365 days after the date of the Accident

Benefit Period: Services must be received within 5 years, 10 years, 15 years or Lifetime** from the date of the Accident

Excess Coverage Applicability: Full Excess (Primary in ID & SD)

Deductible (Medical Expenses payable under any Other Plan will be used to satisfy or reduce the Deductible.): \$25,000
 Deductible Establishment Period 2 Years

Hospital/Facility Services - Inpatient

Hospital Room and Board:	100% of RE up to the semi-private room rate
Hospital Intensive Care:	100% RE*
Inpatient Hospital Miscellaneous:	100% RE*
Confinement in an Extended Care Facility (per calendar year):	\$365,000 maximum

Hospital/Facility Services - Outpatient

Outpatient Hospital Miscellaneous (Except Physician's services and x-rays paid as below):	100% RE*
Hospital Emergency Room:	100% RE*
Free-Standing Ambulatory Surgical Facility:	100% RE*
Hospital Emergency Room Physician:	100% RE*

Physician's Services

Surgical:	100% RE*
Assistant Surgeon:	100% RE*
Anesthesiologist:	100% RE*
Physician's Non-Surgical Treatment (except as in below)	100% RE*
Physician's Outpatient Treatment in Connection with Physical Therapy and/or Spinal Manipulation:	\$100,000 maximum

Other Services

Registered Nurses' Services	100% RE*
Prescriptions (dispensed by a licensed pharmacist) – Outpatient:	100% RE*
Laboratory Tests – Outpatient:	100% RE*
X-Rays (includes interpretation):	100% RE*
Diagnostic Imaging (MRI, CAT SCAN, ETC.) Includes Interpretation:	100% RE*
Ground Ambulance:	100% RE*
Air Ambulance:	100% RE*
Durable Medical Equipment (includes orthopedic braces and appliances):	\$25,000 maximum
Dental Treatment	100% RE*
Combined Home Health and Custodial Care (per calendar year):	\$100,000 maximum

In Connecticut benefits payable are limited to 80 visits in any calendar year or in any continuous period of twelve months, except in the case of an Insured diagnosed by a Physician as terminally ill with a prognosis of 6 months or less to live, the yearly benefit for medical social services shall not exceed \$200.00. Annual deductible of \$50.00 and subject to a coinsurance provision of not more than 75% of the RE* for such services.

Treatment Of Mental Or Nervous Disorders (Coverage not available in CT):	
Physician Fees (Amount Per Visit / Visits Per Day / Visits Per Calendar Year)	\$ 50 / 1 / 50
Inpatient Hospital maximum stay	up to 45 days
Prosthetic Devices Benefit:	RE* during the first two years after the covered accident is \$100,000. RE* is payable immediately thereafter and shall not exceed \$100,000 (\$200,000 if amputation of the leg above the knee). The maximum benefit amount payable is \$200,000 (\$300,000 if amputation of the leg above the knee).
Heart or Circulatory Malfunction (Coverage not available in CT):	\$10,000 maximum for loss of life

***RE means Reasonable Expense**

**Within the coverage documents issued, one of the options above will match the selections made by your authorized representative within the enrollment form for coverage.

***Other than Loss of Life in PA

ZEVITZ STUDENT ACCIDENT INSURANCE SERVICES, INC.

(Formerly Zevitz, Redfield & Associates, Inc.)

Neil H. Zevitz, R. H. U.

333 N. Michigan Ave., Suite #714

Chicago, Illinois 60601

(312) 346-7460 • (847) 374-0888

Fax (312) 346-7447 • nhzviazra@aol.com

UPDATED GERBER COVID-19 GUIDELINES BLANKET ACCIDENT COVERAGE

September 1, 2020

Gerber has issued updates to their guidance regarding their coverage during the COVID-19 pandemic. These guidelines will replace the guidelines issued in April 2020.

- 1. Student Accident Policies:** Gerber will provide accident coverage, up to the policy limits, to students regardless of whether they wear a mask. Due to the pandemic, accident coverage will be provided to students if: (a) the school opens and students attend classes in person; (b) the school campus remains closed and students attend classes remotely; (c) the school opens and students are given an option to attend classes in person or attend classes remotely; and (d) the school opens under a hybrid model, with students attending classes in person part of the week and attending classes remotely other days of the week. Remote learning students are only covered while attending Online classes or working on assignments assigned by the school.
- 2. Fall Sports Delays or Cancellations:** At this time, there is still uncertainty at some schools about whether fall sports will take place, or if seasons will be delayed or shortened. If/when cancellations or shortened seasons occur, underwriters can look at the change in risk and provide a fair credit or refund as appropriate.
- 3. Student Athletes:** Gerber will cover student athletes while they're conditioning, practicing, training and performing related activities that are approved and assigned by an authorized representative of the school (coach, trainer, or physical education instructor), whether the instruction takes place virtually, on school grounds, or at another location typically used for conditioning, practicing, training and performing that sport or activity. A student athlete will not have coverage if they are injured while conditioning, practicing, training and performing related activities that are not assigned or approved by an authorized representative of the school (coach, trainer, or physical education instructor). This includes activities provided by parents or by some other entity not authorized by the school.
- 4. Participant Accident:** Our Special Risk Participant Accident coverage normally requires an insured to be participating in or attending a supervised Regularly Scheduled Activity of the Policyholder in-person for coverage to apply. Many of the facilities where these activities usually occur remain closed or have limited in-person activities due to COVID-19 mandates or precautions. Due to this, Gerber will cover insureds at their residence when they are virtually participating in activities offered and supervised by the Policyholder. An insured will not have coverage if they are participating in an activity virtually when the activity is not instructed or supervised by the Policyholder.

5. **Supporting Telemedicine:** During the COVID-19 pandemic it may not be possible for claimants to meet face to face with their healthcare providers. Gerber will continue to provide coverage for telemedicine, so that our insureds can receive the care they need. Each claim will be reviewed according to the terms of the policy.
6. **Extending Benefit Periods:** Services like rescheduled surgeries, doctor's appointments, physician follow-ups, and physical therapy may be delayed as a result of the COVID-19 pandemic. Gerber will consider claims incurred outside of the benefit period on a case-by-case basis. Claimants will need to certify that their services were delayed due to the COVID-19 pandemic.
7. **Premium Grace Periods:** Due to the obstacles the COVID-19 pandemic may have caused and to assist our Policyholders, Gerber will provide a 60 day grace period to pay insurance premiums so that insurance policies are not canceled for nonpayment of premium due to circumstances beyond the control of the insured. This grace period is not intended to change the terms of the issued policy or be considered a forgiveness of the premium. Rather, it is intended to grant the policyholder an extended grace period for the payment of premium due without penalty or interest during this pandemic.
8. **Invoicing Options:** Please consult SMIC if you have questions about invoicing. As your trusted ally, we are happy to discuss options on a case-by-case basis.

GERBER LIFE INSURANCE COMPANY
 1311 Mamaroneck Avenue, White Plains, New York 10605

Blanket Accident Insurance Application

Name of Policyholder _____ Policy Number _____
 (as it should appear on the Policy)

Mailing Address _____
 (City) (State) (Zip Code)

Insurance Contact Name _____ Title _____

Phone _____ Fax _____ Email Address _____

Policy Effective Date _____ Policy Expiration Date _____

Covered Activities and Rates

Optional Coverages

(Paid for by the Student or Parent per year. A link will be provided for on-line enrollment)

	<u>Plan A</u>	<u>Plan B</u>
School-Time	Grades PreK-8 \$ 39.00 Grades 9-12 \$ 70.00	Grades PreK-8 \$ 20.00 Grades 9-12 \$ 40.00
24-Hour	Grades PreK-8 \$181.00 Grades 9-12 \$272.00	Grades PreK-8 \$ 73.00 Grades 9-12 \$125.00
Football	Grades 9-12 \$185.00	Grades 9-12 \$ 95.00
Dental	\$ 15.00	\$ 15.00

Grades PreK-8 Est. # of Enrollment _____ **Grades 9-12 Est. # of Enrollment** _____

First Day School Activities: _____ **TO** _____ **Football Effective:** _____ **TO** _____

We hereby enroll with Gerber Life Insurance Company for the plan(s) of insurance selected. We understand that insurance will be in force if this application is accepted by the Company, and the required premium is received by the Company when due. We represent that the information contained in this application is true and correct and forms the basis of the requested insurance.

Signature of Official Authorized to Contract for the Policyholder _____

Printed Name _____

Date Signed _____

Mail Application To: **Zevitz Student Accident Insurance Services, Inc.**
 c/o K12Special Markets Plan Administrators
 1055 Main Street, Suite 101
 Stevens Point, WI 54481

Local/Regional Licensed Agency

Agency Name: Zevitz Student Accident Insurance Services, Inc.

Representative Name: Neil Zevitz

Address: _____

City, State, Zip: _____

Phone Number: (847) 374-0888

Email Address: nhzviazra@aol.com

Signature: *Neil Zevitz*
 (Licensed Agent)

Date: _____

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Fraud Statement

For residents of Arkansas, Louisiana and West Virginia: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of Colorado: It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading facts or information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado division of insurance within the department of regulatory agencies.

For residents of the District of Columbia: **WARNING:** It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits if false information materially related to a claim was provided by the applicant.

For residents of Florida: Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

For residents of Kentucky: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime.

For residents of Maine, Tennessee, Virginia and Washington: It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties include imprisonment, fines and denial of insurance benefits.

For residents of Maryland: Any person who knowingly and willfully presents a false or fraudulent claim for payment of a loss or benefit or who knowingly and willfully presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of New Jersey: Any person who includes any false or misleading information on an application for an insurance policy is subject to criminal and civil penalties.

For residents of New Mexico: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO CIVIL FINES AND CRIMINAL PENALTIES.

For residents of New York: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.

For residents of Ohio: Any person who, with intent to defraud or knowing that he is facilitating a fraud against an insurer, submits an application or files a claim containing a false or deceptive statement is guilty of insurance fraud.

For residents of Oklahoma: **WARNING:** Any person who knowingly, and with intent to injure, defraud or deceive any insurer, makes any claim for the proceeds of an insurance policy containing any false, incomplete or misleading information is guilty of a felony.

For residents of Pennsylvania: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

Voluntary Student Accident Medical Insurance Program



Administered By:

Zevitz Student Accident Insurance Services, Inc.

Neil H. Zevitz, RHU

(847) 374-0888

Email: nhzviazra@aol.com

Underwritten by
Gerber Life Insurance Company

STUDENT ACCIDENT MEDICAL INSURANCE

Educators and administrators are looking for an accident medical insurance program their school(s) need and students deserve. The Student Accident insurance program underwritten by Gerber Life Insurance Company (the Company) is such a plan. A.M. Best rates Gerber Life "A" (Excellent) for financial condition. A.M. Best's "A" (Excellent) rating is the third highest of 13 active company ratings. For the latest information on ratings, please visit www.ambest.com.

OPTIONAL COVERAGE WHO IS COVERED AND WHEN**

Eligibility: All enrolled students of the school, Pre-K through 12th grade, if premium is paid for.

**Under "Optional Coverage" all students must be given the opportunity to enroll. Premiums are the responsibility of the individual student and/or their parent/legal guardian.

OPTIONAL SCHOOL-TIME ACCIDENT COVERAGE

Coverage and Limitations stated for Medical Expense Benefits selected by the Insured apply. The School-Time Accident Coverage excludes students participating in high school interscholastic tackle football or as stated for in the Application. Each Insured who pays the additional premium required for this benefit is insured under this provision. Coverage starts on the date of premium receipt by the Plan Administrator, but not before the start of the school year. The Insured's coverage will end at the close of the regular nine-month school term, except while the Insured is attending academic classroom sessions exclusively sponsored and solely supervised by the school during the summer. All provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions, apply to Insureds covered under this provision.

OPTIONAL 24-HOUR ACCIDENT COVERAGE

Coverage and Limitations stated for Medical Expense Benefits selected by the Insured apply. The 24-Hour Accident Coverage excludes students participating in high school interscholastic tackle football or as stated for in the Application. Each Insured who pays the additional premium required for this benefit is insured under this provision. Insurance coverage is provided, 24-Hours per day. Provides coverage during the weekends and vacation periods including the entire summer. Students are protected while at Home or away. Coverage starts on the date of premium receipt by the Plan Administrator (but not before the start of the school year). It ends when school reopens for the following school year. All provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions, apply to Insureds covered under this provision.

OPTIONAL INTERSCHOLASTIC FOOTBALL COVERAGE

Coverage and Limitations stated for Medical Expense Benefits selected by the Insured apply. Each Insured who pays the additional premium required for this benefit is insured under this provision. Travel is also covered when going directly and uninterrupted to and from the practice and competition. Ninth graders who play with 9th graders only are not charged for football coverage. Their School-Time or 24-Hour coverage will apply if purchased. Additional premium is required by the Insured for this coverage. All other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions, apply to Insureds covered under this provision.

OPTIONAL 24-HOUR ACCIDENT DENTAL COVERAGE

Injury must be treated within 60 days after the accident occurs. Medical Expense Benefits are payable within 36 months after the date of Injury. The maximum eligible expenses payable per covered Injury is \$10,000. In addition, when the dentist certifies that treatment must be deferred until after the Benefit Period, deferred benefits will be paid to a maximum of \$2,500. Each Insured who pays the additional premium required for this benefit is insured under this provision. Coverage starts on the date of premium receipt by the Plan Administrator, but not before the start of the school year. It ends when school reopens for the following school year. This provision covers Accidents occurring anytime and anywhere. The Insured must be treated by a legally qualified dentist who is not a member of the Insured's Immediate Family for Injury to teeth. The Company will then pay the Reasonable Expense which is Medically Necessary. Coverage is limited to treatment of sound, natural teeth. The maximum benefit payable under this provision is stated in the Policy. All other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions, apply to Insureds covered under this provision.

DEFINITIONS

Hospital means an institution that meets all of the following: 1) it is licensed as a Hospital pursuant to applicable law; 2) it is primarily and continuously engaged in providing medical care and treatment to sick and injured persons; 3) it is managed under the supervision of a staff of medical doctors; 4) it provides 24-hour nursing services by or under the supervision of a graduate registered nurse (R.N.); 5) it has medical, diagnostic and treatment facilities, with major surgical facilities on its premises, or available on a prearranged basis; and 6) it charges for its services.

Hospital also means a psychiatric hospital as defined by Medicare. It must be eligible to receive payments under Medicare. A Hospital is mainly not a place for rest, a place for the aged, a place for the treatment of drug addicts or alcoholics, or a nursing home.

Injury means bodily injury caused by an Accident. The Injury must occur while the Policy is in force and while the Insured is covered under the Policy. The Injury must be sustained as stated on the face page of the Policy, except where specifically stated otherwise in the Policy.

Other Plan means any other valid and collectible insurance or self-funded plan such as: individual and family type insurance coverage; group, blanket or franchise insurance, group hospital, medical service, pre-payment, trustee, Union Welfare; Blue-Cross, Blue Shield, group practice or other pre-payment coverage; labor-management plans, or employee benefit organization plans; self-funded ERISA plan, Workers' Compensation Law, Occupational Disease Law or any similar legislation; Medicare; or "No-Fault" auto legislation, where applicable.

Reasonable Expense means the average amount charged by most providers for treatment, service or supplies in the geographic area where the treatment, service or supply is provided. Such services and supplies must be recommended and approved by a Physician.

HOSPITAL AND PROFESSIONAL SERVICES

The Company will pay Reasonable Expenses incurred for a covered Injury. The Injury must be treated within the number of days stated in the Schedule of Benefits. Services must be given: (1) by a Physician; (2) for Medically Necessary treatment; and (3) within the time limit stated in the Schedule of Benefits. Benefits are paid to the maximum stated in the Schedule of Benefits for any one Injury for Reasonable Expenses which are in excess of the Deductible. Benefits under this provision are subject to all other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions.

COUNSELING BENEFIT

If as a result of an Act of Violence an Insured is killed while on School Property, the Company will pay a lump sum of \$10,000 for Counseling Services. The lump sum benefit will be paid directly to the covered School or to the hospital or person rendering such services after the commencement of Counseling Services. The company will not pay for any expense for loss due to participation in a riot or insurrection. All provisions in this Policy apply to this coverage.

Definitions for the purpose of this section: **Act of Violence** means an Injury inflicted by a person with malicious intent to cause bodily harm. **Counseling Services** means psychiatric/psychological counseling that is under the care, supervision, or direction of a professional counselor or Physician and essential to assist the Insured in coping with the Act of Violence. Counseling Services must be: a) Arranged by the covered School; b) Provided to a living Insured due to an Act of Violence; and c) Received during the Benefit Period shown on the Schedule of Benefits. **School Property** means the physical location of the covered School or the location of an activity or event approved by the covered School.

EXCESS COVERAGE

The Company will pay Reasonable Expenses that are not recoverable from any Other Plan. The Company will determine the amount of benefits provided by Other Plans without reference to any coordination of benefits, non-duplication of benefits, or similar provisions. The amount from Other Plans includes any amount, to which the Insured is entitled, whether or not a claim is made for the benefits. This Blanket Student Accident Insurance is secondary to all other policies.

This provision will not apply if the total Reasonable Expenses incurred for Hospital and Professional Services Benefits are less than the amount stated in the Schedule of Benefits under Excess Coverage Applicability.

Any covered Hospital and Professional Services Benefits payable under this provision will be reduced by the Other Plan Reduction Percentage shown under Excess Coverage Provision Applicability if: 1) The Insured has coverage under any Other Plan; 2) The Other Plan is an HMO, PPO or similar arrangement; and 3) The Insured does not use the facilities or services of the HMO, PPO or similar arrangement.

Any covered Hospital and Professional Service will not be reduced for emergency treatment within 24 hours after a covered Accident which occurred outside the geographic service area of the HMO, PPO or similar arrangement.

Definitions for purposes of the Accident Medical Benefits-Hospital and Professional Services Benefits provided by this Policy: **HMO** or Health Maintenance Organization means any organized system of health care that provides health maintenance and treatment services for a fixed sum of money agreed and paid in advance to the provider or service. **PPO** or Preferred Provider Organization means an organization offering health care services through designated health care providers who agree to perform those services at rates lower than non-Preferred Providers.

ACCIDENTAL DEATH, DISMEMBERMENT, OR LOSS OF SIGHT

When a covered Injury results in any of the Losses to the Insured which are stated in the Schedule of Benefits for Accidental Death, Dismemberment, or Loss of Sight then the Company will pay the benefit stated in the schedule for that Loss. The Loss (other than Loss of Life in PA) must be sustained within 365 days after the date of the Accident.

The maximum benefit payable under this provision is stated in the Schedule of Benefits under Maximums and Benefit Period: 1) Life 2) Both Hands or Both Feet or Sight of Both Eyes; 3) Loss of One Hand and One Foot; 4) Loss of One Hand and Entire Sight of One Eye; 5) Loss of One Foot and Entire Sight of One Eye; 6) Loss of One Hand or Foot; 7) Loss of Sight in One Eye; 8) Loss of Thumb and Index Finger of the Same Hand.

Half of the maximum benefit will be paid for the Loss of one Hand, one Foot or the Sight of one eye.

Loss of Hand or Foot means the complete Severance through or above the wrist or ankle joint. Loss of Sight means the total, permanent Loss of Sight in One Eye. The Loss of Sight must be irrecoverable by natural, surgical or artificial means. Loss of Thumb and Index Finger of the Same Hand means complete Severance through or above the metacarpophalangeal joints of the same hand (the joints between the fingers and the hand). Severance means the complete separation and dismemberment of the part from the body.

If the Insured suffers more than one of the above covered losses as a result of the same Accident the total amount the Company will pay is the maximum benefit.

Benefits paid under this provision will be paid in addition to any other benefits provided by the Policy.

Benefits under this provision are subject to all other provisions of the Policy, including all Coverage and Limitations, Maximums and Exclusions.

EXCLUSIONS

No Benefits are payable for Hospital and Professional Services for the following: 1) Injuries which are not caused by an Accident; 2) Treatment for hernia, regardless of cause, Osgood Schlatter's disease, or osteochondritis; 3) Injury sustained as a result of operating, riding in or upon, or alighting from a two-, three-, or four-wheeled recreational motor vehicle or snowmobile; 4) Aggravation, during a Regularly Scheduled Activity, of an Injury the Insured suffered before participating in that Regularly Scheduled Activity, unless the Company receives a written medical release from the Insured's Physician; 5) Injury sustained as a result of practice or play in interscholastic tackle football and/or sports, unless the premium required under the Football and/or Sports Coverage provision has been paid; 6) Any expense for which benefits are payable under a Catastrophic Accident Insurance Program of the State Interscholastic Activities Association; 7) Treatment performed by a member of the Insured's Immediate Family or by a person retained by the School; 8) Injury caused by war or acts of war; suicide or intentionally self-inflicted Injury, while sane or insane (in Missouri while sane); violating or attempting to violate the law; the taking part in any illegal occupation; fighting or brawling except in self defense; being legally intoxicated or under the influence of alcohol as defined by the laws of the state in which the Injury occurs; or being under the influence of any drugs or narcotic unless administered by or on the advice of a Physician; 9) Medical expenses for which the Insured is entitled to benefits under any (a) Workers' Compensation act; or (b) mandatory no-fault automobile insurance contract; or similar legislation; 10) Expense incurred for treatment of temporomandibular joint dysfunction and associated myofascial pain; and 11) Expenses incurred for experimental or investigational treatment or procedures.

NOTICE OF CLAIM

Written notice of claim must be given to the Company within 90 days after the occurrence or commencement of any loss covered by this policy, or as soon thereafter as is reasonably possible. Notice given by or on behalf of the Named Insured to the Company, with information sufficient to identify the Named Insured shall be deemed notice to the Company. Written proof of loss must be furnished to the Company at its said office within 90 days after the date of such loss.

In the event of an Accident, students should:

1. Secure treatment at the nearest medical facility of their choice. (Non-compliance with primary HMO/PPO plan will reduce this plans benefits by 50% as stated in the Schedule of Benefits.)
2. Obtain a receipt (if payment of any bills were made) and itemized copy of charges from the provider of medical services and send copies of their itemized bills, primary carrier explanation of benefits and the fully completed and **signed** accident claim form to the claims office – mail all correspondence to WEB-TPA, P.O. Box 2415, Grapevine, TX 76099-2415.
3. **Call 1-866-975-9468** with any Claims questions.

IMPORTANT NOTICE – THE POLICY DOES NOT PROVIDE COVERAGE FOR SICKNESS.

This brochure has been designed to illustrate the highlights of this insurance and it does not include all coverage details. All information in this brochure is subject to the provisions of Policy Form COL-11, underwritten by Gerber Life Insurance Company. If there is any conflict between this brochure and the Policy, the Policy will prevail.

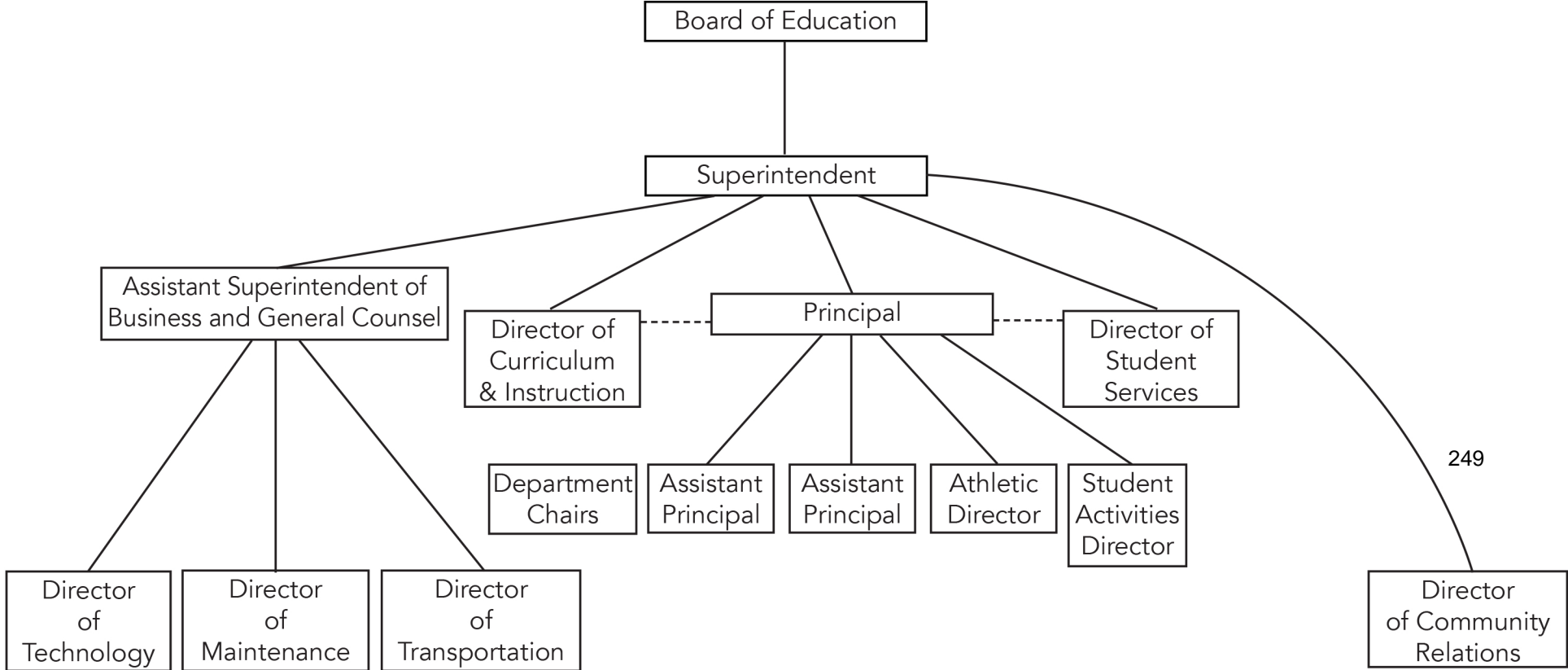
Note: Please see the Master Policy for complete and individual state details.

VOLUNTARY SCHEDULE OF BENEFITS

	Plan A	Plan B
Maximum Benefit		
School-Time Option	\$50,000	\$25,000
24-Hour Option	\$50,000	\$25,000
Football	\$50,000	\$25,000
Deductible	\$0	\$0
Injuries Involving Motor Vehicles	\$10,000	\$10,000
Death Benefit	\$20,000	\$20,000
Single Dismemberment Benefit	\$10,000	\$10,000
Double Dismemberment Benefit	\$20,000	\$20,000
Loss Period	Treatment must begin within 60 days of the Injury	
Benefit Period	One Year	One Year
Coverage	\$100 Primary Excess	\$100 Primary Excess
Other Plan Reduction Percentage	50% (see Excess Coverage and #1 under Notice of Claim in brochure)	
Hospital/Facility Services		
Inpatient		
Hospital Room and Board (Semi Private Room)	100% RE	100% RE
Hospital Intensive Care	100% RE	100% RE
Inpatient Hospital Miscellaneous	\$1,200 Maximum Per Day	\$600 Maximum Per Day
Outpatient		
Outpatient Hospital Miscellaneous-(except physician services and x-rays paid as below)	80% RE	\$1,000 Maximum
Hospital Emergency Room	80% RE	\$100 Maximum
Day Surgery Miscellaneous	80% RE	\$1,500 Maximum
Physician's Services		
Surgical	80% RE	80% RE/\$1,000 Maximum
Assistant Surgeon	25% of Surg. Benefits	25% of Surg. Benefits
Anesthesiologist	25% of Surg. Benefits	25% of Surg. Benefits
Physician's Outpatient Treatment in connection with Physical Therapy and/or Spinal Manipulation	80% RE/10 visits Maximum	\$30/visit/\$300 Maximum
Physician's Non-surgical Treatment (Except as above)	80% RE	\$30 Maximum Per Day
Other Services		
Registered Nurses' Services	100% RE	100% RE
Prescriptions - outpatient	\$300 Maximum	\$100 Maximum
Laboratory Tests Outpatient	\$500 Maximum	\$150 Maximum
X-rays, includes interpretation - outpatient	80% RE	\$300 Maximum
Diagnostic Imaging (MRI, CAT Scan, etc) includes interpretation	80% RE	\$150 Maximum
Ground Ambulance	\$1,000 Maximum	\$500 Maximum
Air Ambulance	\$1,000 Maximum	\$500 Maximum
Durable Medical Equipment (includes Orthopedic Braces & Appliances)	\$500 Maximum	\$250 Maximum
Dental Treatment to sound, natural teeth due to covered injury.	\$1,500 Maximum	\$750 Maximum
Replacement of eyeglasses, hearing aids, contact lenses, if medical treatment is also received for the covered injury.	\$400 Maximum	\$200 Maximum

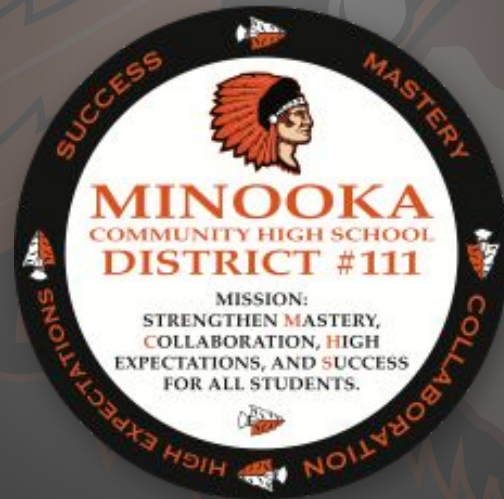
This has been designed to illustrate the highlights of this insurance. All information is subject to the provisions of the Policy. If there is any conflict between this and the Policy, the Policy will prevail.

MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111 2020-2021 LEADERSHIP ORGANIZATIONAL STRUCTURE



MCHS District 111 Strategic Plan

Goal Accomplishments



Goal #1

Student Growth & Achievement

- Team decided to use grade report data from S1 as mid-term comparison to S1 2019-2020 data
- Team reviewed grade reports and discussed decreases in overall grade percentages
- Team identified possible reasons for decreases in light of the pandemic and changes to the learning environment (e.g. shorter class periods, loss of days of instruction, continued changes in redo/retake policies)
- Team discussed things that have gone well this year and items to focus on next year (e.g. no penalizations for summatives, chunk standards into smaller assessments, incorporate team taught strategies for assessments, teacher-initiated interventions, feedback prior to the grade, rubrics written in student-friendly language)
- Team discussed the possibility of partnering with other content areas or groups (deans/counselors) to teach time management skills

Goal #2

Supportive Learning Environment

- Student Attendance - Maintained attendance rate of 94-95% during remote/hybrid learning models through consistent communication to parents, attendance incentive, attendance contracts, and utilizing the ROE truancy officer when necessary.
- Co-Curricular Activities
 - Approved 3 new clubs for 2021-2022.
 - 35% of the student body was involved in at least one club or attended a sponsored activity.
- Community Service
 - Continued to explore ideas regarding student service hours for various classes.
 - Identified 10 families in need and provided them with full Thanksgiving meals in partnership with the Minooka Lions Club.
 - Discussed possibility of an onsite micropantry for students and families to utilize.
- Pathways to College and Career Readiness
 - Expanding MCHS Connections/Connections Crew (formerly known as Operation Friendship) where Senior students meet regularly with freshman students during the school day/year.
 - Provided Lunch & Learn opportunities for students to meet and connect with local businesses and leaders in the community.
 - Hosted first Parent University in May 2021 and will expand to hosting annual Parent Universities in the fall and spring moving forward.

Goal #3

District, School, & Staff Effectiveness

- Provided meaningful professional learning opportunities, led by teachers, at Institute Days and Remote Planning Days.
 - 36 staff presented on various topics related to technology, instructional strategies, school safety and student behavior, and health and wellness
- Personalized the mentor/mentee program for all new staff.
 - Led by Andres Torres and Brad Dorick
 - Lanes established for first year staff (previous experience and no previous experience), special education staff, non-classroom personnel, and second year staff
 - Weekly check-ins, book study, monthly meetings
- Increased opportunities for staff to collaborate with other departments and across buildings.
 - Break out rooms were utilized to randomize staff
 - Full departments were paired up to collaborate

Goal #4

Engage Families & Community

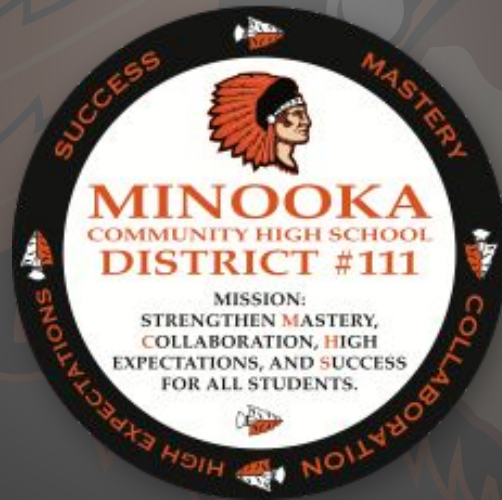
- Roadmap to Success Brochure
 - Printed 700 Copies for the 2019 Open House
- Scorecard
 - Moved Scorecard to in-house server
- Collected baseline data at 3 events in 2019 and 2020
 - College Cost Seminar 2019: 50 2020: 100 *Video Views* 254
 - Parent/Teacher Conference 2019: 383 2020: 301 *via Google Hangout*
 - Dual Credit Night 2019: 200 2020: 80 *via Microsoft Teams Video*
- Created inventory list of business partners used by sponsors and teachers
- Created Business Partner definition
 - *When MCHS works in conjunction with a person or group outside of the school where one of the parties voluntarily provides education, services, materials, or venue.*
- Created an online version of the Roadmap to Success brochure
- Goal 4 Video

Goal #5

Resource Efficiencies

- State Rating - The rating given to the district is anticipated to stay in the Recognition category. The rating is based upon the district's audited financials. The audit takes place over the summer.
- Balanced Budget - The FY 21 budget provides for a surplus in all funds except the Capital and Health/Life Safety funds, which is due to expenses funded via the 2019 bond issuance. The district is on track in meeting the FY21 budget.
- Business Office Procedures - The district transitioned its financial software system from SDS to Skyward. The team developed and sent out a survey to get feedback and set a baseline for business office service and procedures satisfaction. The survey will drive areas for improvement in FY22.
- Capital - A major capital improvement HVAC project was completed last summer as well as installation of a new stadium bleachers and press box. This summer the district is renovating the following at the Central campus: 1) main boys and girls bathroom, 2) Weight/Wellness/Dance studio along with hallways, 3) CTE improvements, 4) office area improvements.
- Safety & Security - An automated lockdown system is being installed over the summer for each campus and the Central Campus classrooms are receiving new lockable door handle hardware.

Thank you!



Bullying Report

June 2021

The information provided below is from the 2020-2021 school year.

1. Frequency of victimization

- a. 7 No Contact agreements
 - i. Verbal harassment
- b. 4 reports from the Anonymous Tip Line (Possible Bullying)
- c. 9 reports to the Dean's Office
- d. 1 Bullying Report (Investigation)
 - i. No Contact agreements
 - ii. Parent involvement
 - iii. Teacher Involvement
 - iv. Peer Mediation (Walker Thomas Group)

2. Student, staff, and family observations of safety at school

- a. Dean presentation(s) to students and staff regarding handbook policies
- b. Student handbook shared online with parents
- c. Student signature page acknowledging receipt of handbook
- d. Dean's website on mchs.net (Bullying & Harassment Resources)
- e. Erika Walker Thomas (The Walker Group) training (Student Presentation)

3. Identification of areas of a school where bullying occurs

- a. Classroom
- b. Hallway
- c. Cafeteria
- d. **Social Media (Snapchat, Facebook, Twitter, Instagram)**
- e. Home
- f. School bus
- g. School sponsored events
- h. Locker room

4. The types of bullying utilized

- a. Social Bullying including lying and spreading rumors, physical gestures, playing jokes to embarrass and humiliate and encouraging others to socially exclude someone
- b. Verbal Bullying including name calling, insults, teasing, intimidation and homophobic racist remarks
- c. Physical Bullying including hitting, pushing and damaging property
- d. 3rd party bullying (through friends)
- e. Videotaping (Pictures)
- f. Harassment

5. Bystander interventions or participation

- a. Peer mediation
- b. No Contact agreements
- c. Bullying Investigation
- d. Parent involvement

e. Student Training Initiative (Thomas Walker Group)

MCHS Board of Education Policy 8:10

Community Relations Connections with the Community (School year: 2020/2021)

The following list provides a summary of items that have been completed during the 2020/2021 school year by the Director of Community Relations. This school year was challenging due to the COVID-19 Pandemic but communications and promoting MCHS continued to remain strong. Attached to this document are examples of supplemental documents associated with each item.

Messages delivered by the Community Relations Department have been consumed in a variety of methods including, but not limit to: Email, www.MCHS.net, Facebook, Twitter, Instagram, Outdoor Signage, Podcasts, Newspapers, and other media outlets.

Based on conservative data, the following totals have been compiled to showcase the reach, views, circulation, and readership our messages have accomplished.

Newspaper Circulation Combined (Press Releases): **340,000**

Newspaper Readership Combined (Press Releases): **850,000**

MCHS Video Views: **89,779**

SchoolMessenger Emails Delivered:

- **250** emails sent out, reaching **582,719 in boxes and 49,892 Text messages**

Podcast Downloads: **261**

Social Media Reach, Likes, Impressions: **840,197**

Website - Unique Page Views **364,564**

Total Reach: **2,777,412**

COVID-19:

- Maintained and update COVID19 Resource Website Page
- Design Web Banner Promotion of page throughout social media channels
- *Covid-19 Dashboard*: Designed and published a COVID-19 Dashboard that provided **22** weekly updates regarding positive cases and quarantined cases for staff and students that were “In-Building” and at both campuses.

Facebook Live (MCHS The Nook 111 LIVE)

- Develop questions for program and hosted **19** Facebook Live Sessions
- Total views: **33,782**
- Topics included: CTE, PE, & Art Dept., English & Soc. Studies Dept., Assistant Principals, Science & Math Dept., Dr. Lee & Dr. Zwemke, Curriculum with Dr. Grzetch, Return to Learn updates, Veterans Day Assembly, Class Electives, Mr. Pacetti, and more.
- Produce promotional banners for each Facebook Live Session on social media channels

Podcasts (MCHS The Nook 111)

- Produced, wrote, and hosted **4** programs
- **261** Downloads
- Guests included: Hillary Holden, Erika Walker, Jon Calder, and Allies in Diversity Students and Sponsor.
- Received “*1,000 Download Badge*” from Podbean.com for having over 1,000 downloads

Friday “Weekly” Message

- Wrote and compiled information for **46** Weekly communications regarding school events, activities, Return to Learn initiatives, Covid-19 updates, school programs, and more. The Friday message is then sent via School Messenger to all families; Students via student email; and posted on our Return to Learn webpage.

School Messenger

- **250** School Messenger reports compiled, written, and delivered to MCHS Parents, Students, and Staff.
- Messages reached **582,719** in boxes and **49,892** Text messages.

Press Releases

- **16** Press Releases written
- **9** Press Releases picked up by media

MCHS District 111 Foundation for Educational Excellence

- Plan annual Ugly Christmas Sweater Party
- Maintain minutes and records of meetings
- Design and write all communication efforts
- Maintain Grant approvals and denials
- Awarded **5** Grants totaling: **\$5,360.00**

Strategic Plan Leader – Goal #4

- Working to complete an online version of Roadmap to Success brochure for Incoming Freshmen Night
- Working to complete a Goal #4 video to showcase the action plan and direction.
 - Video will be posted on our Strategic Plan Page and sent to our MCHS families.
- Goal Leader for Goal #4 with monthly/quarterly committee meetings
- SCORECARD – collected and distributed Goal data to be included

5Essentials Survey

- Coordinate Staff and Student survey with the help of PE and Science Departments
- Create all communications to families to secure family participation in survey via SchoolMessenger and social media channels
- Posted 5Essentials complete report on MCHS website

MCHS Board of Education Recognitions

- Create all certificates
- Invite all students, families, teachers, and coaches involved with recognition
- Direct the production of recognition during the Board meeting
- Post information and photos of event on social media channels
- Video operator of Board meetings that get published live on YouTube.com

FOIA Requests

- Responded to **32** FOIA Requests

Student of the Term

- Created **4** teacher videos for students and families and to promote on social media channels
- Arranged Yard Sign delivery to post in student's yard
- **40** students were honored as Student of the Term this school year

Rotary Student of the Month

- Create all communication and certificates
- Invite student and families to the event that was hosted via Zoom
- Introduce student during event and briefly explain why they were selected
- Due to Covid-19 **3** students were celebrated

Social Media and Website Banner Promotions: (sports, arts, academics, campaigns, etc.)

- **78** Design and produced

Social Media Growth (July 2020 – June 2021)

- Twitter **Flat – No Growth**
- Facebook **5.75%**
- Instagram **12.5%**
- Website - Unique Page Views **364,564**

Promotional Videos

- **29** Design and produced
 - Examples include: National Arts in Education, Return to Learn, Previews of In-Person Learning, Class Electives, Student of the Term, Freshmen Experience Videos, Class of 2021 speeches, and Class of 2021 graduation practice.
- **73** Posted videos of daily announcements and digital management.
- **8** Spot videos
 - Examples include: Outdoor wrestling, Graduation, Track, and Coaches Interview.

Educational Campaigns and Appreciation Days

- Create monthly campaigns in support of various historical moments (Social media and website)
 - Black History Month
 - Women in History Month
 - Arts in Education Week
 - Teacher Appreciation Day
 - Assistant Principal Day
 - School Principal Day
 - Bus Driver Appreciation Day
 - National School Psychology Week
 - National School Counseling Week
 - National School Social Workers Week
 - Dean Appreciation Week
 - National Librarian Day
 - Administrative Professional Day

- School Nurse Day

Equity and Diversity Cultural Assessment Focus Groups

- Joined the committee and recorded meeting notes.
- Updated and maintained the Equity and Diversity webpage on www.mchs.net
 - Joined the MCHS Task Force Committee and recorded meeting notes

MCHS Job Fair Recruiting One-Sheet

- Continually updated Job Fair One-Sheet to help support administration and staff during select Job Fair Shows

Media Interviews

- Provided/scheduled media interviews with administration leaders: Dr. Kenny Lee, John Troy, Matt Wikoff, and Dr. Bryan Zwemke during graduation and other meetings.

Incoming Freshmen Night

- Created promotional banners, supportive emails, and promotional video for the event.

Electronic Signage

- Regular monthly updates for activities, sports, awards, and welcomes when needed.

Website Maintenance

- Regular monthly updating of forms, documents, dates, requests for bid proposals, and Class pages.

Various Award Ceremonies and Events

- Attended various award ceremonies, sporting events, assemblies, and performances to capture video and photos for promotion.



In an effort to keep our families updated on school/community-related matters associated with COVID-19 (coronavirus), and our 2020 Return to Learn plan, MCHS District 111 would like to provide some relevant information pertaining to the current situation. This situation is very fluid and, as we have experienced, can change at a moment's notice.

We will continue to monitor and follow coronavirus updates and guidance from the CDC, Illinois Department of Public Health, Grundy County Department of Health, and the Illinois State Board of Education. Please find our most recent correspondence to families below, as well as important links to updates, prevention tips, and resources.

MCHS 2020-2021 Return to Learn Plan (Second Semester Updates) FAQ: [Click Here](#)

Where can students go during RESOURCE to get help? [Click Here](#)

*If a student needs to meet with a member of the Student Services Department via phone or Google Meets, please click on the appropriate sign-up link below for the campus you attend:

South Campus Sign Up - <https://forms.gle/XuhGjethBhAASzbx9>

Central Campus Sign Up - <https://forms.gle/Tjgyw5tMo7M9yNb56>

Remote Learning

"Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology" (ISBE, 2020).



Return to Learn Remote Plan
Click [here](#) for the Info-graphic regarding the 2020 Remote Plan

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 9	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid
Grade 10	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid
Grade 11	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid
Grade 12	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid

Return to Learn Hybrid Plan (Starting 4/12/21)
Click [here](#) for the Info-graphic regarding the 2020/2021 Hybrid Plan (updated 4/8/2021)



MCHS 2020 Return to Learn Plan
Click [here](#) for the MCHS Return to Learn 2020-2021 School Plan.



2020/21 MCHS School Calendar
Click [here](#) for the 2020/21 MCHS School Calendar.



MCHS Return to Learn Video
This video provides an overview of how students will enter the buildings, move through the hallways, attend classes, and so much more. Click on the following link to view the video: [2020 Return to Learn Video](#)

NEW



COVID-19 Dashboard (Updated 5/10/2021)

Click [here](#) for weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses.

***Student Self-Certification Video (How-To):** This video provides easy instructions on how students will *Self-Certify* daily before school. Click on the following link to view the video: [MCHS Student Self-Certification Process](#)

Weekly Message Archive:

May 21, 2021

Return to Learn Weekly Message:

This week's message includes - Lunch Pick-Up, Text Book drop off, Summer School, and more.

[Click here](#)

May 14, 2021

Return to Learn Weekly Message:

This week's message includes - Class of 2021 Graduation Information, Lunch Pick-Up, Yearbook order information, and more.

[Click here](#)

May 7, 2021

Return to Learn Weekly Message:

This week's message includes - Class of 2021 Graduation Information, Full Day In-Person Learning Next School Year, and more.

[Click here](#)

April 30, 2021

Return to Learn Weekly Message:

This week's message includes - Class of 2021 Graduation Information, Full Day In-Person Learning Next School Year, Parent University, AP Exam Schedule, Summer School, and more.

[Click here](#)

April 23, 2021

Return to Learn Weekly Message:

This week's message includes - Class of 2021 Graduation Information, SAT makeup date, Power of Women Leadership Forum, and more.

[Click here](#)

April 16, 2021

Return to Learn Weekly Message:

This week's message includes - Graduation Date Set, NHS Walk for a Cure, Parent University, and more.

[Click here](#)

April 9, 2021

Return to Learn Weekly Message:

This week's message includes - Cap & Gown Pickup Dates, Library News, NHS Scholarship Winner, SAT Assessment, and more.

[Click here](#)

March 26, 2021

Return to Learn Weekly Message:

This week's message includes - Return to Learn: New Instructional Model, Prom, Student of the Term (30), SAT Assessment, and more.

[Click here](#)

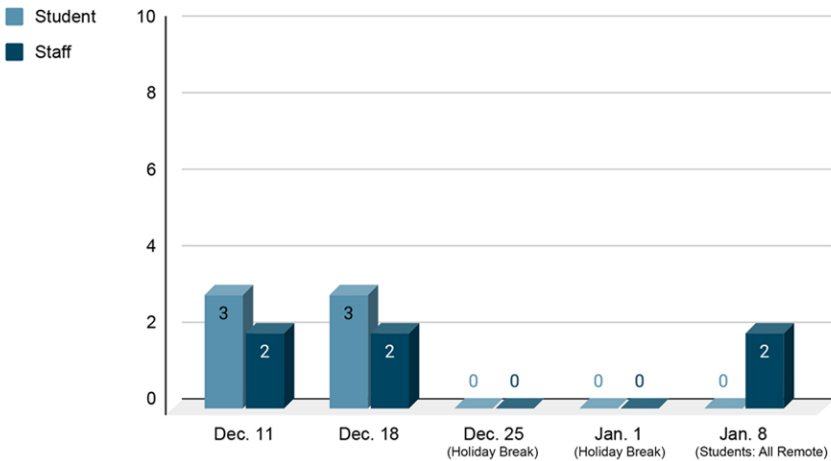
March 19, 2021

Return to Learn Weekly Message:

This week's message includes - Return to Learn: New Instructional Model, Lunch Pick Up, and more.

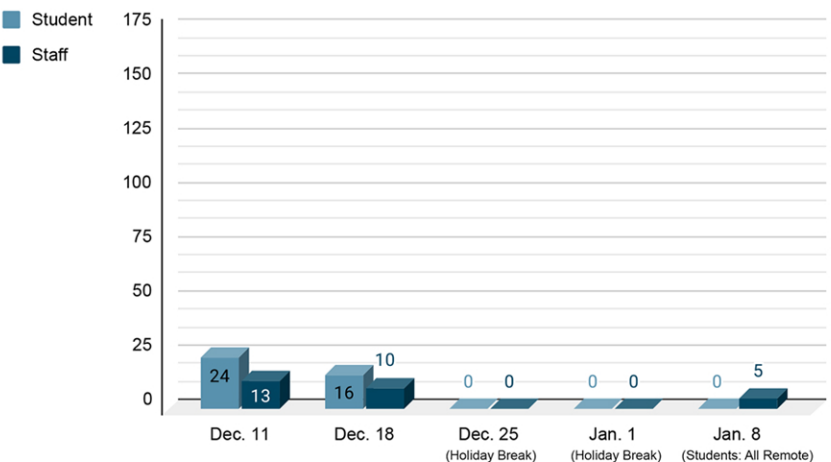
[Click here](#)

COVID-19 Positive Cases (Staff and Student) "In-Building"



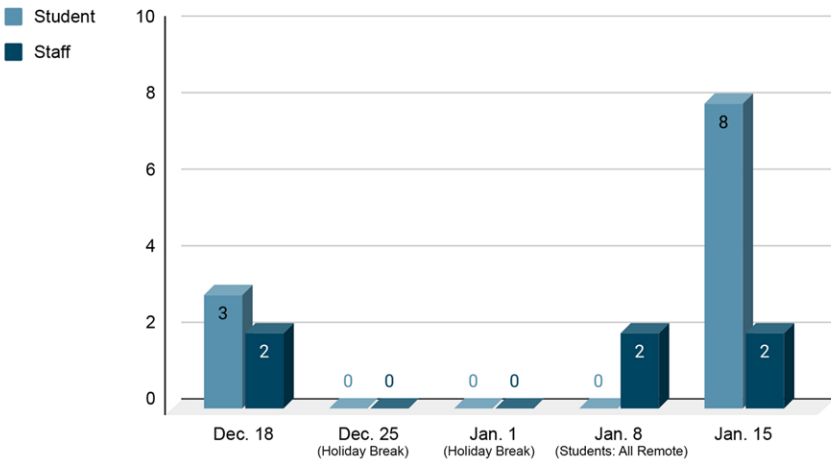
Totals-to-Date	Central Campus	South Campus
Student 29	Student 15	Student 14
Staff 23	Staff 8	Staff 14
	Transportation: 1	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



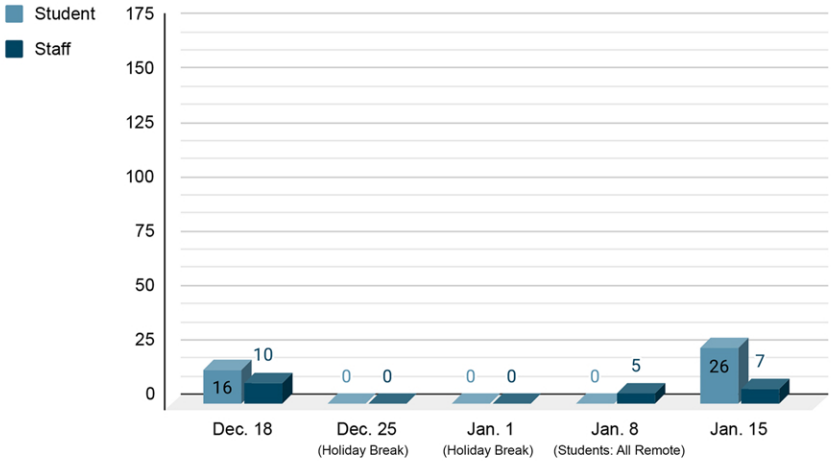
Totals-to-Date	Central Campus	South Campus
Student 468	Student 220	Student 248
Staff 102	Staff 33	Staff 66
	Transportation: 3	

COVID-19 Positive Cases (Staff and Student) "In-Building"



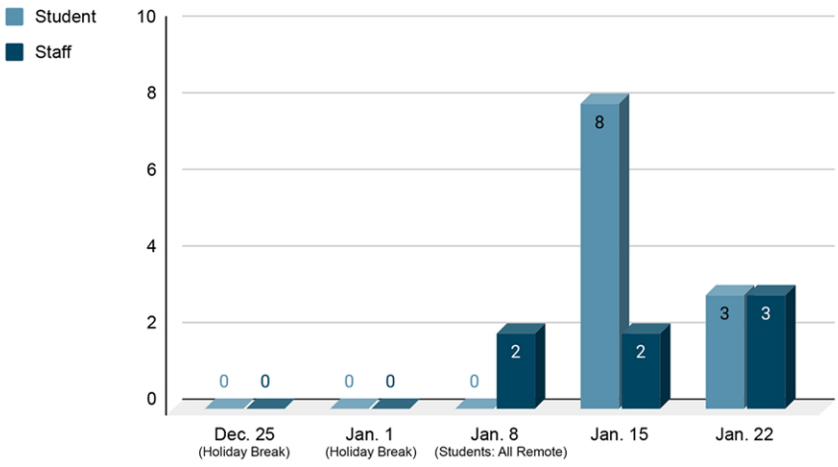
Totals-to-Date	Central Campus	South Campus
Student 37	Student 21	Student 16
Staff 25	Staff 8	Staff 15
	Transportation: 2	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



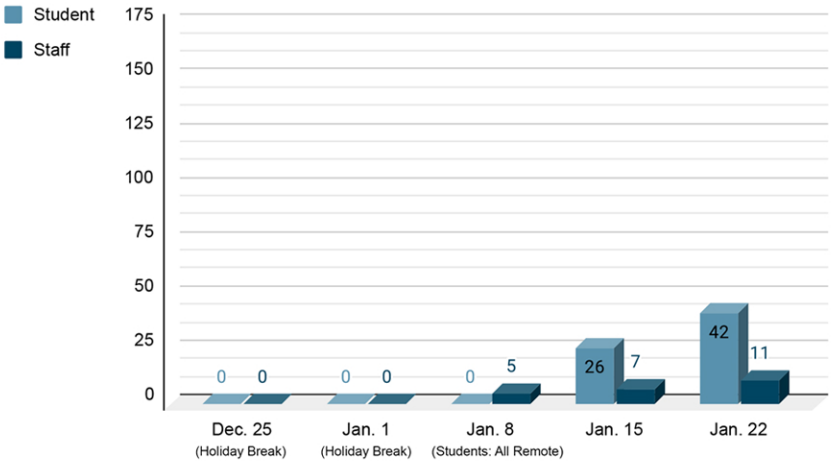
Totals-to-Date	Central Campus	South Campus
Student 494	Student 235	Student 259 <small>265</small>
Staff 109	Staff 34	Staff 70
	Transportation: 5	

COVID-19 Positive Cases (Staff and Student) "In-Building"



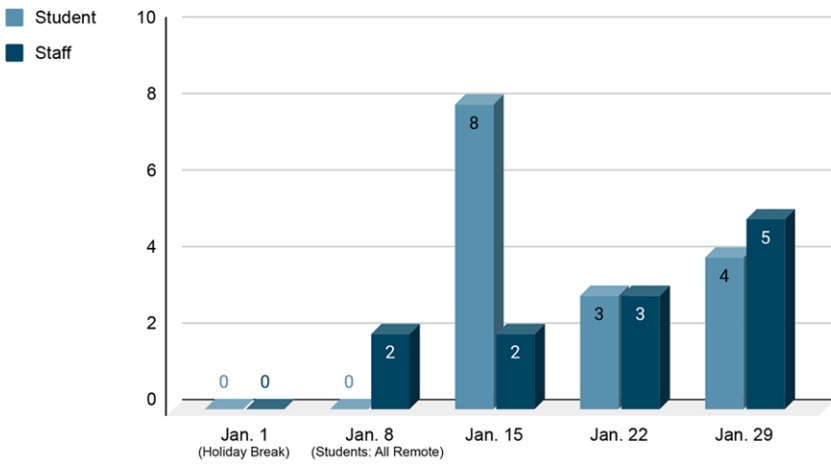
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
40	24	16
Staff	Staff	Staff
28	10	15
	Transportation: 3	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



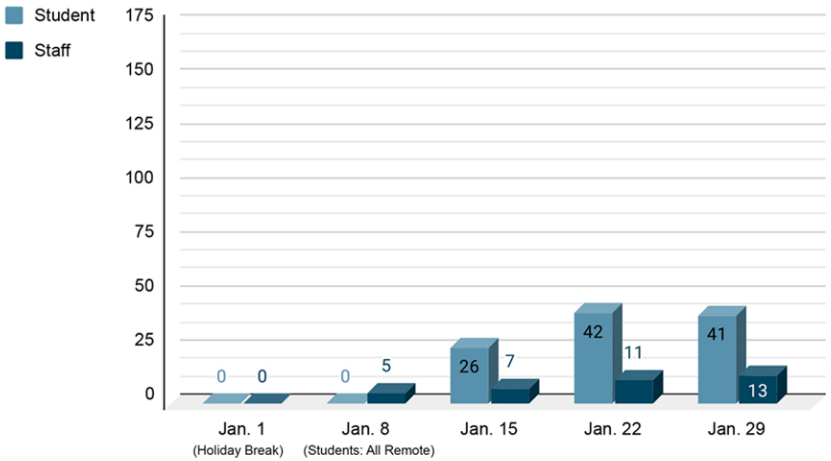
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
536	259	277 <small>266</small>
Staff	Staff	Staff
120	39	74
	Transportation: 7	

COVID-19 Positive Cases (Staff and Student) "In-Building"



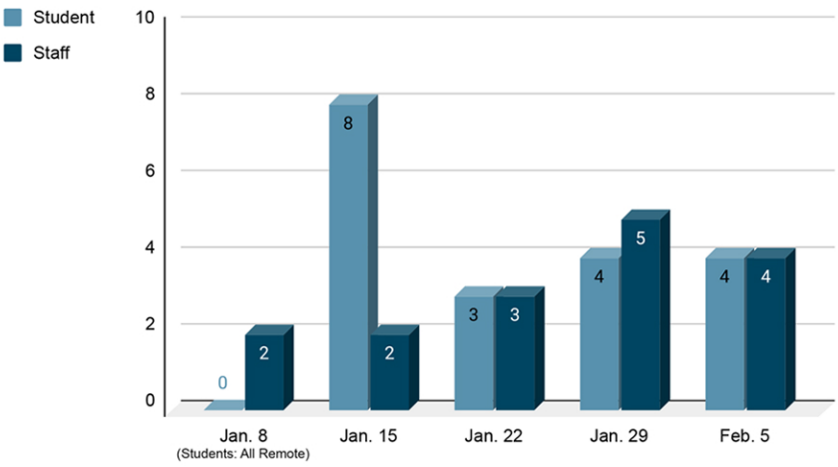
Totals-to-Date	Central Campus	South Campus
Student 44	Student 28	Student 16
Staff 33	Staff 12	Staff 17
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



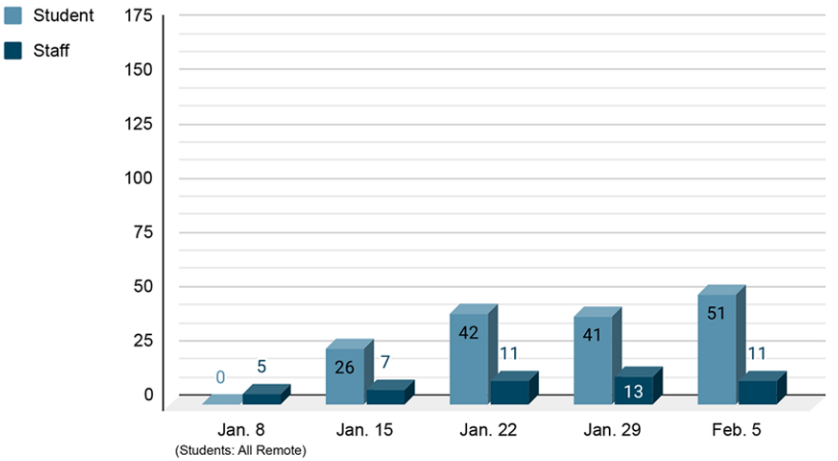
Totals-to-Date	Central Campus	South Campus
Student 577	Student 278	Student 299
Staff 133	Staff 47	Staff 78
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



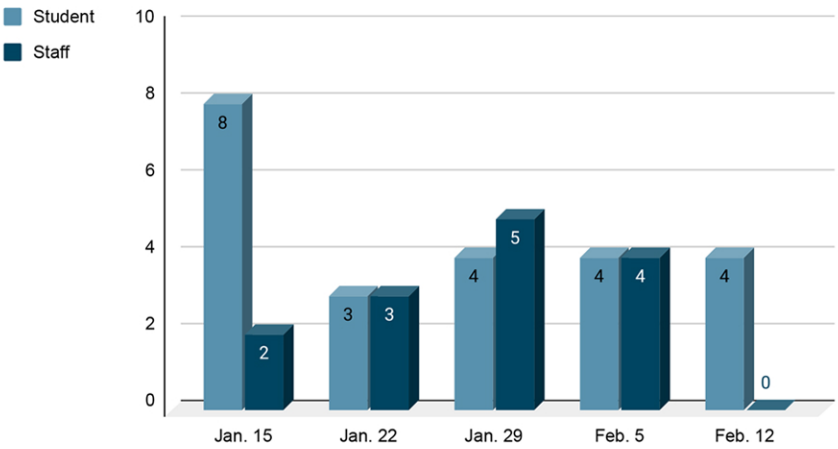
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
48	30	18
Staff	Staff	Staff
37	14	19
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



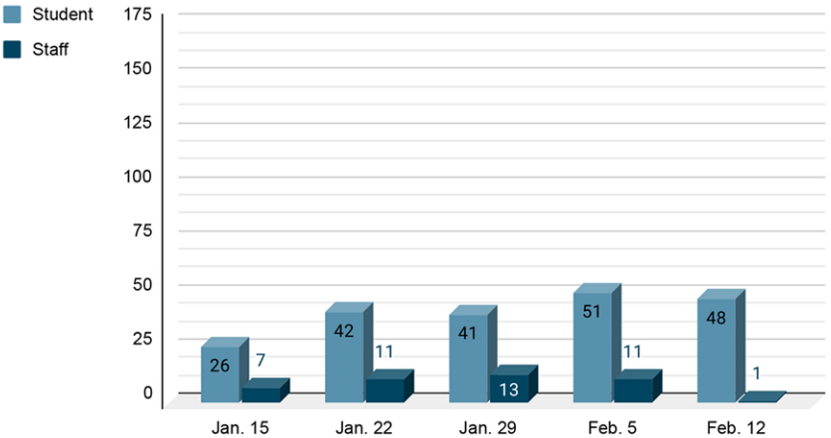
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
628	292	336
Staff	Staff	Staff
144	53	83
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



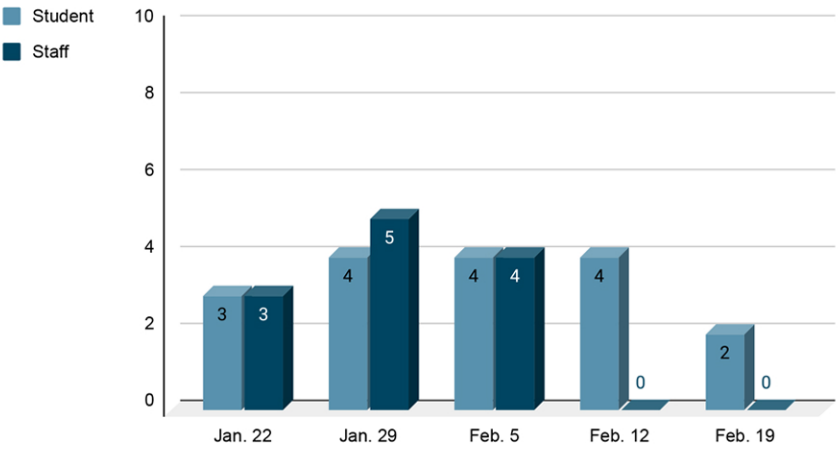
Totals-to-Date	Central Campus	South Campus
Student 52	Student 32	Student 20
Staff 37	Staff 14	Staff 19
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



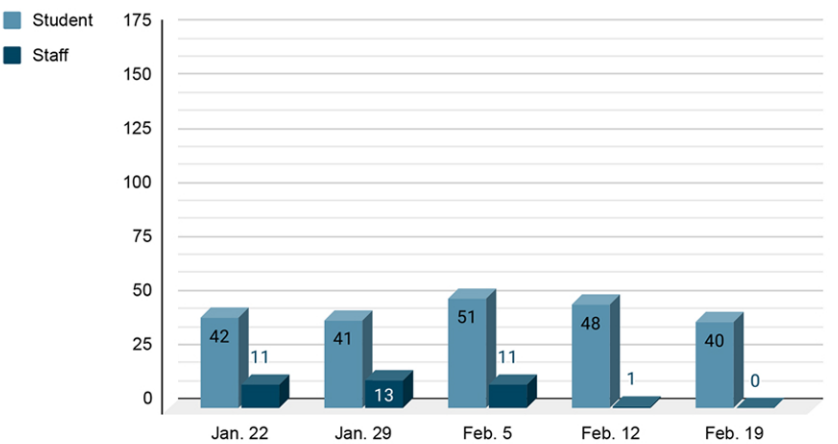
Totals-to-Date	Central Campus	South Campus
Student 676	Student 301	Student 375 <small>269</small>
Staff 145	Staff 53	Staff 84
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



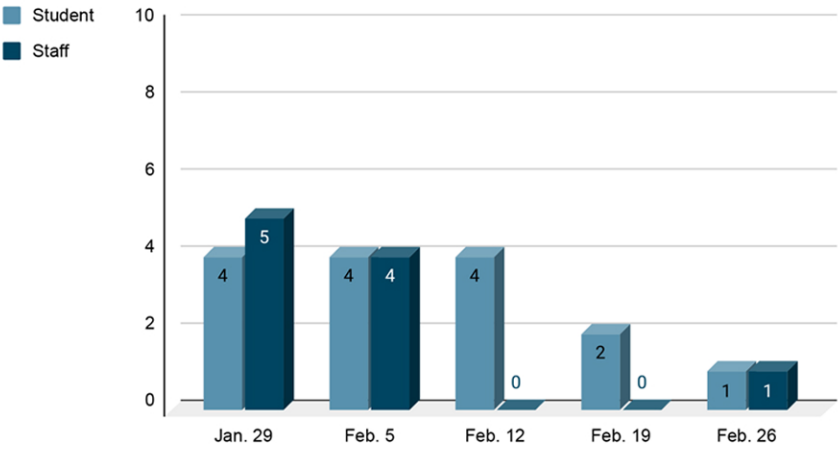
Totals-to-Date	Central Campus	South Campus
Student 54	Student 33	Student 21
Staff 37	Staff 14	Staff 19
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



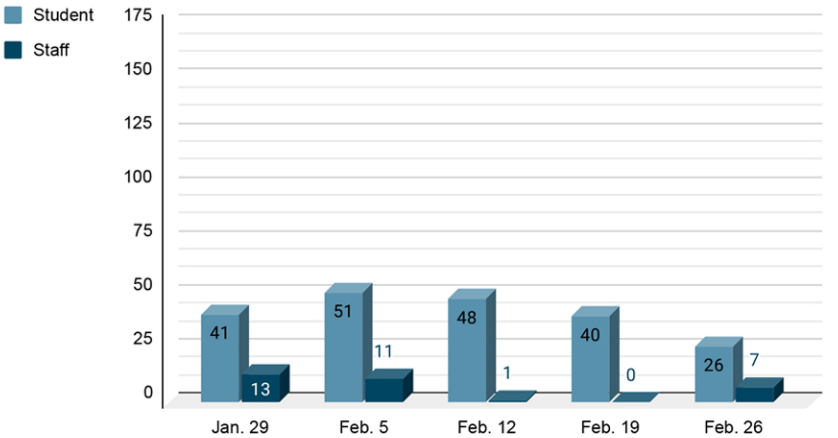
Totals-to-Date	Central Campus	South Campus
Student 716	Student 306	Student 410 <small>270</small>
Staff 145	Staff 53	Staff 84
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



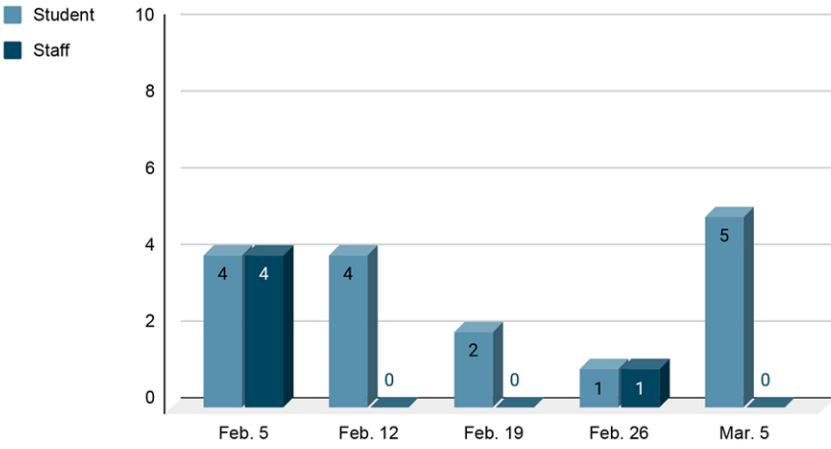
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
55	33	22
Staff	Staff	Staff
38	15	19
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



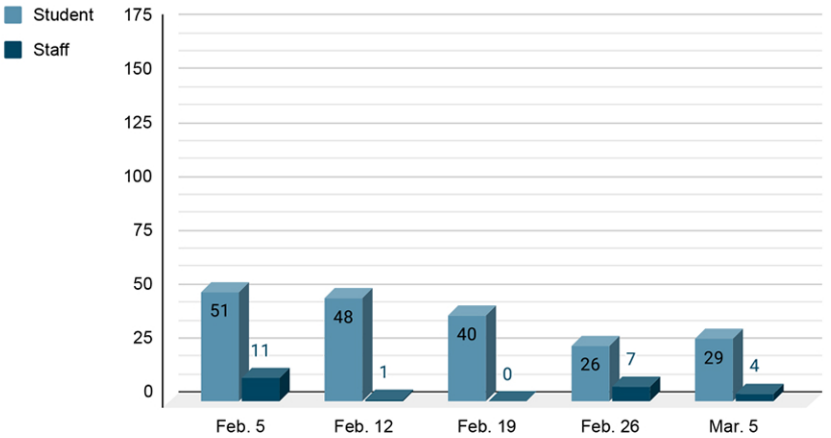
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
742	313	429 <small>271</small>
Staff	Staff	Staff
152	58	86
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



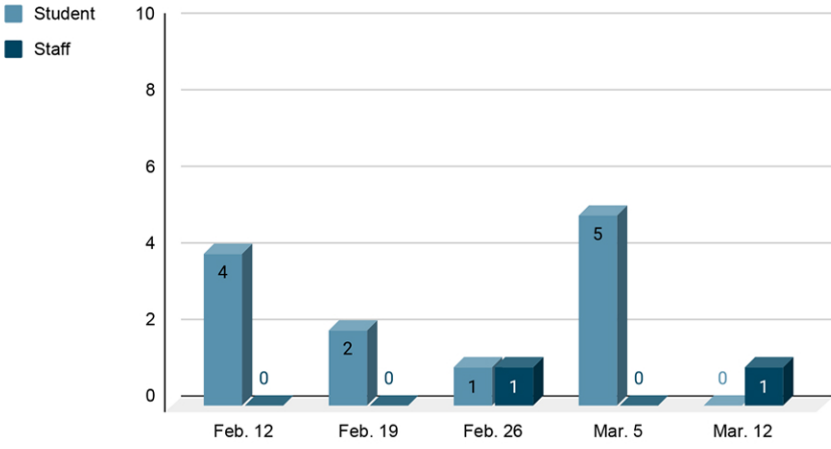
Totals-to-Date	Central Campus	South Campus
Student 60	Student 34	Student 26
Staff 38	Staff 15	Staff 19
	Transportation: 4	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



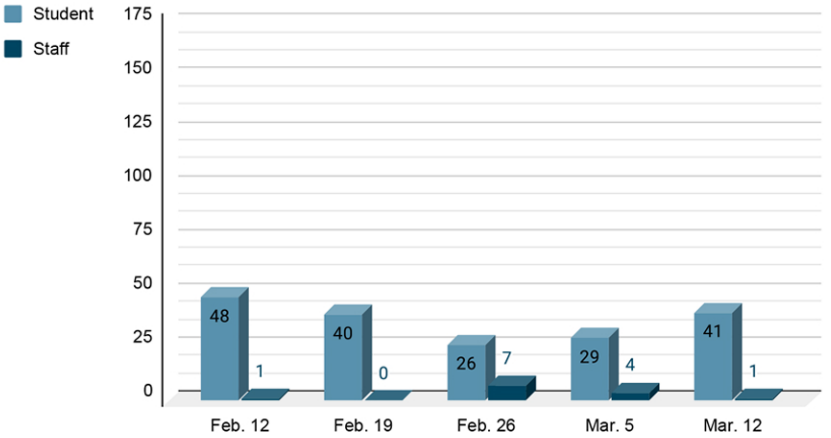
Totals-to-Date	Central Campus	South Campus
Student 771	Student 322	Student 449 <small>272</small>
Staff 156	Staff 60	Staff 88
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



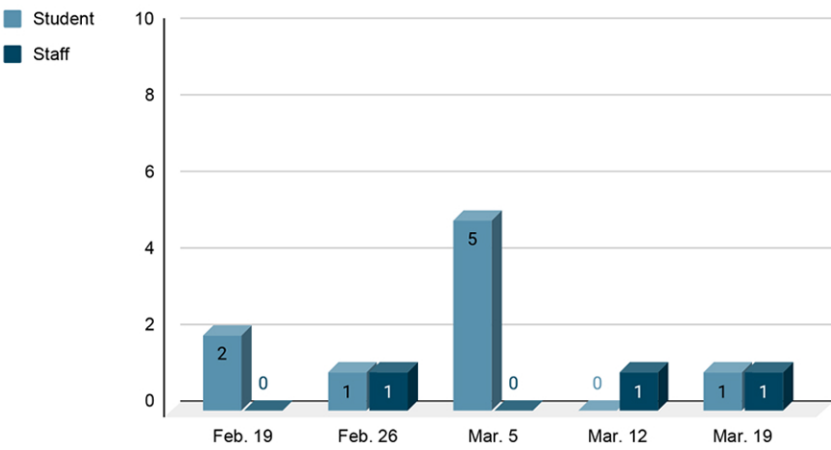
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
60	34	26
Staff	Staff	Staff
39	15	19
	Transportation: 5	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



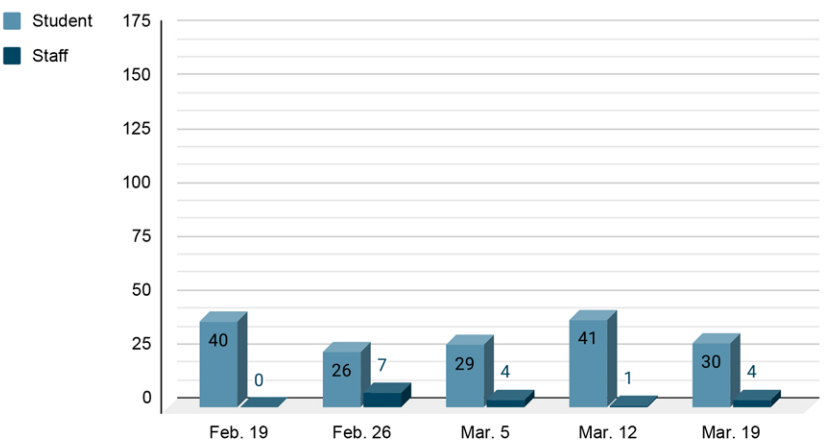
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
812	340	472
Staff	Staff	Staff
157	61	88
	Transportation: 8	

COVID-19 Positive Cases (Staff and Student) "In-Building"



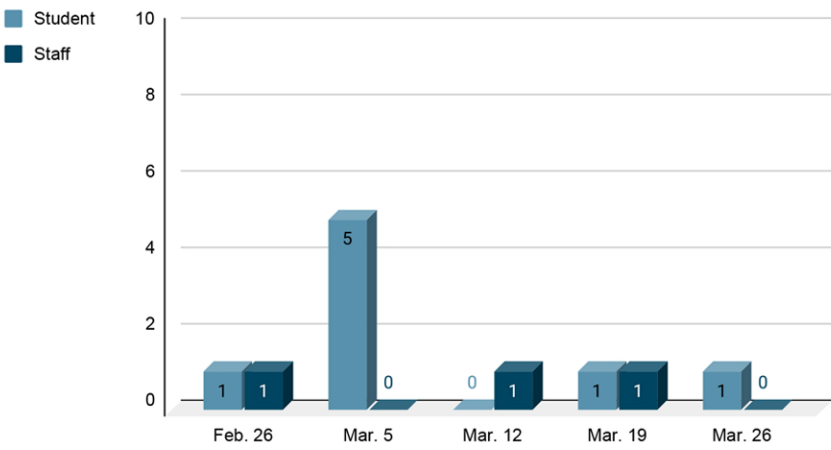
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
61	34	27
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



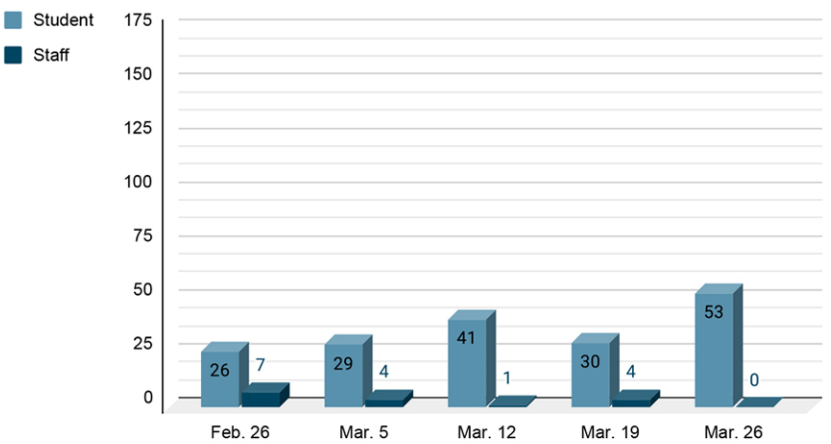
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
842	348	494 <small>274</small>
Staff	Staff	Staff
161	63	89
	Transportation: 9	

COVID-19 Positive Cases (Staff and Student) "In-Building"



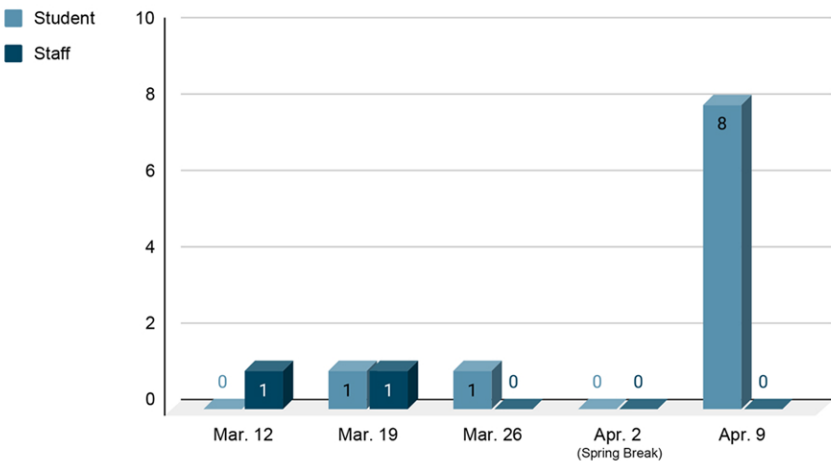
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
62	35	27
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



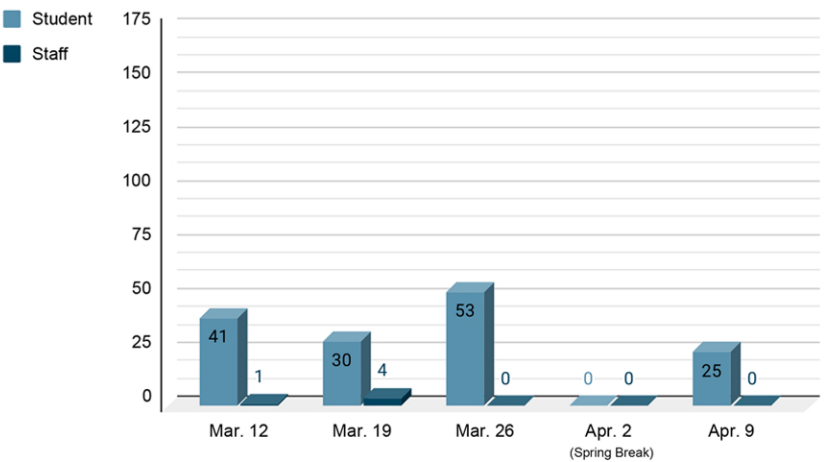
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
895	352	543 <small>275</small>
Staff	Staff	Staff
161	63	89
	Transportation: 9	

COVID-19 Positive Cases (Staff and Student) "In-Building"



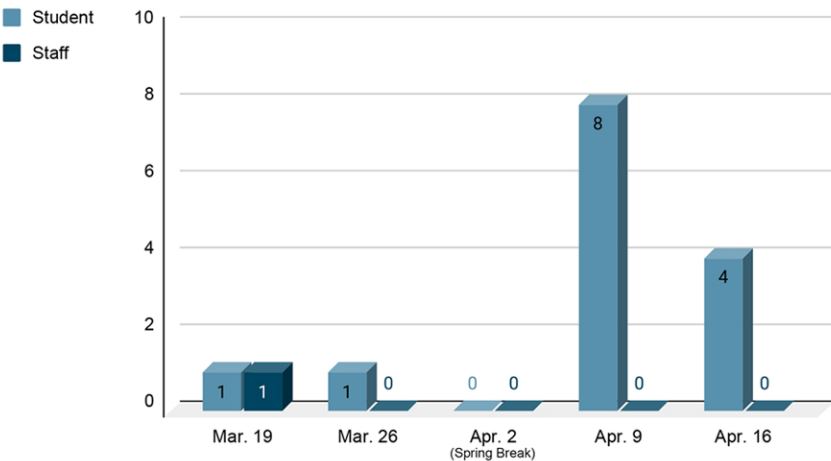
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
70	42	28
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



Totals-to-Date	Central Campus	South Campus
Student	Student	Student
920	368	552 <small>276</small>
Staff	Staff	Staff
161	63	89
	Transportation: 9	

COVID-19 Positive Cases (Staff and Student) "In-Building"



Totals-to-Date

Central Campus

South Campus

Student

74

Student

43

Student

31

Staff

40

Staff

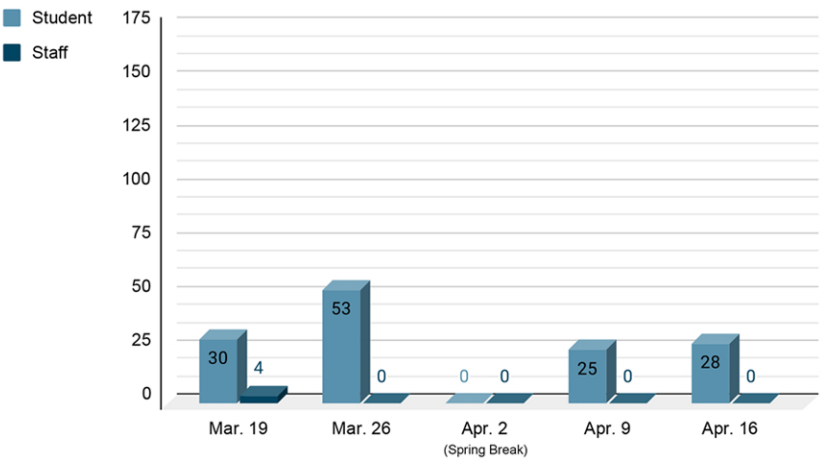
15

Staff

19

Transportation: **6**

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



Totals-to-Date

Central Campus

South Campus

Student

948

Student

376

Student

572
277

Staff

161

Staff

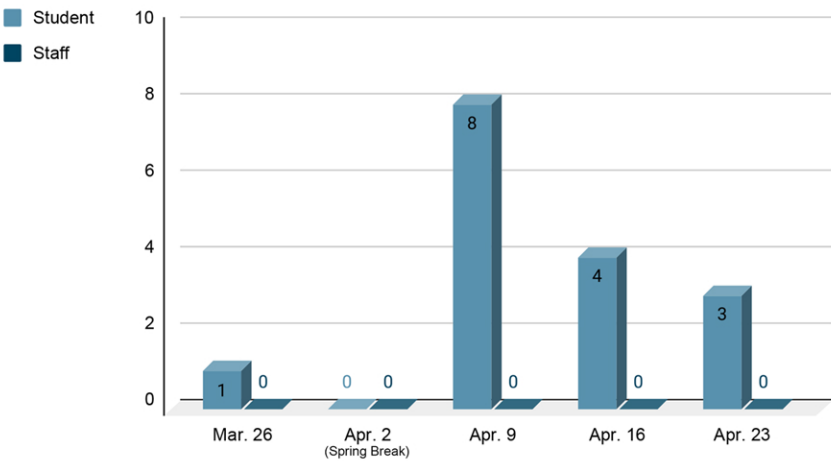
63

Staff

89

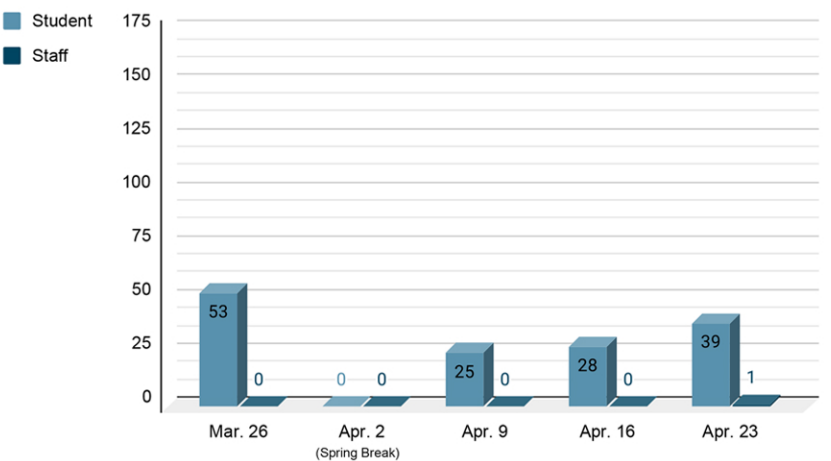
Transportation: **9**

COVID-19 Positive Cases (Staff and Student) "In-Building"



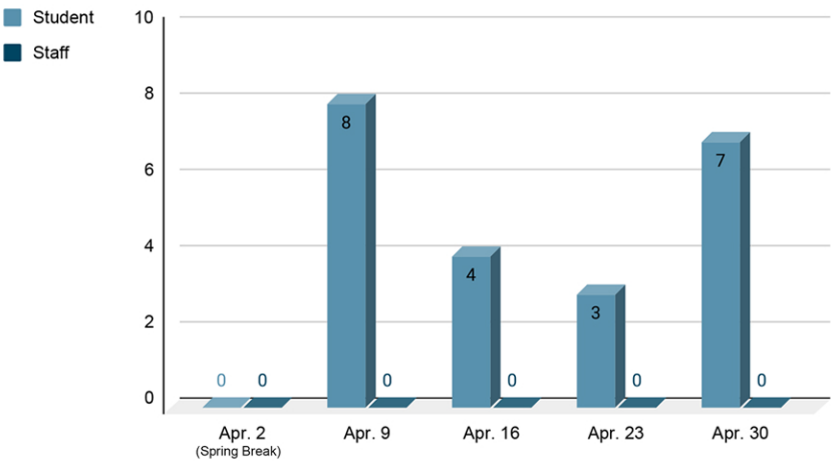
Totals-to-Date	Central Campus	South Campus
Student 77	Student 45	Student 32
Staff 40	Staff 15	Staff 19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



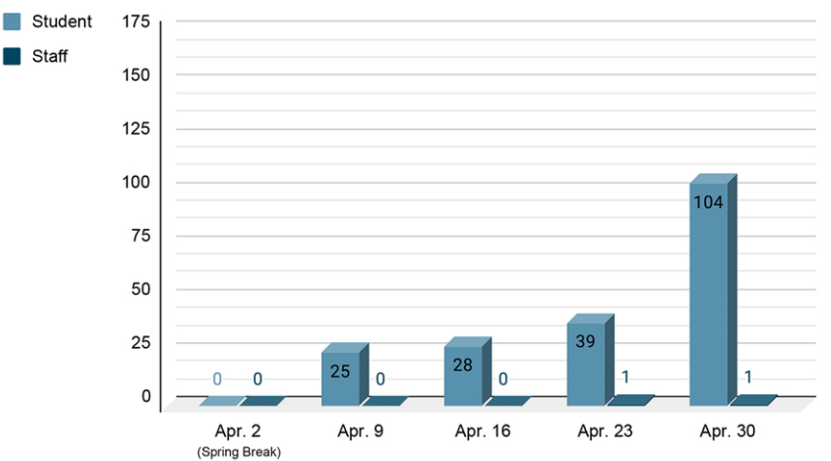
Totals-to-Date	Central Campus	South Campus
Student 987	Student 391	Student 596 <small>278</small>
Staff 162	Staff 63	Staff 89
	Transportation: 10	

COVID-19 Positive Cases (Staff and Student) "In-Building"



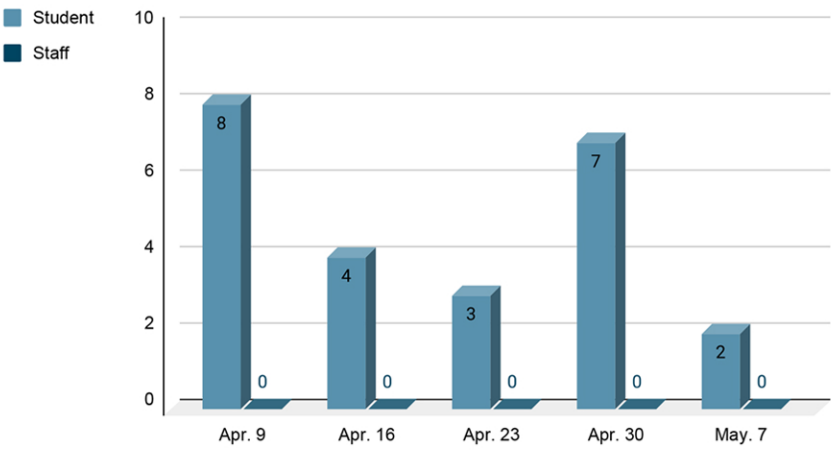
Totals-to-Date	Central Campus	South Campus
Student 84	Student 45	Student 39
Staff 40	Staff 15	Staff 19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



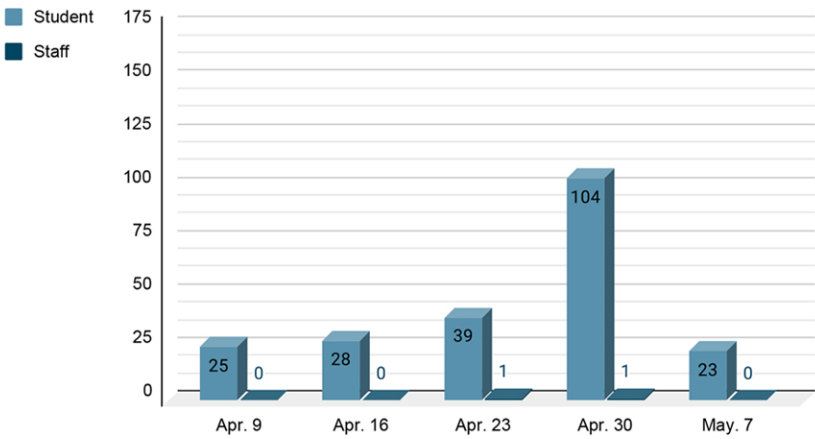
Totals-to-Date	Central Campus	South Campus
Student 1,091	Student 398	Student 693 <small>279</small>
Staff 163	Staff 63	Staff 90
	Transportation: 10	

COVID-19 Positive Cases (Staff and Student) "In-Building"



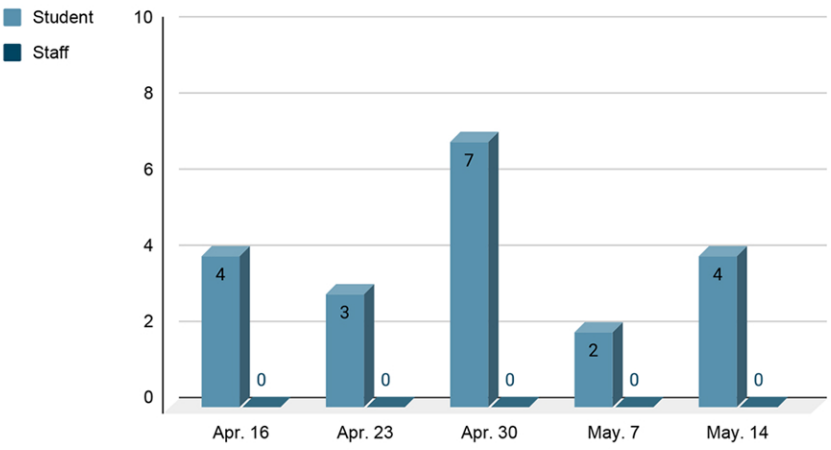
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
86	45	41
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



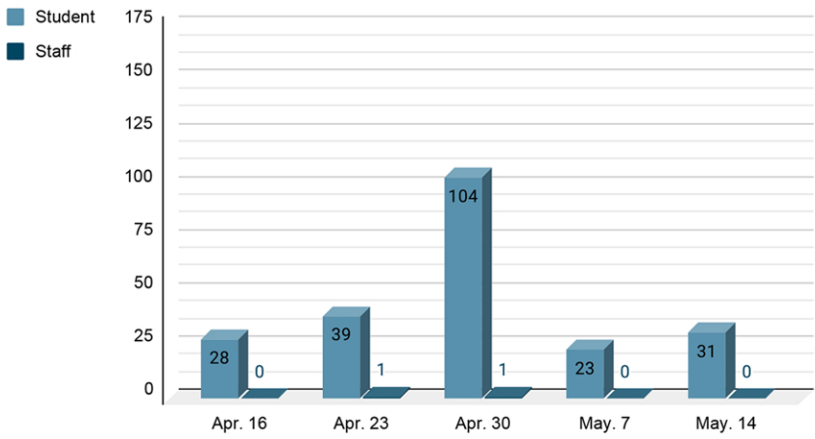
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
1,114	402	712 <small>280</small>
Staff	Staff	Staff
163	63	90
	Transportation: 10	

COVID-19 Positive Cases (Staff and Student) "In-Building"



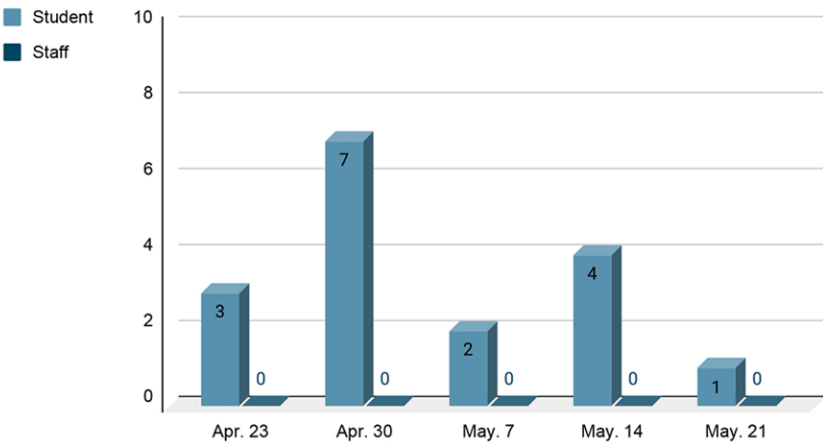
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
90	46	44
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



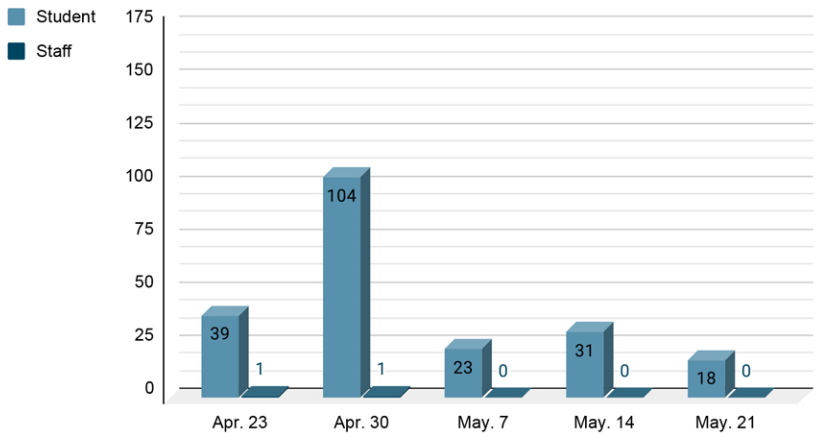
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
1,145	411	734 <small>281</small>
Staff	Staff	Staff
163	63	90
	Transportation: 10	

COVID-19 Positive Cases (Staff and Student) "In-Building"



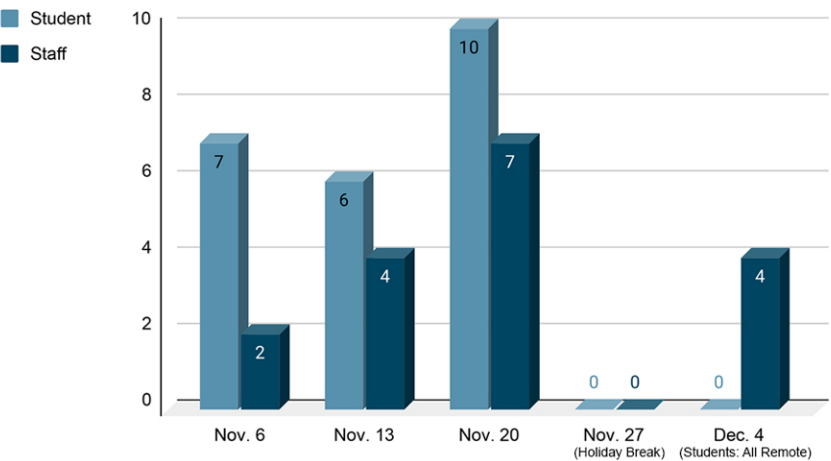
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
91	47	44
Staff	Staff	Staff
40	15	19
	Transportation: 6	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



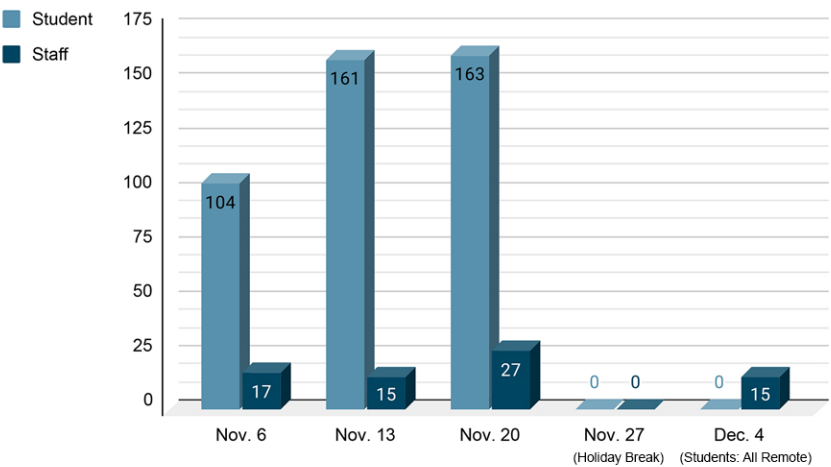
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
1,163	419	744 <small>282</small>
Staff	Staff	Staff
163	63	90
	Transportation: 10	

COVID-19 Positive Cases (Staff and Student) "In-Building"



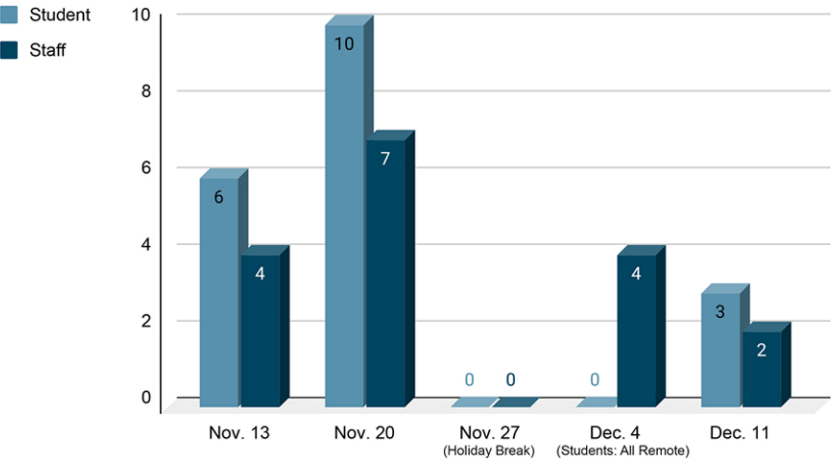
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
23	10	13
Staff	Staff	Staff
17	7	10

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



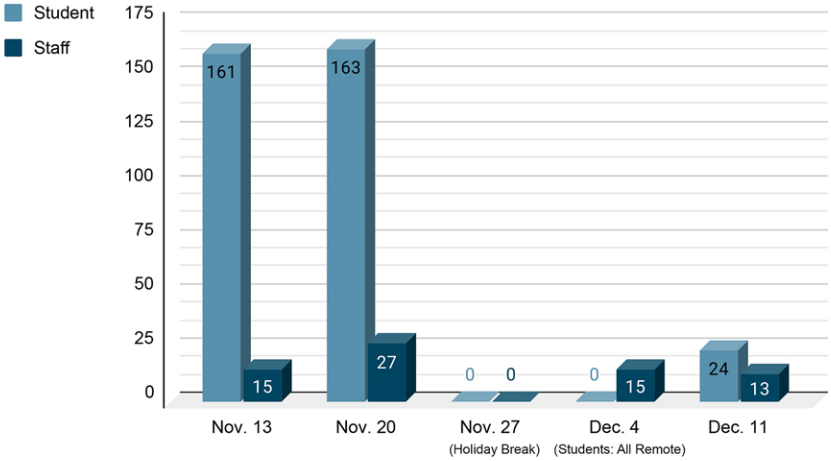
Totals-to-Date	Central Campus	South Campus
Student	Student	Student
428	196	232
Staff	Staff	Staff
74	24	50

COVID-19 Positive Cases (Staff and Student) "In-Building"



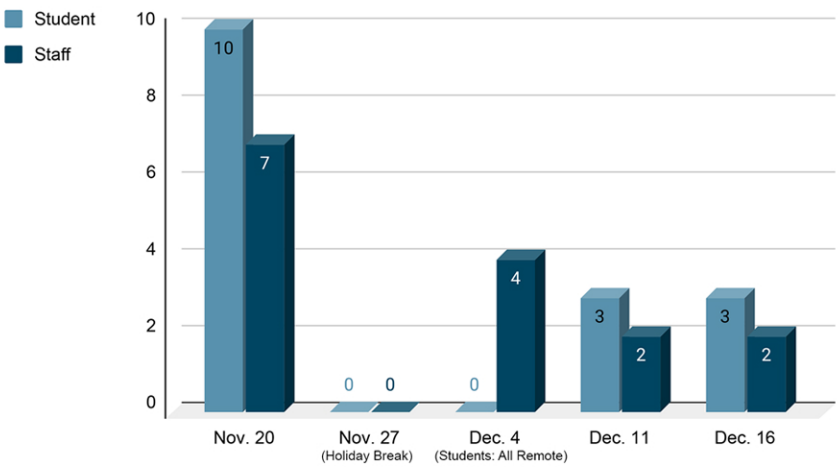
Totals-to-Date	Central Campus	South Campus
Student 26	Student 12	Student 14
Staff 19	Staff 7	Staff 12

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



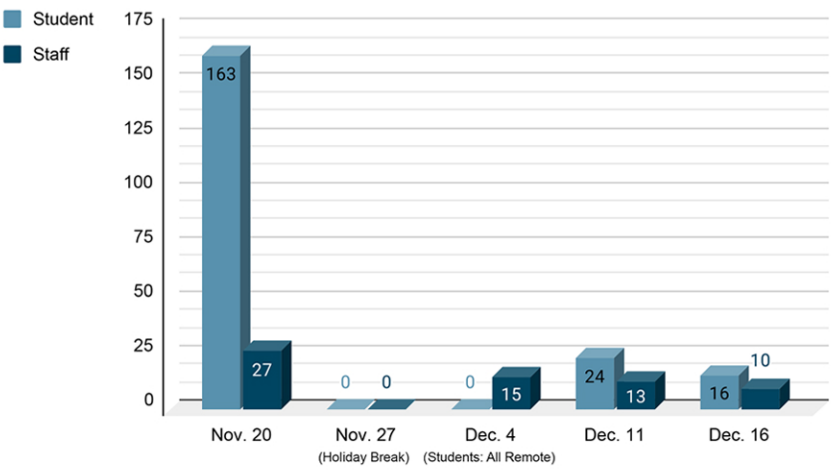
Totals-to-Date	Central Campus	South Campus
Student 452	Student 210	Student 242 <small>284</small>
Staff 87	Staff 30	Staff 57

COVID-19 Positive Cases (Staff and Student) "In-Building"



Totals-to-Date	Central Campus	South Campus
Student 29	Student 15	Student 14
Staff 21	Staff 7	Staff 13
	Transportation: 1	

COVID-19 Quarantined Cases (Staff and Student) "In-Building"



Totals-to-Date	Central Campus	South Campus
Student 468	Student 220	Student 248 <small>285</small>
Staff 97	Staff 32	Staff 63
	Transportation: 2	

Facebook Live Sessions: MCHS The Nook Live



Facebook Live Sessions: MCHS The Nook Live



Minooka Community High School District #111's Video
2K Views · 15 weeks ago



MCHS Class of 2025 Incoming Freshmen Discussion
1.4K Views · 17 weeks ago



The Nook 111 Live Stream
1.1K Views · 22 weeks ago



MCHS Virtual Veterans Day Assembly
1.5K Views · 28 weeks ago



The Nook 111 Live Stream Session
1K Views · 29 weeks ago



The Nook 111 Live Stream
1.9K Views · 31 weeks ago

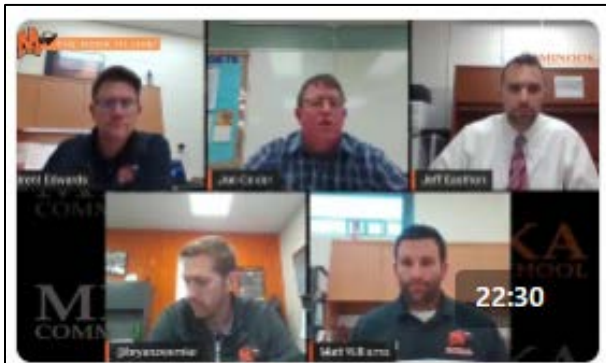


Minooka Community High School District #111's Video
1K Views · 33 weeks ago



MCHS The Nook 111 Live Stream
1.9K Views · 34 weeks ago

Facebook Live Sessions: MCHS The Nook Live



MCHS The Nook 111 Live Stream

1.7K Views · 37 weeks ago



MCHS Facebook Live!

2.7K Views · 39 weeks ago



Minooka Community High School District #111's Video

1.7K Views · 41 weeks ago



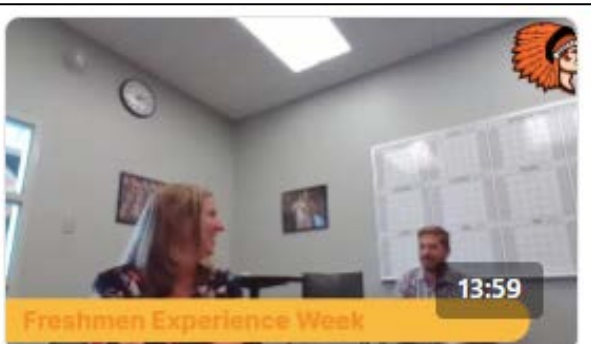
Minooka Community High School District #111's Video

1.1K Views · 42 weeks ago



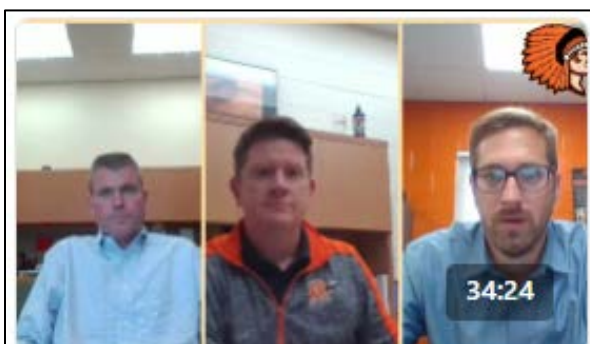
Minooka Community High School District #111's Video

1.9K Views · 42 weeks ago



Minooka Community High School District #111's Video

2.2K Views · 42 weeks ago



Minooka Community High School District #111's Video

5.4K Views · 42 weeks ago

Facebook
LIVE!
with **MCHS**

Join Us Today!
Facebook page: @mchsdistrict111



Special Guest
Bryan Zwemke
MCHS Building Principal

Facebook LIVE! with MCHS

Today at 2:00PM
Facebook page: @mchsdistrict111



Special Guest
Dr. Janel Grzetich
Director of Curriculum & Instruction



Thursday (8/3) at 2:00PM

Special Guest






Dr. Bryan Zwemke
MCHS Building Principal

Matt Williams
MCHS Dept. Chair
PE/Health/Drivers Ed.

Jeff Easthon
MCHS Dept. Chair
Art/Music/World Lang.

Jon Calder
MCHS Dept. Chair
CTE

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Thursday (8/3) at 2:00PM

Special Guest






Dr. Bryan Zwemke
MCHS Building Principal

Matt Williams
MCHS Dept. Chair
PE/Health/Drivers Ed.

Jeff Easthon
MCHS Dept. Chair
Art/Music/World Lang.

Jon Calder
MCHS Dept. Chair
CTE

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guest



Dr. Bryan Zwemke
MCHS Building Principal



Joe Pacetti
MCHS Dept. Chair - Special Education

Thursday (9/24) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



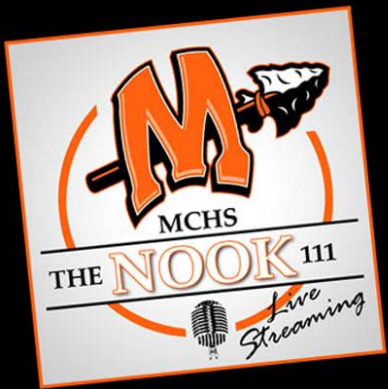
Sean Hackney
MCHS Dept. Chair
English



Chris Pendergast
MCHS Dept. Chair
Social Studies

Thursday (10/1) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Jamie Soliman
Assistant Principal
South Campus



Matt Wikoff
Assistant Principal
Central Campus

Thursday (10/15) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Tracey Adams
MCHS Department Chair
Math



Donna Engel
MCHS Department Chair
Science

Thursday (10/29) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Dr. Kenny Lee
MCHS Superintendent

Thursday (12/17) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Jamie Soliman
MCHS Asst. Principal (South Campus)

Wednesday (1/27) at 6:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Jamie Soliman
MCHS Asst. Principal
(South Campus)



Jon Calder
CTE Department Chair

Wednesday (2/24) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Jamie Soliman
MCHS Asst. Principal
(South Campus)



Jeff Easton
World Language, Music, Art
Department Chair

Wednesday (3/3) at 2:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Joe Pacetti
Director of Special Education

Wednesday (3/10) at 2:00PM Facebook: @mchsdistrict111 YouTube: Minooka Community High School



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Dr. Kenny Lee
District 111 Superintendent

Friday (3/19) at 2:00PM Facebook: @mchsdistrict111 YouTube: Minooka Community High School


Happy ★ ★ ★ Veterans Day

Please join us today for a special **“VIRTUAL” VETERANS DAY ASSEMBLY**
Live at 12:30pm on our Facebook page!

Facebook: @mchsdistrict111 YouTube: Minooka Community High School

MCHS

THE **NOOK** 111




New Release - Episode 14:
Hillary Holden
 MCHS Activities Director

Click Here to listen! MCHS The NOOK 111 is available on iTunes, Google Play, Podbean.com, and mchs.net.

MCHS

THE **NOOK** 111




New Release - Episode 15:
Erika Walker
 CEO of The Walker Thomas Group
(MCHS Equity & Diversity Committee Consultant)

Click Here to listen! MCHS The NOOK 111 is available on iTunes, Google Play, Podbean.com, and mchs.net.

MCHS

THE **NOOK** 111




New Release - Episode 16:
Jon Calder
 Career and Technical Education
 Department Chair


Click Here to listen! MCHS The NOOK 111 is available on iTunes, Google Play, Podbean.com, and mchs.net.

MCHS

THE **NOOK** 111



New Release - Episode 17:
Allies in Diversity Club
 Members: Maya McGrew & Slater
 Sponsor: Valerie Tijerina



Click Here to listen! MCHS The NOOK 111 is available on iTunes, Google Play, Podbean.com, and mchs.net.





MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

July 2, 2020

Dear MCHS Students and Parents,

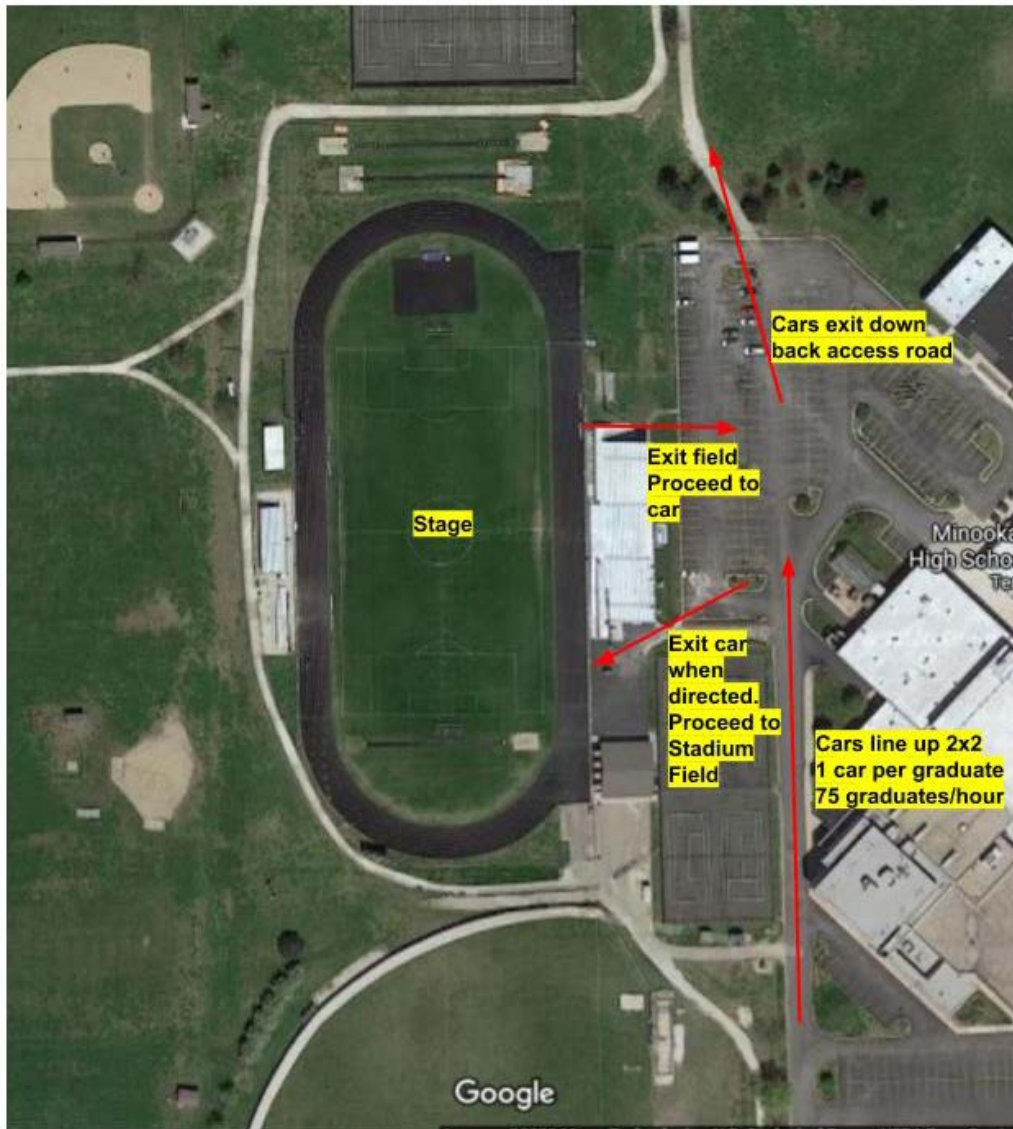
We are excited to share this reminder regarding our 2020 Graduation! Please see the important information below and continue to work with us via open communication throughout the summer as needed.

Graduation:

(**Seniors - diplomas have been mailed so please look to receive them in the coming days*)

Minooka Community High School's staff has been working hard to finalize plans for your In-Person Graduation Ceremony scheduled for Saturday, July 11th, and Sunday, July 12th. In order to make the most of this historic graduation ceremony for the Class of 2020, please be sure to read all information on this page and follow the expectations set forth:

- Please arrive in only one vehicle (per graduate) - with no more than 4 family members. Arrival times by last name are outlined below. Families with extenuating circumstances such as larger families, blended families, divorced parents, etc. are asked to make coordinated efforts to ensure the traffic flow of the ceremony stays at a minimum.
- The Graduation Ceremony will take place on the athletic stadium field. See below for a map to show how the ceremony will flow. Please arrive as close to your scheduled time as possible. If you arrive early, you will be directed to the student lot (near doors #1 & #2) until your graduation time begins.
- Once you arrive, please stay in your vehicle until a MCHS staff member directs you to exit your vehicle.
- When directed, the graduate and family members will exit their vehicle and proceed towards the ticket booth to enter the stadium.
- Once the graduate and family members enter into the stadium, the graduate will proceed towards the stage while all family members will stay on the track. Please follow the posted signs and directions once you enter the stadium.
- As the graduate prepares to cross the stage, their name will be read and they will receive their diploma cover. The graduate will have a professional graduation picture taken while they are crossing the stage. Parents will walk the track in front of the stage and will be able to take pictures during this time.
- After the graduate leaves the stage, they will meet their family members near the student entrance, head back to their vehicle, and exit the lot heading north towards the back-access road towards Wabena Ave.



Considering that this is not our traditional graduation ceremony, we ask that everyone involved be very patient when you arrive at MCHS. Our goal on July 11th and July 12th, is to provide every member of the Class of 2020 a time to be celebrated by both our school and their family. It is also very important that our ceremony meets all social distancing guidelines outlined by the Governor of Illinois, the State Board of Education, and MCHS District #111. Adhering to the expectations outlined on this page is very important.

If you have any questions, contact Principal Bryan Zwemke - bwzemke@mchs.net

Graduation Ceremony Dates and Times

Saturday, July 11th

Last Name Starts With	Graduation Ceremony Time
A - B	9:00 am. - 10:00 am.

C - D	10:00 am. - 11:00 am.
E - G	11:00 am. - 12:00 pm
H - I	12:00 pm. - 1:00 pm.
J - L	1:00 pm. - 2:00 pm.

Sunday, July 12th

Last Name Starts With	Graduation Ceremony Time
M - N	9:00 am. - 10:00 am.
O-Riley	10:00 am. - 11:00 am.
Ritchie - Smerica	11:00 am. - 12:00 pm
Smith - V	12:00 pm. - 1:00 pm.
W - Z	1:00 pm. - 2:00 pm.

Other Important Reminders:

- For your safety and the safety of others, please wear a mask. Graduates will be allowed to remove their mask once they are on stage for their graduation picture.
- This is a NO-CONTACT ceremony; please refrain from touching or interacting with others classmates, family members, and staff members while at MCHS.
- Diplomas will be mailed home to all graduates. Our hope is that all graduates will receive their diploma before the date of the graduation ceremony. A message will be sent to all graduates and families once diplomas are mailed home.

Inclimate Weather Plan

- Graduation ceremony will take place in the PAC
- Vehicles will line up in front of the school 2x2 (outside doors #1 & #2)
- When directed, the graduate and family members will exit their vehicle and enter the school through door #2 (student entrance)
- When directed, the graduate and family members will proceed to the PAC.
- Graduates will walk across the PAC stage and receive their diploma cover with photo opportunity
- Graduates and families will exit out the PAC doors to their vehicles and leave campus

Parade Route and Prom Information for Friday, July 10th:

Friday July 10th

5:00 pm - 6:00 pm. - Senior parade from South Campus to Central Campus (details below)

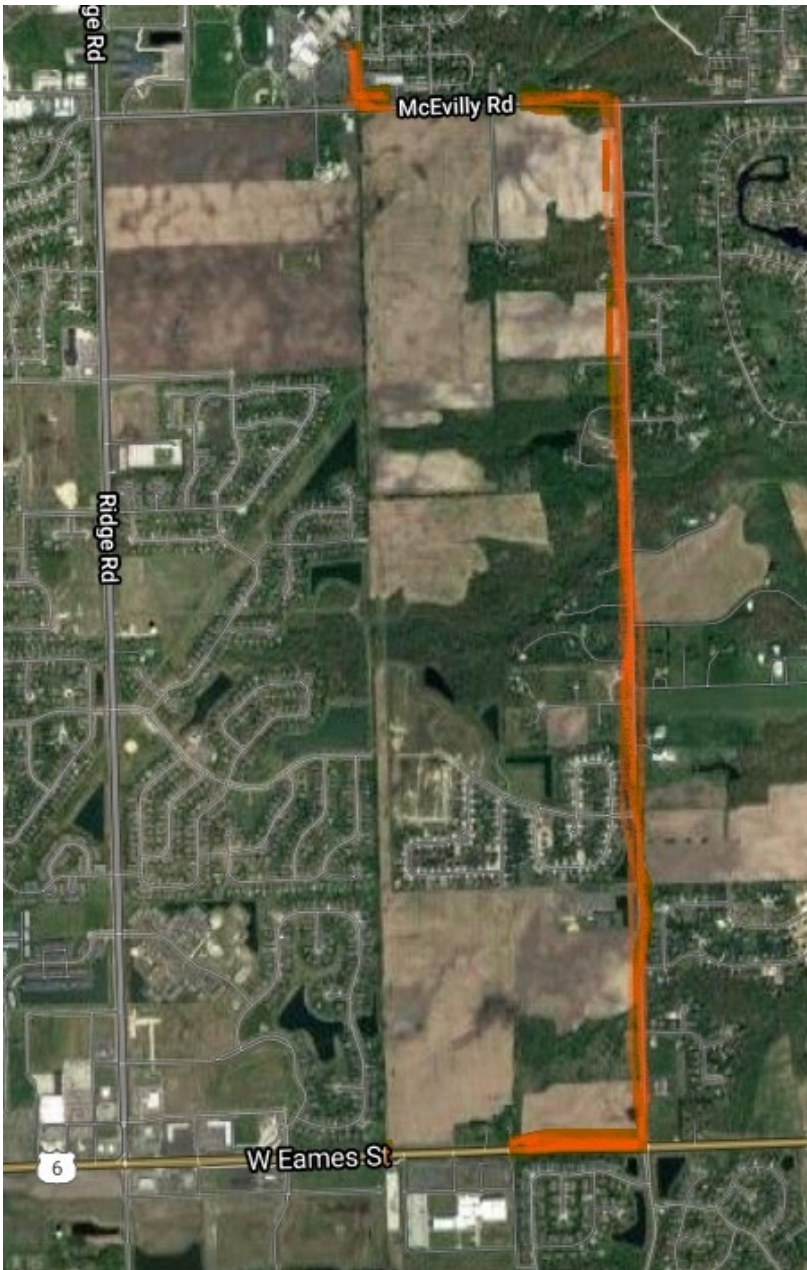
8:00 pm - 9:00 pm - Virtual Prom - <https://dpdjs.com/> (more information will be provided soon)

South Campus Line-up and Staging



Staging Area at South Campus will begin at 4:00PM
Row 1: Retiring Teachers
Row 2: Prom Court
Rest of Rows will fill in as cars arrive at South Campus.

Parade Route:



From South Campus Parking Lot:
Turn right onto Route 6/W. Eames St
Turn left onto Bell Rd
Turn left onto McEvelly Rd
Continue West on McEvelly & Enter using the Athletic Dr
Drive around High School parking lot
Exit from the Middle Dr. eastbound McEvelly.

Central Campus



As the event draws closer please stay tuned for any updates and directions.

MCHS Return to Learn 2020:

Throughout the summer, members of the Transition Team have diligently worked to provide an instructional model for our students and staff. The group was led by Dr. Janel Grzetich and composed of members from each department and administration. The Transition Team was tasked with developing three instructional models per ISBE requirements and have sent out a survey to MCHS parents, students, and staff to gain input and suggestions. If you have not already done so, please complete the survey by clicking on the following link:

- Parent Survey English ([link here](#))
- Parent Survey Spanish ([link here](#))

Equity & Diversity Webpage:

We have launched an Equity & Diversity page on our website that offers the District's outline and message regarding a variety of topics and next steps as we continue to improve our understanding, engagement, and education.

Results of our recent Cultural Assessment, completed by The Walker-Thomas Group, has been released and can be found on the page. We would like to thank everyone that participated in the surveys and focus groups, and also would like to thank the committee for their continued efforts. We are excited that our administrative team will participate in training that focuses on Leading a Culturally Competent School District prior to our return to school, and are planning for Diversity and Inclusion training for our entire staff upon our return.

This page will be a resource for all to use. This section will be a living, breathing, document that will be ever changing as we proceed in making MCHS a more welcoming environment for all our students. Please find the page by visiting: http://www.mchs.net/about_us/equity_diversity

Thank you again for all your support and kind words of appreciation during this time. #WeAreMinooka.

Dr. Lee, Superintendent
Bryan Zwemke, Building Principal



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

July 10, 2020

Dear MCHS Students and Parents,

The 2020 Graduation Weekend is finally here and we are so excited to make this unique opportunity a special one for you and your family. This year has been met with many challenges but seeing how our students met them head-on, with such resolve, assures us our future is in great hands. Other important reminders are below so please read to the end and continue to work with us via open communication throughout the summer as needed.

Graduation:

*(*Seniors - diplomas have been mailed and should have been received.)*

Minooka Community High School's In-Person Graduation Ceremony is scheduled for Saturday, July 11th, and Sunday, July 12th. In order to make the most of this historic graduation ceremony for the Class of 2020, please be sure to read all information on this page and follow the expectations set forth:

- Please arrive in only one vehicle (per graduate) - with no more than 4 family members. Arrival times by last name are outlined below. Families with extenuating circumstances such as larger families, blended families, divorced parents, etc. are asked to make coordinated efforts to ensure the traffic flow of the ceremony stays at a minimum.
- The Graduation Ceremony will take place on the athletic stadium field. Please see below for a map to show how the ceremony will flow. Please arrive as close to your scheduled time as possible. If you arrive early, you will be directed to the student lot (near doors #1 & #2) until your graduation time begins. To prevent damage to the turf field, no high-heels will be allowed on the field.
- Once you arrive, please stay in your vehicle until a MCHS staff member directs you to exit your vehicle.
- When directed, the graduate and family members will exit their vehicle and proceed towards the ticket booth to enter the stadium.
- Once the graduate and family members enter into the stadium, the graduate will proceed towards the stage while all family members will stay on the track. Please follow the posted signs and directions once you enter the stadium.
- As the graduate prepares to cross the stage, their name will be read and they will receive their diploma cover. The graduate will have a professional graduation picture taken while they are crossing the stage. Parents will walk on the bleachers in front of the stage and will be able to take pictures during this time.
- After the graduate leaves the stage, they will meet their family members near the student entrance, head back to their vehicle, and exit the lot heading north towards the back-access road towards Wabena Ave.



Considering that this is not our traditional graduation ceremony, we ask that everyone involved be very patient when you arrive at MCHS. Our goal on July 11th and July 12th, is to provide every member of the Class of 2020 a time to be celebrated by both our school and their family. It is also very important that our ceremony meets all social distancing guidelines outlined by the Governor of Illinois, the State Board of Education, and MCHS District #111. Adhering to the expectations outlined on this page is very important.

If you have any questions, contact Principal Bryan Zwemke - bwzemke@mchs.net

Graduation Ceremony Dates and Times

Saturday, July 11th

Last Name Starts With	Graduation Ceremony Time
A - B	9:00 am. - 10:00 am.
C - D	10:00 am. - 11:00 am.
E - G	11:00 am. - 12:00 pm
H - I	12:00 pm. - 1:00 pm.
J - L	1:00 pm. - 2:00 pm.

Sunday, July 12th

Last Name Starts With	Graduation Ceremony Time
M - N	9:00 am. - 10:00 am.
O-Riley	10:00 am. - 11:00 am.
Ritchie - Smerica	11:00 am. - 12:00 pm
Smith - V	12:00 pm. - 1:00 pm.
W - Z	1:00 pm. - 2:00 pm.

Other Important Reminders:

- For your safety and the safety of others, **please wear a mask**. Graduates will be allowed to remove their mask once they are on stage for their graduation picture.
- Please arrive wearing your Cap and Gown.
- To prevent damage to the turf field, no high-heels will be allowed on the field.
- This is a **no-contact** ceremony; please refrain from touching or interacting with others classmates, family members, and staff members while at MCHS.

Inclimate Weather Plan

- Graduation ceremony will take place in the PAC
- Vehicles will line up in front of the school 2x2 (outside doors #1 & #2)
- When directed, the graduate and family members will exit their vehicle and enter the school through door #2 (student entrance)
- When directed, the graduate and family members will proceed to the PAC.
- Graduates will walk across the PAC stage and receive their diploma cover with photo opportunity
- Graduates and families will exit out the PAC doors to their vehicles and leave campus

Parade Route and Prom Information for Friday, July 10th:

Friday July 10th

5:00 pm - 6:00 pm. - Senior parade from South Campus to Central Campus (details below)

8:00 pm - 9:00 pm - Virtual Prom - <https://www.dpdjlive.com/minooka>

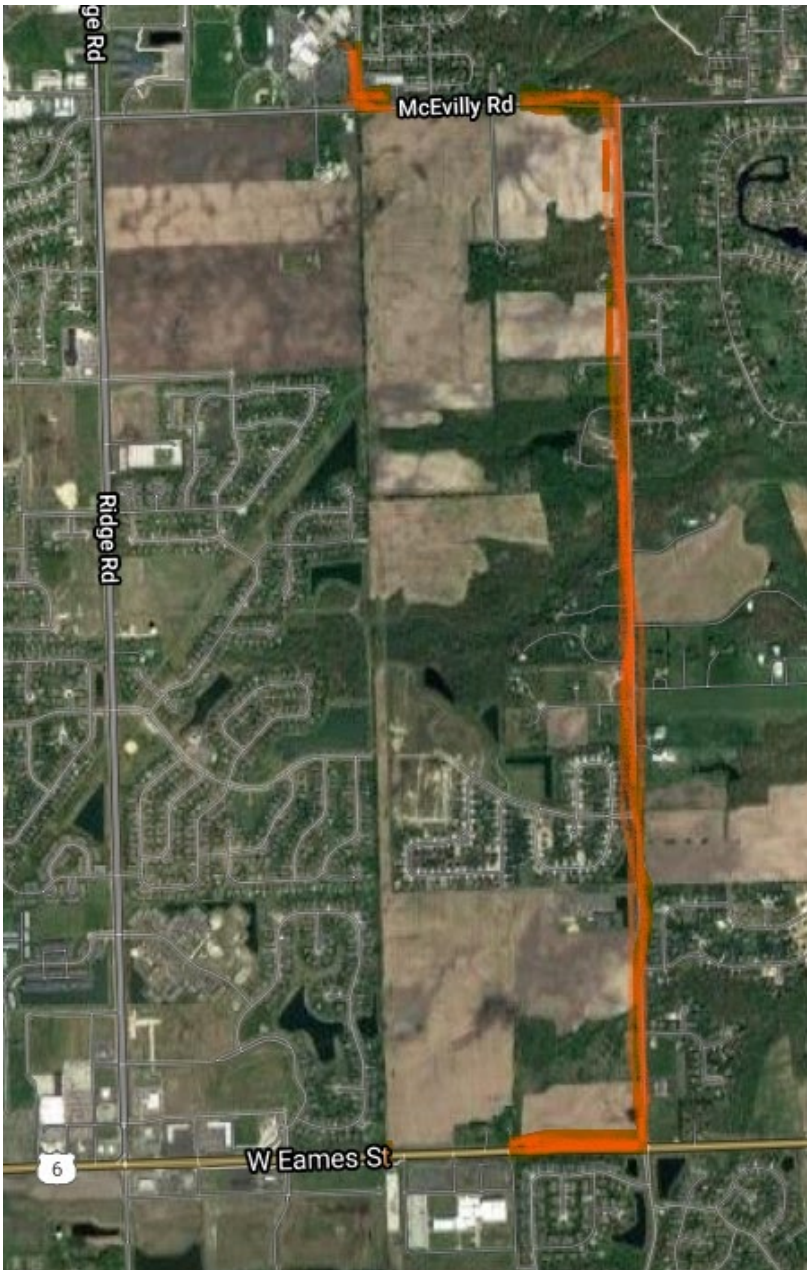
Communication has been ongoing with our seniors through our Activities Department regarding the Virtual Prom.

South Campus Line-up and Staging



Staging Area at South Campus will begin at **4:00PM**
 Row 1: Retiring Teachers
 Row 2: Prom Court
 Rest of Rows will fill in as cars arrive at South Campus.

Parade Route:



From South Campus Parking Lot:
Turn right onto Route 6/W. Eames St
Turn left onto Bell Rd
Turn left onto McEvelly Rd
Continue West on McEvelly & Enter using the Athletic Dr
Drive around High School parking lot
Exit from the Middle Dr. eastbound McEvelly.

Central Campus



We look forward to hosting you and your family this weekend.

Freshmen Only “Walk-In” Registration:

With the start of the 2020-2021 school year just around the corner, MCHS would like to share with you some important information about *Freshmen “Walk-In” Registration Days*. Registration for students who will be a Freshman will take place on Tuesday, July 21st and Wednesday, July 22nd, from 8:00AM - 3:00PM at South Campus. Families will attend during their allotted time.

In order to maintain social distancing guidelines, we have established a traffic flow pattern for all families entering the building during our Summer Registration Days. In addition, masks will be required to enter the building. Please find your allotted time and day, parking map, and South Campus interior routing map by clicking this link: <http://www.mchs.net/cms/one.aspx?portalid=399200&pageid=26021823>

Sophomore, Junior, and Senior students will be able to view their schedule, bus route, and more online when it becomes available. Please stay tuned for more information to be released.

***Note: During regularly scheduled internal maintenance on our PowerSchool system, some schedules were made available for viewing. This was an error and those schedules were not correct. Please stay tuned for updated information regarding student schedules in the coming weeks.**

MCHS Sports Summer Camps:

Summer Camps are now in motion. Many sessions start on Monday, July 13th and are still accepting registrations. For all athletic summer camp information please visit: <https://sites.google.com/mchs.net/athletics/home>.

Equity & Diversity:

We have launched an Equity & Diversity page on our website that offers the District's outline and message regarding a variety of topics and next steps as we continue to improve our understanding, engagement, and education. This page will be a resource for all to use and will be ever changing as we proceed in making

MCHS a more welcoming environment for all our students. Please find the page by visiting:
http://www.mchs.net/about_us/equity_diversity

The MCHS Equity and Diversity committee will continue to meet during the month of July.

Thank you again for all your support and kind words of appreciation during this time. #WeAreMinooka.

Dr. Lee, Superintendent
Bryan Zwemke, Building Principal



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

July 17, 2020

Dear MCHS Students and Parents,

The 2020 Graduation Weekend was a huge success and we are so happy to have been able to provide a unique and creative closure to an otherwise difficult year. We would like to thank our Class of 2020 students, parents, families, and community for all of their patience, loyalty, and understanding. We would also like to thank our Board of Education, administration, teachers, and staff for their ideas, dedication, and tireless efforts to produce all the weekend events and make graduation special for all.

As always, we want to take a moment to connect with our students/parents regarding important items and events that are coming in the near future. Please see the reminders and information below and continue to work with us via open communication throughout the summer as needed.

Freshmen Only “Walk-In” Registration:

With the start of the 2020-2021 school year just around the corner, MCHS would like to share with you some important information about Freshmen “Walk-In” Registration Days. Registration for students who will be a Freshman will take place on Tuesday, July 21st and Wednesday, July 22nd, from 8:00AM - 3:00PM at South Campus. Families will attend during their allotted time.

Tuesday, July 21, 2020

8:00 am - 11:00 am. Last names A-E
12:00 pm - 3:00 pm. Last names F-K

Wednesday, July 22, 2020

8:00 am - 11:00 am. Last names L-R
12:00 pm - 3:00 pm. Last names S-Z

In order to maintain social distancing guidelines, we have established a traffic flow pattern for all families entering the building during our Freshmen “Walk-In” Registration Days. In addition, masks will be required to enter the building. Please find your allotted time and day, parking map, and South Campus interior routing map by clicking the following links:

[Registration Letter \(see below\)](#)

[Registration Indoor Map \(see below\)](#)

[Registration Outdoor/Parking Map \(see below\)](#)

Nurse’s Office Reminder

In order to receive a schedule at registration, all freshmen must have turned in a valid physical with immunization and medical history on the Certificate of Child Health Examination form. If you have not done so already, please bring a completed copy during your visit.

All students will be able to view their schedule and class information online starting Monday, July 27, 2020 after 1:00PM. Pending all registration paperwork is complete.

***Note:** Last week during regularly scheduled internal maintenance on our PowerSchool system, some schedules were made available for viewing. This was an error and those schedules were not correct. All class information will be available online on Monday, July 27th after 1:00PM.

Chromebooks

Freshmen and Sophomore students will be assigned a personal MCHS Chromebook for the 2020-21 school year. Please visit and sign the Acceptable Use and Chromebook Agreement by following this link:

https://docs.google.com/forms/d/e/1FAIpQLSdX9RcWnmmM60zegankLYLglj1T0SFv8GUdPavtUhzevAQluw/viewform?usp=sf_link

For questions please contact Jim Kelly at jkelly@mchs.net

Return to Learn 2020

The survey about returning to school in the Fall of 2020 closes today. We appreciate you taking the time to share your feelings with us. We will take the results of the survey, and continue to work with all of our stakeholders as we finalize a plan, keeping in mind Illinois State Board of Education and Illinois Department of Public Health guidance. We will release a plan as soon as possible. We appreciate your patience as this is a fluid situation, and any plan released will be tentative.

Graduation Weekend in Review:

Congratulations Seniors! Please find links below to the 2020 Graduation Opening Ceremony, OnDemand live streaming videos of the graduation ceremony, Class of 2020 Graduation program, and to articles regarding the MCHS graduation weekend. You can also find photos covering the weekend events on our social media channels:

Twitter - @mchsdistrict111

Instagram - @mchsdistrict11

Facebook - @mchsdistrict111

#mchsproud

#WeAreMinooka

[MCHS Class of 2020 Graduation Opening Ceremony Video](#)

[OnDemand Livestream](#)

[Class of 2020 Graduation Program](#)

Graduation Articles:

Bugle Newspapers

<https://www.buglenewspapers.com/story/2020/07/15/news/minooka-holds-in-person-graduation/1523.html>

Herald News

<https://www.theherald-news.com/2020/07/13/minooka-holds-graduation-for-class-of-2020/apz7lzi/>

WCSJ

http://www.wcsjnews.com/news/local/minooka-high-school-graduation-ceremony-pays-tribute-to-class-of-2020/article_6a843cec-c4fa-11ea-8c5d-db90c802fa11.html

MCHS Main Office Staff:

By Appointment Only: Starting Monday, July 20th the MCHS Main Office staff will be available. (Monday-Thursday: 7:30AM - 3:30PM) and (Friday: 7:30AM - 12:30PM)

Central Campus:

Please call (815) 467-2140 to schedule your appointment.

South Campus:

Please call (815) 521-4001 to schedule your appointment.

*Masks will be required to enter the building.

*Drop-ins will not be accepted.

As we continue our planning for the 2020 Return to Learn transition, we want to thank you for your patience and support. We are hopeful to release the District 111 plan within the next two weeks. You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Dr. Lee, Superintendent
Bryan Zwemke, Building Principal



MINOOKA COMMUNITY HIGH SCHOOL

Mission: Strengthen Mastery, Collaboration, High Expectations, and Success for All Students.

July 10, 2020

Dear Freshmen Parents and Students:

The staff at MCHS hopes that you and your family are enjoying your summer break. With the start of the 2020-2021 school year just around the corner, MCHS would like to share with you some important information about walk-in registration days.

Registration for students who will be a **Freshman** will take place on Tuesday, July 21st and Wednesday, July 22nd, from 8:00 am. until 3:00 pm. at South Campus. Families will attend during the time below based on the first letter of your students last name.

Tuesday, July 21, 2020
8:00 am - 11:00 am. Last names A-E
12:00 pm - 3:00 pm. Last names F-K

Wednesday, July 22, 2020
8:00 am - 11:00 am. Last names L-R
12:00 pm - 3:00 pm. Last names S-Z

On these dates students will be able to:

1. Receive information regarding athletic and activity opportunities.
2. Have a yearbook picture taken. Please dress appropriately.
3. Receive busing information.
4. Receive information/turn in forms to the Nurse's Office.
5. Pay school fees for the 2020-2021 school year.
6. Receive a class schedule for the 2020-2021 school year. **This is your student's final schedule.** Please refer to the Curriculum Guide regarding schedule changes. Counselors will be available if you have questions. In addition, you will have an opportunity to walk your schedule.
7. Establish residency (if not already completed). **If residency has not been established you will not be able to receive your class schedule.**

Nurse's Office Reminder

In order to receive a schedule at registration, all FRESHMEN must have turned in a valid physical with immunization and medical history on the Certificate of Child Health Examination form. **Appointment cards for physicals or immunizations will NOT be accepted for schedule release.**

We look forward to working with you during the upcoming school year.

Sincerely,

Jamie Soliman
Assistant Principal

MCHS – CENTRAL CAMPUS
301 S. Wabena Avenue
Minooka, Illinois 60447
815-467-2140

DISTRICT 111 OFFICE
26655 W. Eames Street
Channahon, Illinois 60410
815-467-2557

MCHS – SOUTH CAMPUS
26655 W. Eames Street
Channahon, Illinois 60410
815-521-4001

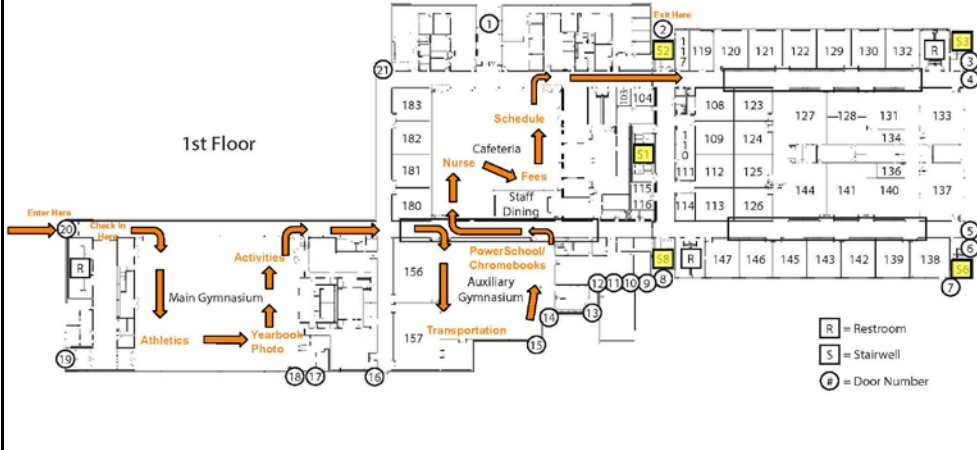
www.mchs.net

SUMMER REGISTRATION: MINOOKA COMMUNITY HIGH SCHOOL - SOUTH CAMPUS

In order to maintain social distancing guidelines, we have established a traffic flow pattern for all families entering the building during our Summer Registration Days. In addition, masks will be required to enter the building.

- Enter South Campus at Door #20 and proceed to the Main Gym
- In the Main Gym you will find information on Athletics, Activities, and Yearbook photos. Please enter and exit the Main Gym at the specified doors and proceed to the Auxiliary Gym.
- In the Auxiliary Gym you will find information on Transportation and PowerSchool/Chromebooks. Please enter and exit the Auxiliary Gym at the specified doors and proceed to the Cafeteria.
- In the Cafeteria you will find information on the Nurse's Office, Student Fees, and your student's 2020-2021 class schedule. Please enter and exit the Cafeteria at the specified doors.
- After the Cafeteria, you are welcome to walk the academic classroom areas on the 1st, 2nd, and 3rd floor. Stairwells are highlighted in yellow. Once you are done, please exit the building through door #2 only.

Thank you.





MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

January 8, 2021

Dear MCHS Families,

Happy New Year! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

COVID-19 Dashboard (Updated 1/8/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

Summer Driver Education Information

MCHS will once again offer Driver Education Summer 2021 at MCHS - South Campus. Registration opened on Monday, January 4, 2021. [Please click here for more information.](#)

Parking Permit Information

With the return to a hybrid schedule beginning January 19th, the Deans' Office will begin to reissue/sell second semester parking permits January 11th-15th from 1:00-3:00 pm at Central Campus. The fees for 2nd semester parking permits will be \$60.00. If MCHS returns to an adaptive pause at any point during 2nd semester, consideration will be given to fully/partially refund the parking fee. [Click this link for more information.](#)

Class of 2025 (Incoming Freshmen Night Presentation)

MCHS looks forward to releasing the Class of 2025 Incoming Freshmen Night video presentation on Tuesday, January 12, 2021 to the incoming freshmen and their families. The video will be posted on the [mchs.net](#) website under the Class of 2025 page. [The Class of 2025 page can be found under the Students & Parents tab on our website.](#) Please share this with friends, family, and neighbors to spread the great things MCHS has to offer our incoming freshmen students.

Month of January

[Please click here to review the weekly A/B schedule for the month of January.](#) As a reminder, due to the Martin Luther King JR. Day holiday and a Teacher Institute Day, there will not be an "All Students Remote" Wednesday during the weeks of January 18th and 25th. [Please click here to review the schedule.](#)

MCHS Course Selection Showcase 2021-2022 Reminder

Course selection for current Junior, Sophomore, Freshman, and 8th grade students will take place in January. Please review the MCHS [Curriculum Guide](#) which offers in-depth course descriptions as well as prerequisites for some classes.

MCHS school counselors, department chairs, and teachers have worked together to create this [Course Selection Slide Deck Presentation](#) to share with our students and families. This presentation will be helpful as students decide what courses they would like to take next school year. There is a great deal of information within, including course selection sheets, core and elective course descriptions, as well as worksheets for students and families to use while planning the upcoming year. If you would like to request a hard copy of our course selection and registration/residency materials, they are available in the main offices at both campuses.

If you have any questions, please reach out to the appropriate school counselor or department chair.

Equity & Diversity Committee

MCHS Equity & Diversity Committee continues to develop strategies, training methods, and instructional inclusion opportunities. This week we were proud to continue working with the Walker Thomas Group in a restorative manner regarding student discipline. The Walker Thomas Group has worked in concert with our Deans', Counselors, Administration, and Staff as the team leads workshops initiatives with students that have violated MCHS policies.

How to stay Up-To-Date

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Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



Free Meals! FUEL UP FOR LEARNING!

December & January Pick Up Schedule

MULTIPLE MEAL DISTRIBUTIONS

12/17 Thursday	9:00am-11:00am
12/22 Tuesday	9:00am-11:00am
12/24 Thursday	NO PICK UP WINTER HOLIDAY
12/29 Tuesday	9:00am-11:00am
1/04 Monday	9:00am-11:00am
1/07 Thursday	9:00am-11:00am
1/11 Monday	9:00am-11:00am
1/14 Thursday	9:00am-11:00am
1/20 Wednesday	9:00am-11:00am
1/27 Wednesday	9:00am-11:00am

9:00am – 11:00am pickup times
Mondays and Thursdays

PICK UP LOCATION

Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410

If you have questions or want to reserve your lunch pack out just email us.
SFSP@MCHS.NET



This sponsor is an equal opportunity employer.



Free Meals! FUEL UP FOR LEARNING!

FREE TO ALL AGES 1-18

No Registration or ID required!

Service beginning on 11/30/2020

- **Mondays 9:00am- 11:00am**
3 day meal kit
- **Thursdays 9:00am- 11:00am**
4 day meal kit



LUNCH MEALS

Includes lunch entrée,
fruit, vegetable

Pick-up Location

Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410



Hot, Cold & Reheatable Meals!

This sponsor is an equal opportunity employer.



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

January 15, 2021

Dear MCHS Families,

We are once again excited to welcome students back into the school next week starting on Tuesday, January 19th, within our Hybrid Learning Schedule. [Please review our Return to Learn 2nd Semester FAQ Update to help answer questions by clicking here.](#) Please be reminded that there will be NO SCHOOL on Monday, January 18th as we observe Martin Luther King Jr. Day. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

January Schedule Reminders



On Monday, January 18th, there will be NO SCHOOL as we observe Martin Luther King Jr. Day and continue to strive toward his words and philosophies as we navigate, daily, to become a more inclusive, equitable, and diverse school. [Please draw your attention to our January 2021 Calendar](#) as the next two weeks will be 4-day weeks with no "All Students Remote Wednesday". We will run an A/B/A/B schedule during the next two week. [Please click here to review the schedule.](#)

Bus Route Information

There have been recent updates to some bus schedules since last semester that may affect your student. Please check your [PowerSchool](#) account today, January 15th, to review your bus times. If you have any questions please contact Cathy Haase, Director of Transportation, at (815) 467-5133.

Class of 2021 Diploma Names

MCHS will be ordering graduation diplomas within the next few weeks and want to make sure we have your name spelled correctly. Please review the spelling of your name as it appears in

[PowerSchool](#), including middle initial. If you need a change, such as; middle name instead of middle initial or Bill instead of William, [please click here and complete the Diploma Name form](#).

Note: Legal names will NOT be changed unless proper paperwork is submitted. If you choose not to complete this form, your diploma will be printed with your name as it appears in [PowerSchool](#), including middle initial. Please complete this form by January 31, 2021. If you have any issues completing the form, please contact Marci Jordan, Administrative Asst. to the Principal, at mjordan@mchs.net for assistance.

2nd Semester Return to Learn Survey Reminder

In the event that you have not completed the MCHS Return to Learn - Second Semester Parent Survey, please take a moment and complete the survey for the second semester regarding the status of your student's learning preference: Hybrid Learning or Remote Learning. [Click here to begin the survey](#).

Where Can Students Get Help?

During Resource periods, we encourage students to ask questions and receive support from any of our content-area labs, interventionists, counselors, deans, and social workers. Go to the Coronavirus / 2020 Return to Learn Resource Page on the MCHS website and click on ["Where Can Students Go During Resource to Get Help?"](#)

Student Self-Certification Video (How-To):

This video provides easy instructions on how students will *Self-Certify* daily before school. Click on the following link to view the video: [MCHS Student Self-Certification Process](#)

Lunch Pickup Notice

Please see the flyers below to view the updated schedule for MCHS Lunch Pickup.

MINOOKA COMMUNITY HIGH SCHOOL	MINOOKA COMMUNITY HIGH SCHOOL
LUNCH HYBRID-LEARNING IN-SCHOOL MEAL PROGRAM STARTING JANUARY 19 TH 2021	LUNCH E-LEARNING MEAL PROGRAM
Meals Made Easy! START FUELED & STAY FUELED!	Meals Made Easy! START FUELED & STAY FUELED!
In-School Student Lunch pick up is simple and convenient!	Pick up is simple and convenient!
<ul style="list-style-type: none">Monday (single lunch)Tuesday (5 day meal pack)Thursday (single lunch)Friday (5 day meal pack)	<ul style="list-style-type: none">Wednesday pick-up 9am-11am (5 complete lunch meals)
LUNCH MEALS Includes lunch entrée, fruit, vegetable	LUNCH MEALS Includes lunch entrée, fruit, snack, water
Distributed by: Quest Food Management Services Burt Stencil-Food Service Director Bstencil@mchs.net Mary Lou Engel- Supervisor Menget@mchs.net	Pick-up Location: Minooka South High School 26655 W. Eames Channahon IL 60410 Front Entrance Distributed by: Quest Food Management Services Burt Stencil-Food Service Director Bstencil@mchs.net Mary Lou Engel- Supervisor Menget@mchs.net

COVID-19 Dashboard (Updated 1/15/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive

cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

How to stay Up-To-Date

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Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



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January 22, 2021

Dear MCHS Families,

We did it again! We welcomed students back into the buildings at South and Central Campus and we would once again like to thank our teachers, staff, custodians, bus drivers, administrators, students, and families for all your support and continued flexibility to make this week a success. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Teacher Institute Day (Friday, January 29th)

Next Friday, January 29th, there will be NO SCHOOL due to our Teacher Institute Day. [Please draw your attention to our January 2021 Calendar](#) as next week will be a 4-day week with no "All Students Remote Wednesday". We will run an A/B/A/B schedule next week. [Please click here to review the schedule.](#)

Class of 2025 (Incoming Freshmen) Facebook Live Q&A

Please join Host Brent Edwards and special guests Dr. Zwemke, Building Principal, and Jamie Soliman, Assistant Principal - South Campus, as they present an evening of Q&A on Wednesday, January 27th during a Facebook Live Session. The Live Session will begin at 6:00PM on our MCHS District 111 Facebook page. The district Facebook page can be found @mchsdistrict111. [If you missed The Class of 2025 Incoming Freshmen Night Presentation Video, you can watch it by clicking this link.](#)

MCHS Student of the Term (2nd Semester)

The "Student of the Term" award recognizes one student from each department for his or her outstanding performance throughout the nine-week period. Students are nominated on the basis of their individual accomplishments in the classroom for such things as achieving a personal standard of excellence, performing in a unique manner, achieving extraordinary test scores, writing outstanding papers, or making exceptional contributions to the class. You make us all [#mchsproud](#) [Click here to enjoy the video!](#)

Congratulations to the following students:

Art - Nicole Prokopis

CTE - Kiley Collins

English - Emily Ingmanson

Math - Gabriela Zid

Phs. Ed (South) - Joey Dziuba

Phs. Ed (Central) - Samuel Christman

Science - Megan Hugunin

Social Studies - Ava Taranto
World Languages - Kennedy Ebner

District 111 Foundation for Educational Excellence

District 111 Foundation for Educational Excellence recently awarded 4 grants for a total of \$3,860.00. The grant were awarded to the following departments:

CTE Department - (\$1,500) MarkerBot 3D Printer

World Language Department - (\$621.00) GoFormative Subscription

World Language Department - (\$239.00) Garbanzo & El Mundo Subscription

Music Department - (\$1,500) Harmony Director



Year-to-date grant awards provided by the Foundation total: **\$19,370**

COVID-19 Dashboard (Updated 1/22/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses.

[Please click here to see this week's Dashboard.](#)

Where Can Students Get Help?

We are so excited with the start and progress to the second half of our school year and to see the hallways buzzing with activity. Having said that, we are very aware that some students will still be faced with a number of struggles. We encourage students to ask questions and receive support from any of our content-area labs, interventionists, counselors, deans, teachers and social workers. For more information please visit the Coronavirus / 2020 Return to Learn Resource Page on the MCHS website and click on ["Where Can Students Go During Resource to Get Help?"](#)

How to stay Up-To-Date

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www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



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January 29, 2021

Dear MCHS Families,

We hope the students enjoyed the kickoff to a 3-day weekend as our faculty and staff enjoyed empowering presentations, examples, and professional development during our Friday Teacher Institute Day. The Walker Thomas Group was once again the feature presenter. The Walker Thomas Group continues to foster our development in becoming a more inclusive environment for all students to feel safe at MCHS. The teachers saw videos and heard stories that will help in future scenarios along their equity and diversity journey. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

IHSA Sports Season Update

We are excited to share the news that IHSA has updated the season schedules and play will continue! With the restoration of the 2020/2021 Sports Season our teams are now able to start practicing and getting prepared to compete. [For an updated athletic schedule please click here.](#) For additional information please [click here](#) for MCHS Athletic website.

COVID-19 Dashboard (Updated 1/29/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

Seniors Class of 2021 (Local Scholarship Opportunities)

Scholarship opportunities for the Class of 2021 are now being offered by local businesses and organizations. These scholarships are easy to apply for and the winners will be announced during the 2021 HONORS NIGHT. [Please click the following link to view the scholarships](#) or visit the Academic Resource Center (ARC) at Central Campus. [Senior Class of 2021 Local Scholarships](#)

MCHS Shuttle Bus

Shuttle Bus information has been updated and is now posted on our website for those students that transfer between campuses during the school day. MCHS does not allow students to drive from campus to campus during the school day. Students must park at their designated campus and take the shuttle between Central and South Campus. [Please click here for times and locations of departures and arrivals.](#)

How to stay Up-To-Date

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February 5, 2021

Dear MCHS Families,

Charles Darwin once said, "It is not the strongest of the species that survives, nor the most intelligent; it is the one most adaptable to change." In that same spirit MCHS is preparing our students, staff, teachers, and families for the Return to Learn New Instructional Model starting Tuesday, February 16, 2021. [You can find more information and a Q&A regarding the new instructional model by clicking this link.](#) We are extremely excited to provide this new model for our hybrid students and look forward to seeing more students enjoying In-Person instruction. A new survey will be released near the end of March in the event remote students would like to switch in In-Person learning. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Return to Learn: New Instructional Model Launches February 16

We are excited to announce the expansion of Return to Learn for students beginning on Tuesday, February 16. All students who signed up for In Person Learning for the third quarter will attend school four days a week. [Please click here for more details and information regarding the New Instructional Model.](#)

Remote Planning Day - No School February 10

In order to prepare for this next transition, our teachers and staff will have a Remote Planning Day on Wednesday, February 10. Staff will not meet with students during this time but materials may be available and posted.

Important: Transportation Survey Must Be Completed

As we plan for in person learning of four days a week, every family must complete the transportation survey by Monday, February 8. We are limited to 49 students plus the driver for social distancing and may need to change routes, times, or limit access for some students. [It is critical that you complete the survey by clicking here.](#)

IHSA Sports Season Update

We are excited once again to share the news that IHSA has updated the season schedules and play will continue! As our teams prepare to start competing next week, we encourage you to visit the MCHS Athletic website for information regarding [Winter Sports Protocol](#) by [clicking here](#). The Winter Sports Protocol includes spectator guidelines, health & safety guidelines, specific sports protocols, and more. To access the MCHS Athletic website please [click here](#). For the sports season schedule [please click here](#).

COVID-19 Dashboard (Updated 2/5/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

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February 12, 2021

Dear MCHS Families,

As we move into the weekend and celebrate Valentine's Day and Presidents Day, with No School on Monday, MCHS is excited for the Return to Learn New Instructional Model starting Tuesday, February 16th. [You can find more information and a Q&A regarding the new instructional model by clicking this link.](#) Our teachers, staff, administration, maintenance crew, and transportation department have worked tirelessly to provide this new model for our hybrid students and look forward to seeing students enjoying In-Person instruction. Please remember, a new survey will be released near the end of March in the event remote students would like to switch to In-Person learning. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Return to Learn: New Instructional Model Launches February 16th

We are excited to announce the expansion of Return to Learn for students beginning on Tuesday, February 16. **Please remember that students who selected in-person learning on the December survey will report to school four days per week. Students who selected remote learning on the December survey will continue to receive remote learning.** When the survey for 4th quarter is sent, all students will select their learning preference for 4th quarter. [Please click here for more details and information regarding the New Instructional Model.](#)

[Please draw your attention to our February 2021 Calendar](#) as next week will be a 4-day week with no "All Students Remote Wednesday". We will run an A/B/A/B schedule next week. [Please click here to review the schedule.](#)

Bus Route Information

There have been recent updates to some bus route schedules that may affect your student. Please check your [PowerSchool](#) account today, February 12th, to review your bus times. If you have any questions please contact Cathy Haase, Director of Transportation, at (815) 467-5133.

6-Week Progress Report

6-week progress reports for Minooka Community High School students will be available online through [PowerSchool](#) beginning Tuesday (February 16th) at 8:30AM. [Click here for the PowerSchool website.](#)

*For more information on using PowerSchool, please call Jim Kelly at (815) 521-4001, ext. 4017. To request a hard copy of your student's progress report, please call the main office at your child's MCHS campus (Central Campus): (815) 467-2140; (South Campus): (815) 521-4001.

MCHS – Central Campus 301 S. Wabena Ave. Minooka, IL 60447 (815) 467-2140 MCHS – South Campus 26655 W. Eames St. Channahon, IL 60410 (815) 521-4001

MCHS – District Office 26655 W. Eames St. Channahon, IL 60410 (815) 467-2557

Where Can Students Get Help?

MCHS is aware that some students are faced with a number of struggles each day. We encourage students to ask questions and receive support from any of our content-area labs, interventionists, counselors, deans, teachers and social workers. For more information please visit the Coronavirus / Return to Learn Resource Page on the MCHS website and click on ["Where Can Students Go During Resource to Get Help?"](#)

MCHS Sports Season Update

We are excited once again to share the news that IHSA has updated the season schedules and play will continue! As our teams are now competing we encourage you to visit the MCHS Athletic website for information regarding [Winter Sports Protocol](#) by [clicking here](#). The Winter Sports Protocol includes spectator guidelines, health & safety guidelines, specific sports protocols, and more. To access the MCHS Athletic website please [click here](#). For the sports season schedule [please click here](#).

Sports Fans: During the current pandemic we are limited to the number of spectators we can allow at home events. Because of this, we will be Live Streaming a number of our sporting events. [Click this link to subscribe and watch MCHS home athletic contests live.](#)

COVID-19 Dashboard (Updated 2/12/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

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February 19, 2021

Dear MCHS Families,

MCHS was so excited to offer the new instructional model to both groups of hybrid students this week and see them engaging in classroom discussions and filling the hallways with sound. Remote students will have an opportunity to come back to school once our final survey is released at the end of March. [You can find more information and a Q&A regarding the new instructional model by clicking this link.](#) Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Teacher Institute Day (Friday, February 26th)

Next Friday, February 26th, there will be NO SCHOOL due to our Teacher Institute Day. [Please draw your attention to our February 2021 Calendar](#) as next week will be a 4-day week with no "All Students Remote Wednesday". We will run an A/B/A/B schedule next week. [Please click here to review the schedule.](#)

COVID-19 Dashboard (Updated 2/19/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

Battle of the Classes

Next week (February 22nd-25th) MCHS Students are encouraged to participate in the *Battle of the Classes!* Students can earn points and prizes each day by dressing up and/or participating in the nightly online events at 7:00 pm. For more information visit the MCHS Activities google classroom or [MCHS Activities website.](#)

BATTLE OF THE CLASSES

Feb. 22-25 Join us every night at 7 pm for some friendly online competitions and to earn some prizes!

- Feb. 22** TRUST NO ONE (AMONG US) Battle your classmates to see who is the ultimate survivor
- Feb. 23** NAILED IT! A spoof on the show Nailed It. Let's see what skills you have to make a confectionary house
- Feb. 24** Jeopardy. Show off your mad trivia skills - play in groups with your classmates.
- Feb. 25** ESCAPE ROOM Escape the room with your friends in the least amount of time, beat other groups time.

Virtual Events sponsored by each class each night. Any student can participate each night and receive points towards their class. At the end, we will see which class gets bragging rights! Activities Classroom Code: yjemkde

BATTLE OF THE CLASSES

SPIRIT DRESS UP DAYS

- Feb. 22** FAVORITE COLOR DAY. Wear your favorite color to school (hybrid or remote)
- Feb. 23** Tie-Dye Day
- Feb. 24** Western
- Feb. 25** TEAMS (WEAR YOUR FAVORITE SPORTS TEAM OR ACTIVITIES TEAM SHIRT)

Get counted towards your classes participation in BATTLE OF THE CLASSES during 2nd period each day. Join our Virtual Events each night at 7pm. For more information visit the Activities Google Classroom. Code: yjemkde

Class of 2025 (Incoming Freshmen) Facebook Live Q&A

Please join Host Brent Edwards and special guests Dr. Zwemke, Jamie Soliman, Jon Calder (CTE Department Chair), and other teachers from the Career & Technical Education Department as they discuss important Class Electives for the CTE Dept. The Live Session will begin at 2:00PM on our MCHS District 111 Facebook page. The district Facebook page can be found @mchsdistrict111.

Special Guests

Jamie Soliman
MCHS Asst. Principal
(South Campus)

Jon Calder
CTE Department Chair

Wednesday (2/24) at 2:00PM Facebook: @mchsdistrict111 YouTube: Minooka Community High School

[Please take a look at some of the exciting electives available at MCHS by watching this CTE Elective Highlight Video. Click here.](#)

5Essentials Parent Survey NOW OPEN

This survey is designed to generate a detailed picture of the inner workings of your child's school. As a parent, this opportunity will allow you to share your thoughts on the important elements of school effectiveness in a survey about your child's school. To take the survey now please click [Take Survey Now](#). For additional information please click the following link or banner below: [Click here](#).



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February 26, 2021

Dear MCHS Families,

Happy Friday! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

COVID-19 Dashboard (Updated 2/26/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses.

[Please click here to see this week's Dashboard.](#)

MCHS The NOOK 111 Podcast Series New Release!

(Episode 17)

MCHS Allies in Diversity Club:

Listen in as members of the MCHS Allies in Diversity Club share the goals and future of the club. Listen as club members Maya McGrew, Slater, and Club Sponsor Valerie Tijerina discuss how the Allies in Diversity Club got started. Hear why the club is important to them, what other activities and hobbies they do for fun outside of school, and where they see the world and themselves in the next 5 years. [Click here to listen.](#)

MCHS
THE NOOK 111
New Release - Episode 17:
Allies in Diversity Club
Members: Maya McGrew & Slater
Sponsor: Valerie Tijerina
Click Here to listen! MCHS The NOOK 111 is available on iTunes, Google Play, Podbean.com, and mchs.net.

Class of 2025 (Incoming Freshmen) Facebook Live Q&A

Please join Host Brent Edwards and special guests Dr. Zwemke, Jamie Soliman, Jeff Easton (WLMA Department Chair), and other teachers from the World Language, Music, and Art Department as they discuss important Class Electives for the WLMA Dept. The Live Session will

begin at 2:00PM on Wednesday, March 3, 2021 on our MCHS District 111 Facebook page. The district Facebook page can be found @mchsdistrict111.



[Please take a look at some of the exciting electives available at MCHS by watching this WLMA Elective Highlight Video. Click here.](#)

MCHS Surveys

Please see below for 2 important MCHS surveys that are currently ongoing:

5Essentials Parent Survey NOW OPEN

This *10 minute* survey is designed to generate a detailed picture of the inner workings of your child's school. As a parent, this opportunity will allow you to share your thoughts on the important elements of school effectiveness in a survey about your child's school. To take the survey now please click [Take Survey Now](#). For additional information and details please click the following link or banner below: [Click here](#).



MCHS: 21/22 Student Handbook Parent Review Survey

Each year MCHS seeks input from students, staff, and parents for possible revisions to our Indian Assignment Notebook (student handbook). For your convenience, please [follow this link to view an online copy of the current student handbook](#).

MCHS is in the process of collecting input from students and staff and is now asking parents to provide their input. Please take a moment to complete the following four-question survey. The survey will be open from now through Thursday, March 4th. Click the following link to complete the survey: [2021/2022 Student Handbook Survey](#)

MCHS appreciates your help in improving the educational experience of our students. If you have any questions, please feel free to contact your student's Assistant Principal by telephone or email.

SAT Prep Class

If you are looking for a great way to prepare for the upcoming SAT given to all juniors in April please see the attachment regarding the ZAPS SAT prep course offered through MCHS. This year the course will be virtual and take place on March 20th. Sign up is completely online. [Click here to download information](#).

55 & Better Virtual Bingo

Join the MCHS National Honor Society on Saturday March 6, 2021 at 6:00PM for the first ever 55 & Better Virtual Bingo event. Click the following link to sign up.

<https://forms.gle/3Sc7vuzcaBM9mzum8>

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

March 5, 2021

Dear MCHS Families,

Welcome to March! National Women's History Month, St. Patrick's Day, Spring Break, and warmer weather on the way are just a few things to celebrate during the month of March. So many great things are taking place at MCHS from athletic competitions to National Honor Society inductions, from the sounds of the musical taking shape to the sounds of students laughing in the hallways, and we are excited to help support our students each step of the way. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Class of 2025 (Incoming Freshmen) Facebook Live Q&A

Please join Host Brent Edwards and special guests Dr. Zwemke, Joe Pacetti, and the MCHS Social Worker Team as they discuss important supportive measures available for students related to social and emotional well-being. The Live Session will begin at 2:00PM on Wednesday, March 10, 2021 on our MCHS District 111 Facebook page.

The district Facebook page can be found @mchsdistrict111.

The graphic features a central logo for 'MCHS THE NOOK 111 Live Streaming' with a large 'M' and a feathered arrow. To the right, under a 'Special Guests' banner, are two headshots: Dr. Bryan Zwemke, MCHS Building Principal, and Joe Pacetti, Director of Special Education. At the bottom, it states 'Wednesday (3/10) at 2:00PM' and provides social media links: 'Facebook: @mchsdistrict111' and 'YouTube: Minooka Community High School'.

Bilingual Parent Advisory Committee

The next MCHS Bilingual Parent Advisory Committee (BPAC) meeting is scheduled for Thursday, March 11th at 6:00PM on Google Meet. If you have a bilingual student, or are interested in improving or supporting the education of bilingual students at MCHS, please join us. We will be discussing ACCESS Testing and our plan to serve bilingual students for next school year. [Click here for the link to the BPAC meeting.](#) For more information regarding BPAC please review a recent press release by [clicking here.](#)

Science Tutoring Information

Students, on remote Wednesdays, the Science National Honor Society is hosting peer tutoring from 3-4PM in chemistry, biology and physics. Students can sign up for tutoring by filling out this form: [SciNHS Tutoring](#)

MCHS Student Lunch & Learns

The school counselors offer Lunch & Learns each week with local professionals. The local professionals will be available from 1:30-2:00pm to present information and teach students about a career in their field. All Lunch & Learns will be held via Google Meets. The event flyer and Google Meet link is accessible through this calendar link. [Click here to see the Lunch & Learn calendar.](#)

55 & Better Virtual Bingo

Join the MCHS National Honor Society on Saturday March 6, 2021 at 6:00PM for the first ever 55 & Better Virtual Bingo event. Click the following link to sign up: [55 & Better Virtual Bingo!](#)

5Essentials Parent Survey NOW OPEN

This **10-minute** survey is designed to generate a detailed picture of the inner workings of your child's school. As a parent, this opportunity will allow you to share your thoughts on the important elements of school effectiveness in a survey about your child's school. We need 20% of MCHS parents to take the survey in order for a report to be generated and as of today we are at 14%. The window closes soon. To take the survey now please click [Take Survey Now](#). For additional information and details please click the following link or banner below: [Click here.](#)



COVID-19 Dashboard (Updated 3/3/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

FAFSA COMPLETION WORKSHOP (March 16th)

[Click here for information regarding a Free Online FAFSA Completion Workshop on Tuesday, March 16th.](#)

ISBE-mandated spring assessments

Please be aware of the upcoming, ISBE-mandated spring assessments. Detailed information about the SAT will be shared in the coming week.

- The Illinois Science Assessment (ISA) will be administered to all juniors beginning March 15th. You can learn more about the ISA by clicking [here](#).
- The SAT will be given to all juniors, and to all seniors who did not take the fall SAT, on April 13th. Students do not need to register for testing.

How to stay Up-To-Date

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March 12, 2021

Dear MCHS Families,

With the second week of March coming to an end we would like to extend the pleasant reminder that Daylight Savings Time is this weekend. Don't forget to *Spring Forward* on March 14! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

ISBE COVID-19 Guidance Update

In accordance with the recent Illinois School Board of Education (ISBE) COVID-19 guidance, ([see full guidance by clicking here](#)) we are reviewing the newly recommended guidelines and will feature any related updates in an upcoming communication. Most notably are the following updated guidelines:

- Social Distancing is now between 3' - 6'
- Students and Staff will continue to self-certify daily
- Masks must be worn at all times in the school even when social distancing is maintained
- Close contact is still defined as having been within 6 feet for a cumulative time period of 15 minutes over 24 hours.

COVID-19 Dashboard (Updated 3/12/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

Illinois Science Assessment (ISA) UPDATE

In light of recent changes to mandated assessment administrations, MCHS will NOT administer the Illinois Science Assessment (ISA) during the week of March 15-19. Students will not take the ISA in their science classes next week, and remote students will not report to Central Campus for testing on March 17th. At this point, ISA testing has been postponed until fall 2021.

We appreciate your patience as we continue to adjust schedules to support mandated assessments. Should we receive information from ISBE that alters the most recent communication, we will immediately inform all families. If you have additional questions about the ISA, please feel free to contact Janel Grzetich at jgrzetich@mchs.net.

ISBE-mandated spring assessment

Please be aware of the upcoming, ISBE-mandated spring assessment:

- The SAT will be given to all juniors, and to all seniors who did not take the fall SAT, on April 13th. Students do not need to register for testing. This “C” testing day is an asynchronous, remote day for all non-testing students.

Return to Learn Update - Facebook Live

Please join Host Brent Edwards and guests Dr. Zwemke and Dr. Lee as they discuss important Return to Learn updates. The Live Session will begin at 2:00PM on Friday, March 19, 2021 on our MCHS District 111 Facebook page. The district Facebook page can be found @mchsdistrict111.



Looking for Spirit Wear?

The MCHS Athletic Boosters will be selling Spirit Wear at the outside concession stand at the stadium this Saturday (3/13/21) from 11:00-2:00pm.

Varsity Dance Team Places 3rd in State!

Congratulations to our Varsity Dance Team (Arrowettes) for placing 3rd at the State Finals Dance Competition in the 3A division. You make us #mchsroud.



The Library Is Open

The library is starting to reopen! Starting March 15th, we will be opening to a limited number of students on Mondays and Thursdays from 12:58pm-3pm at Central Campus and 12:43pm to 2:45pm at South Campus.

Students who are signed up will be able to work on their homework, use the printer, check out a book, and ask the librarian for research help. Students can be signed up to use the library by any teacher or coach before the end of the in-person school day. Students on the sign up list will be allowed to go to the cafeteria and eat before they come to the library. They will sign in/out with the

library staff. Students are not required to stay in the library for the entire time but will need to find their own transportation home.

In order to follow COVID-19 safety protocols we have limited the number of students allowed in the library at one time to twenty. They will be required to wear their masks and will be seated at individual tables. We are so excited to have students in the library again, so if you have any questions or concerns, please contact the District Librarian, Marissa Welch at mwelch@mchs.net.

MCHS Student Lunch & Learns

The school counselors offer Lunch & Learns each week with local professionals. The local professionals will be available from 1:30-2:00pm to present information and teach students about a career in their field. All Lunch & Learns will be held via Google Meets. The event flyer and Google Meet link is accessible through this calendar link. [Click here to see the Lunch & Learn calendar.](#)

Class of 2021

Have you made a decision on where you will be attending college next year? Send a photo of you in your selected college t-shirt or holding the college pennant and email it to Heather Poulsen in the Academic Resource Center at hpoulsen@mchs.net. Ms. Poulsen will be updating the College Bulletin Board outside the ARC. Let's fill the board with the class of 2021!

Recent Press Releases

Below are links to recent MCHS press releases that have been placed in local media outlets:

[MCHS Varsity Dance Team Places Third at the IHSA Dance State Finals](#)

[MCHS Yudzentis Named Girls Bowling Coach of the Year](#)

[MCHS Announces Finalist in the 2021 National Merit Scholarship Program](#)

[MCHS Expands Bilingual Parent Advisory Committee](#)

How to stay Up-To-Date

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Sincerely,

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*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

March 19, 2021

Dear MCHS Families,

The spring season officially begins tomorrow and what would the season be without the start of... football? Let's continue to rally around our students as they prepare for the next phase of extracurriculars like football, soccer, volleyball, spring musical, and other school clubs that are competing! As the world around us starts to bloom into the new season we would like to once again look forward to our next steps for the school year. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Return to Learn: New Instructional Model Launches April 6th

We are excited to announce the expansion of Return to Learn for students beginning on Tuesday, April 6. Please read the questions and answers below for more information.

How many days of in-person learning will occur each week?

Current in-person students will attend five days of in-person instruction and current remote students will attend five days of remote instruction. Asynchronous Wednesdays will be eliminated. A and B days alternate, [and the updated calendar can be found HERE!](#)

How long is the school day?

The schedule for all students remains the same every day. The school day at South Campus begins at 7:45AM and ends at 12:43PM. The school day at Central Campus begins at 8:00AM and ends at 12:58PM.

Is there a new survey, when is it due, and where can I find it?

- If your child is currently in-person, no further action is required. If, at any point, you wish to switch your child to remote, email Dawn Lehr (dlehr@mchs.net) and the switch will be made.
- If your child is currently remote, and you wish for your child to remain remote, no further action is required.
- If your child is currently remote and you wish to switch him/her to in-person learning **beginning April 6, 2021**, [please complete this survey by March 22](#). After results are reviewed in relation to space and transportation, you will receive a confirmation email by March 26. Click [HERE](#) to begin the survey.

Assessment

The SAT will be administered on April 13 to all current juniors. This "C" day is on the calendar and will be an asynchronous, remote day for all non-testing students.

COVID-19 Dashboard (Updated 3/19/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

MCHS Student Lunch & Learns

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Class of 2021

Have you decided on where you will be attending college next year or what branch of the military you will be serving in? Send a photo of you in your selected college t-shirt or military uniform, and email it to Heather Poulsen in the Academic Resource Center at hpoulsen@mchs.net. Ms. Poulsen will be updating the student Bulletin Board outside the ARC. Let's fill the board with the class of 2021!

Prom 2021

Prom will take place on Friday, April 30th at Central Campus. More details will be sent out Wednesday, March 24th.

Power of Women Leadership Forum

Plugging tomorrow's leaders into today's power. March 24, 2021 (1-2pm via Zoom). Originated in 2021 and inspired by Spanish National Honor Society and its sponsor Mr. Undesser. The purpose of the forum is to connect **graduating senior females** with a diverse selection of female executive role models with the intentional purpose to embolden the students to positively impact the world they are entering. [Please follow this link for more information.](#)

Lunch Pick Up Schedule - March (Multiple Meal Distributions)

3/17 Wednesday 9:00am-11:00am

3/24 Wednesday 9:00am-11:00am

3/31 SPRING BREAK No Pick up

*If you would like to pick up a 9-day meal kit on Friday March 26th please email us at sfsp@mchs.net and let us know you will be picking one up. Time for pick up on Friday, March 26th will be between 1pm-2pm in front of the Minooka Community High School - South Campus. (26655 W. Eames Street Channahon, IL 60410)

How to stay Up-To-Date

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March 26, 2021

Dear MCHS Families,

Tonight, (Friday, March 26th) the stadium lights will once again shine upon our field with the excitement and anticipation of a game playing. Tonight will be a time with students and parents in the stands listening to the roar of the band, the sound of cheering, and feeling the crisp air on their faces. Social distancing standards will be in place as well. What a way to begin our Spring Break! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Spring Break!

Spring break is the week of March 29 - April 2. Also, there will be No School on Monday, April 5th as we observe Easter Monday.

Football Friday Night

The athletic department has created a new page on their website for the football season. The page includes game schedules for freshmen, sophomore, and varsity levels, varsity team roster, Live Streaming information, and more. [Click this link for all things MCHS Football!](#)

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How long is the school day?

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Assessment

On Tuesday, April 13th, MCHS will administer the SAT to current juniors and to seniors who did not take the Fall SAT. This assessment is mandated by ISBE and is only offered in paper format. PLEASE NOTE: April 13th is an asynchronous remote day for all students who are not testing.

[Follow this link to review our SAT Testing FAQ.](#)

COVID-19 Dashboard (Updated 3/26/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

2021 Prom Information

Planning is underway for our 2021 Prom. [Please click here for all the updated information.](#)



MCHS Student of the Term (3rd Semester)

The "Student of the Term" award recognizes one student from each department for his or her outstanding performance throughout the nine-week period. Students are nominated on the basis of their individual accomplishments in the classroom for such things as achieving a personal standard of excellence, performing in a unique manner, achieving extraordinary test scores, writing outstanding papers, or making exceptional contributions to the class. You make us all #mchsproud. [Click here to enjoy the video!](#)

Congratulations to the following students:

CTE - Madison Hanna
English - Chris Johnson
English - Yuanjie Li
Math - Jada Evans
Music - Evelyn Maruszak
Phs. Ed. - Casey Swanson
Driver Ed. - Anthony Ortega
Science (South Campus) - Sana Polizzi
Science (Central Campus) - Rachel Boehning
Social Studies - Ramon Vazquez
World Language - Faith Hayes
World Language - Paige Yancey

2021 Graduation Announcements Pick-Up

Pick-up for Class of 2021 Graduation Announcements will be on Thursday, April 8th from 1:00-3:30PM inside the student entrance, door #1, at Central Campus. This pick-up is only for students that ordered graduation announcements from Jostens. Cap & Gown distribution will be scheduled for a later date in April.

How to stay Up-To-Date

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April 9, 2021

Dear MCHS Families,

Happy Friday! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Assessment

On Tuesday, April 13th, MCHS will administer the SAT to current juniors and to seniors who did not take the Fall SAT. This assessment is mandated by ISBE and is only offered in paper format. PLEASE NOTE: April 13th is an asynchronous remote day for all students who are not testing. [Follow this link to review our SAT Testing FAQ.](#)

2021 Graduation Cap & Gown Pick-Up Dates

Jostens will be at Central Campus on Thursday, April 15th & Friday, April 16th from 1pm-3pm for Cap & Gown Pick Up. Pick Up will be at Door 1 at Central Campus. Please Note: All school fees must be paid in full before caps & gowns will be released. Payment can be made online or in person at either campus. For questions regarding school fees please contact Kathy Krakowski at kkrakowski@mchs.net or (815) 521-4122.

NOTE: For students that have not picked up their graduation announcements, they will be available during these dates and times for pick up.

COVID-19 Dashboard (Updated 4/9/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

2021 Prom Information



Planning is underway for our 2021 Prom. [Please click here for all the updated information.](#)

MCHS Library News

Starting Monday, (4/12) both South and Central Library will be open to resource students. It will remain closed before school. Students coming to the library during resource will need to be signed up by a teacher on our Library Google Sheets. We will be limiting our capacity to 20 students and they will be given assigned seats. Students need their ID to sign in and out and will be allowed to study, print, and check out books. As in previous years, students may stay in the library the entire resource and do not need to return to their resource classroom. Please let library staff know if you have any questions.

Morgan Moreno Wins National Honor Society Scholarship

MCHS is proud to announce that Morgan Moreno has been selected as an NHS Scholarship recipient. Morgan was chosen from nearly 10,000 applicants and will receive a scholarship toward higher education. Recipients are chosen based on their demonstrated work to support the four pillars of NHS: scholarship, service, leadership, and character. Join us in congratulating Morgan!

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April 16, 2021

Dear MCHS Families,

Happy Friday! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Graduation Information

Class of 2021 Graduation is scheduled for Sunday, May 16, 2021. More information will be shared next week. Please stay tuned.

SAT Makeup Information

Juniors who were unable to attend the April 13th SAT administration at Central Campus will be scheduled to take the makeup SAT on April 27th at 8am at Central Campus. A list of student ID numbers and testing room locations will be shared with families next week.

COVID-19 Dashboard (Updated 4/16/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

NHS Walks for A Cure

Sunday, April 18th, NHS members will be hosting "NHS Walks for A Cure" on the gravel path at Central Campus. All donations will go to the American Cancer Society to fund a cure for cancer and a portion will remain in Grundy County to help our cancer warriors with transportation to treatment, social-emotional support, and child care. Donations can be made on the MCHS web store. [Click here to donate.](#) The walk is outside and will be socially distanced if you would like to stop by and show your support on Sunday between 12 pm and 4 pm. *See below for details.*

MCHS Parent University

Prepare for your student's high school experience by attending information sessions on the services and opportunities MCHS has to offer! *See below for details.*

Need Help Applying for Financial Aid?

Join ISAC for free online Financial Aid Application Completion Workshops. ISAC staff can help you complete the Free Application for Federal Student Aid (FAFSA®) or, if eligible, the Alternative Application for Illinois Financial Aid during this workshop. [Click here to learn more!](#)

- Ask questions privately via the chat tool as you complete the FAFSA or the Alternative Application

- Bilingual staff available

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NHS WALKS FOR A CURE



**JOIN US ON SUNDAY, APRIL 18
FROM NOON TO 4 PM
AT CENTRAL CAMPUS**

All donations will
go to the
American
Cancer Society.

Bring a mask!

Online donations
can be made at
<https://mchs.revtrak.net/donations/>

QUESTIONS? EMAIL DENGEL@MCHS.NET OR AFRAZIER21@MCHS.NET



MINOOKA COMMUNITY HIGH SCHOOL

INAUGURAL PARENT UNIVERSITY

Prepare for your student's high school experience by attending information sessions on the services and opportunities MCHS has to offer!

MAY 5TH | VIRTUAL
KEYNOTE SPEAKER: 6PM - 6:30PM
SESSION 1: 6:35PM - 7:05PM
SESSION 2: 6:35PM - 7:05PM
SESSION 3: 7:45PM - 8:15PM

Keynote Speaker: Erika Walker Thomas Group

For each session, choose from 1 of the 4 presentations

Session 1:

MCHS Tech
Activities & Athletics
Welcome to High School by ISAC
Freshman Year 101

Session 2:

College 101 by ISAC
Student Safety 101
Managing Emotions
Activities & Athletics

Session 3:

MCHS Tech
Managing Emotions
PSAT/SAT/College Board
Virtual Tour of In Plain Sight
Trailer



Session topics are subject to change



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April 23, 2021

Dear MCHS Families,

Happy Friday! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Class of 2021 Graduation Information

Minooka Community High School is pleased to announce information regarding the Class of 2021 Graduation Ceremony. Provided below is a flyer with the scheduled times and alpha-slices and a link to review the Graduation FAQ document.

2021

Senior Graduation Day

May 16th

Sunday, May 16, 2021:

Class of 2021 Graduation -
MCHS will be conducting two in-person ceremonies by alpha-slice at the MCHS football stadium.

Ceremony #1
1:30 pm. - 2:45 pm. (A-K)

Ceremony #2
4:30 pm. - 5:45 pm. (L-Z)

- > Approximately 325 students per ceremony.
- > Up to 4 guests per graduate will be allowed.
(The limited amount of guests is in alignment with the IDPH recommendation of 25% occupancy of the Football Stadium.)
- > Rain date: Monday, May 17, 2021 (4:00PM & 7:00PM)

During the graduation event please following the recommended social distancing measures expressed by the State of Illinois. As we continue to plan the event, please stay tuned for future updates and directions.

*For additional needs and special circumstances please contact the main office at (815) 467-2140

MINOOKA

COMMUNITY HIGH SCHOOL

(Click flyer to enlarge)

Please follow the link below to review the 2021 Graduation FAQ.

[2021 Graduation FAQ](#)

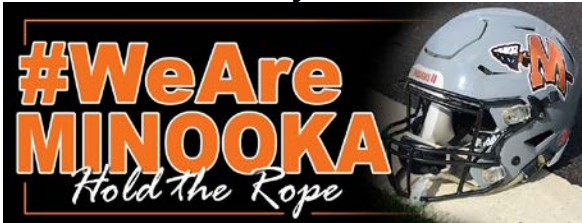
SAT Makeup Information

Juniors who were unable to attend the April 13th SAT administration at Central Campus will be scheduled to take the makeup SAT on April 27th at 8am at Central Campus. A list of student ID numbers and testing room locations were emailed to junior families earlier this week that are on the makeup list.

MCHS Parent University

Prepare for your student's high school experience by attending information sessions on the services and opportunities MCHS has to offer! [Click here for the informational flyer.](#)

It's Football Friday!



If you are interested in watching the live stream of the Sophomore or Varsity game please follow the links below. The games will be streamed on the NFHS Network. If you do not have an account you will need to create one but there is no fee for the subscription during the regular season.

[Sophomore Game 4:30 pm](#)

[Varsity Game 7:00 pm](#)

COVID-19 Dashboard (Updated 4/23/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses.

[Please click here to see this week's Dashboard.](#)

Looking for Spirit Wear?

The MCHS Athletic Boosters will be selling Spirit Wear at the sophomore & varsity football game tonight (Friday, April 23rd) and also on Saturday (April 24th) morning from 9:00am-11:00am at Central Stadium.

Power of Women Leadership Forum

Plugging tomorrow's leaders into today's power. April 29, 2021 (1-2pm via Zoom). Originated in 2021 and inspired by Spanish National Honor Society and its sponsor Mr. Undesser. The purpose of the forum is to connect junior and graduating senior females with a diverse selection of female executive role models with the intentional purpose to embolden the students to positively impact the world they are entering. [Please follow this link for more information.](#) This month's featured speaker, Jacqueline Price Osafo, MBA, CAE, will be speaking of experience within the medical field.

How to stay Up-To-Date

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Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



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COMMUNITY HIGH SCHOOL

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*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

April 30, 2021

Dear MCHS Families,

Welcome to the last Friday of April 2021, also known as National Arbor Day! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

MCHS Returning to Full Day In-Person Learning for 2021-2022

Pending IDPH and ISBE recommendations and guidance, MCHS is returning to full day in person learning for the 2021-2022 school year. Remote learning will only be offered to students who meet the IDPH medical criteria related to COVID-19. Please see the following documents regarding the 2021-2022 school year and in person and remote learning.

[MCHS Family Communication](#)

[Remote Learning Application for 2021-2022 School Year](#)

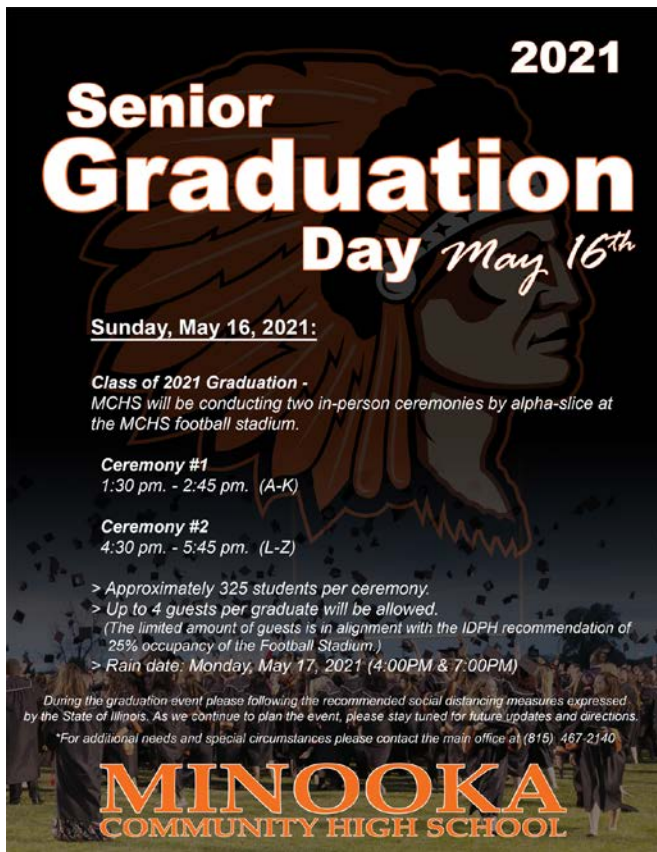
[Medical Professional Form for Remote Learning during 2021-2022 School Year](#)

AP Exams Begin Next Week

This is a reminder that AP exam administrations begin next week. Please [Click Here](#) to view the AP Testing Schedule and Locations workbook to see your exam information (1st sheet) and testing location (2nd sheet). *Please note that all digital exams on the first sheet are listed in ET (e.g., a 12:00pm ET exam will begin at 11:00am CT). If you have questions, please reach out to your AP teacher or Janel Grzetich at jgrzetich@mchs.net.

Class of 2021 Graduation Information

Minooka Community High School is pleased to announce information regarding the Class of 2021 Graduation Ceremony. Provided below is a flyer with the scheduled times and alpha-slices and a link to review the Graduation FAQ document. If you have not yet received your graduation cap and gown, please stop by the main office at Central Campus before Friday, May 14th.



(click on image to enlarge)

Please follow the link below to review the 2021 Graduation FAQ.

[2021 Graduation FAQ](#)

Minooka Community High School Senior Graduation Form - Class of 2021

Seniors, please follow this [link](#) to fill out and submit the senior graduation form. The information is requested for the Class of 2021 Graduation Program. Please complete this form by May 5, 2021. If you have any questions please contact Marci Jordan by email: mjordan@mchs.net

Senior Student Supply Return

Current remote senior students will be able to return all of their school issued supplies on Tuesday, May 11th, and Wednesday, May 12th, at Central Campus between 8:30 am. - 3:00 pm.

MCHS Parent University

Prepare for your student's high school experience by attending these amazing informational sessions on the services and opportunities MCHS has to offer!

[Click here for the date and times of each session.](#)



MINOOKA
COMMUNITY HIGH SCHOOL

INAUGURAL PARENT UNIVERSITY

Prepare for your student's high school experience by attending information sessions on the services and opportunities MCHS has to offer!

MAY 5TH | VIRTUAL

KEYNOTE SPEAKER: 6PM - 6:30PM

SESSION 1: 6:35PM - 7:05PM

SESSION 2: 7:10PM - 7:40PM

SESSION 3: 7:45PM - 8:15PM

Keynote Speaker: Erika Walker Thomas Group

For each session, choose from 1 of the 4 presentations

Session 1:

MCHS Tech
Activities & Athletics
Welcome to High School by ISAC
Freshman Year 101

Session 2:

College 101 by ISAC
Student Safety 101
Managing Emotions
Activities & Athletics

Session 3:

MCHS Tech
Managing Emotions
PSAT/SAT/College Board
Virtual Tour of In Plain Sight
Trailer



Session topics are subject to change

(click on image to enlarge)

MCHS Summer School

Summer School 2021 will begin on June 1st, and is only for credit recovery. Please see the attached letter and referral form to sign up for summer school. Contact your student's school counselor for more information.

- [Summer School Letter](#)
- [Summer School Referral Form](#)

COVID-19 Dashboard (Updated 4/30/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

2021 Prom Court Announced

Congratulations to the 2021 MCHS Prom Court:

Junior Class Attendants: Elyse Pettigrew and Ethan Murphy

Prom Court:

Olivia Adams

Willow Bishop

Aleksandra Jelenkovic

Ella Leitherer

Keeghan Otto

Evan Berti

Mason Cave

Evan Cook

Jacob Pursell

Cody Olkiewicz

The Prom King and Queen will be announced the night of Prom.

How to stay Up-To-Date

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Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net



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*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

May 7, 2021

Dear MCHS Families,

Welcome to the first Friday in May 2021! This concludes a week where we celebrated our amazing teachers and wonderful staff for everything they have done for our students and families this year. They have been flexible, they have been resilient, and they have always had the student's best interests at heart. Join us as we say Thank You! Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Class of 2021 Graduation Information

Minooka Community High School is pleased to announce information regarding the Class of 2021 Graduation Ceremony. Provided below is a flyer with the scheduled times and alpha-slices and a link to review the Graduation FAQ document.

If you have not yet received your graduation cap and gown, please stop by the main office at Central Campus before Friday, May 14th.



(click on image to enlarge)

Please follow the link below to review the 2021 Graduation FAQ.

[2021 Graduation FAQ](#)

Graduation Ceremony - Sunday, May 16, 2021

MCHS will be conducting two in-person ceremonies by alpha-slice at the MCHS football stadium.

Ceremony #1

1:30 pm. - 2:45 pm. (A-K)

Graduates need to arrive and report to the gymnasium by 12:45 pm.

Ceremony #2

4:30 pm. - 5:45 pm. (L-Z)

Graduates need to arrive and report to the gymnasium by 3:45 pm.

> Approximately 325 students per ceremony.

> Up to 4 guests per graduate will be allowed.

* No Tickets will be distributed or collected at the entrance. (The limited number of guests is in alignment with the IDPH recommendation of 25% occupancy of the Athletic Stadium.)

> Rain date: Monday, May 17, 2021 (4:00PM & 7:00PM)

During the graduation event please follow the recommended social distancing measures expressed by the State of Illinois. *For additional needs and special circumstances please contact the main office at (815) 467-2140.

Graduation Live Stream Information:

Both graduation ceremonies will be available via Live Stream. To view the Live Stream please select the appropriate ceremony time below:

Ceremony #1

1:30 pm. - 2:45 pm. (A-K)

[Live Stream Click Here!](#)

Ceremony #2

4:30 pm. - 5:45 pm. (L-Z)

[Live Stream Click Here!](#)

Senior Student Supply Return

Current remote senior students will be able to return all of their school issued supplies and Chromebook on Tuesday, May 11th, and Wednesday, May 12th, at Central Campus between 8:30 am. - 3:00 pm.

MCHS Returning to Full Day In-Person Learning for 2021-2022

Pending IDPH and ISBE recommendations and guidance, MCHS is returning to full day in person learning for the 2021-2022 school year. Remote learning will only be offered to students who meet the IDPH medical criteria related to COVID-19. Please see the following documents regarding the 2021-2022 school year and in person and remote learning.

- [MCHS Family Communication](#)
- [Remote Learning Application for 2021-2022 School Year](#)
- [Medical Professional Form for Remote Learning during 2021-2022 School Year](#)

Senior Sunset Event

This year MCHS will be celebrating the Class of 2021 like never before! Save the date May 14,

MCHS – Central Campus 301 S. Wabena Ave. Minooka, IL 60447 (815) 467-2140 MCHS – South Campus 26655 W. Eames St. Channahon, IL 60410 (815) 521-4001

2021 7:00PM - 10:00PM for the Senior Sunset event. Fire Works, Senior Superlatives, Ferris Bueller's Day Off, Food Trucks, and more!

This event is FREE! Please bring money for any food you will like to purchase from food trucks. Please bring a blanket if you would like to sit on the turf and watch the movie. Also, if you plan on going on the turf no high heels are allowed. Students will need to bring an ID or have their ID number to be allowed in the stadium. All IDPH Covid-19 Guidelines will be in place. (masks, social distancing, etc.)

Student of the Term 4th Quarter!

Minooka Community High School is proud to congratulate the following students on being nominated as the fourth term Student of the Term.

Art - Sophia Benedick
CTE - Frankie Hummel
English - Autumn Gavlin
Math - Savannah Press
Phs. Ed (South) - Penelope Grant
Phs. Ed (Central) - Katie Graebner
Science - Anthony Garza
Social Studies - Tyler Stein
World Languages - Paris Houston
World Languages - Jenna Bihler

The "Student of the Term" award recognizes one student from each department for his or her outstanding performance throughout the nine-week period. Students are nominated on the basis of their individual accomplishments in the classroom for such things as achieving a personal standard of excellence, performing in a unique manner, achieving extraordinary test scores, writing outstanding papers, or making exceptional contributions to the class.

We have created a "Student of the Term" video for nominees and their family to enjoy. [Please click here to watch the video.](#) Congratulations!

COVID-19 Dashboard (Updated 5/7/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

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Sincerely,

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May 14, 2021

Dear MCHS Families,

Welcome to Graduation Weekend! A special thank you goes out to the graduation committee for dedicating their time and resources in making this weekend so special for the Class of 2021. What a year it has been. Thank you to all the students for your patience, understanding, and flexibility. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Class of 2021 Graduation Information

Minooka Community High School is pleased to announce information regarding the Class of 2021 Graduation Ceremony.

Please follow the link below to review the 2021 Graduation FAQ.

2021 Graduation FAQ

Graduation Ceremony - Sunday, May 16, 2021

MCHS will be conducting two in-person ceremonies by alpha-slice at the MCHS football stadium.

Ceremony #1

1:30 pm. - 2:45 pm. (A-K)

Graduates need to arrive and report to the gymnasium by 12:45 pm.

Ceremony #2

4:30 pm. - 5:45 pm. (L-Z)

Graduates need to arrive and report to the gymnasium by 3:45 pm.

> Approximately 325 students per ceremony.

> Up to **8** guests per graduate will be allowed.

*No Tickets will be distributed or collected at the entrance.

(The limited amount of guests is in alignment with the IDPH recommendation of 60% occupancy of the Athletic Stadium.)

> Rain date: Monday, May 17, 2021 (4:00PM & 7:00PM)

[Click here for the 2021 Graduation Program](#) or scan the QR Code below:



The QR Code will be placed throughout the stadium on Sunday.

During the graduation event please follow the recommended social distancing measures expressed by the State of Illinois. *For additional needs and special circumstances please contact the main office at (815) 467-2140.

Graduation Live Stream Information:

Both graduation ceremonies will be available via Live Stream. To view the Live Stream please select the appropriate ceremony time below:

Ceremony #1

1:30 pm. - 2:45 pm. (A-K)

[Live Stream Click Here!](#)

Ceremony #2

4:30 pm. - 5:45 pm. (L-Z)

[Live Stream Click Here!](#)

[Last minute Graduation Reminders & Updates Click Here.](#)

MCHS Returning to Full Day In-Person Learning for 2021-2022

Pending IDPH and ISBE recommendations and guidance, MCHS is returning to full day in person learning for the 2021-2022 school year. Remote learning will only be offered to students who meet the IDPH medical criteria related to COVID-19. Please see the following documents regarding the 2021-2022 school year and in person and remote learning.

- [MCHS Family Communication](#)
- [Remote Learning Application for 2021-2022 School Year](#)
- [Medical Professional Form for Remote Learning during 2021-2022 School Year](#)

Senior Sunset Event

This year MCHS will be celebrating the Class of 2021 like never before! Come TONIGHT - May 14, 2021 7:00PM - 10:00PM for the Senior Sunset event. (This is for MCHS senior students only) Fire Works, Senior Superlatives, Ferris Bueller's Day Off, Food Trucks, and more!

This event is FREE! Please bring money for any food you will like to purchase from food trucks. Please bring a blanket if you would like to sit on the turf and watch the movie. Also, if you plan on going on the turf no high heels are allowed. Students will need to bring an ID or have their ID number to be allowed in the stadium. All IDPH Covid-19 Guidelines will be in place. (masks, social distancing, etc.)

Textbook & Materials Drop Off

(Monday, May 24, 2021 & Tuesday, May 25, 2021)

All students will be able to drop off their school issued textbooks and materials on Monday, May 24th (1:00 pm - 3:00 pm) and Tuesday, May 25th (8:00 am - 12:00 pm) at both Central and South Campus. Students/parents should park in the front lot once they arrive on campus and enter the building at door #2 (Central Campus) and door #1 (South Campus). Please remember that anyone entering the building must wear a mask that covers their mouth and nose and practice social distancing.

*JUNIORS: If you were provided with a school issued chromebook, you must return it during these dates/times.

MCHS Yearbook Order

Yearbook orders will remain open until the end of June, 2021. Please visit <https://www.yearbookordercenter.com> to place your order. Use School Code 8202 when ordering. *The Yearbook will be distributed in early August for Pre-orderers. Very limited amount for cash sales after.

Fuel Up for Learning! Lunch Pick-up.

May 2021 Full Remote Student Pick Up Schedule (Multiple Meal Distributions)
5/19 Wednesday 9:00am-11:00am (Last Wednesday Distribution)

We are planning on handing out a 5- day meal kit available for pick up Monday, May 24th in front of the South Building between 1:30pm - 2:30pm. If you would like to reserve a meal kit please email SFSP@MCHS.NET by Thursday, May 20th at 4pm.

We will have them ready for pick up Monday afternoon May 24th.

On Monday May 24th Quest Food Mgmt. Services will be handing out a 5- day meal kit to any student that wishes to have one. They will be available at both campus locations to the students when they leave the building. The meal Pack out will have fresh & frozen entrees for the week. If you have any questions Please email SFSP@MCHS.NET

COVID-19 Dashboard (Updated 5/14/2021)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

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May 21, 2021

Dear MCHS Families,

Welcome to the final Friday of the school year! What a school year it has been. A year filled with questions and speculations, anxiety and perseverance, as well as flexibility and fortitude. Through it all, we were in it together. Take a look back at this welcome video from seniors Morgan Moreno and Alaina Frazier at the beginning of August 2020 - [Click Here](#). They knew the year would be different but had high hopes in making the best out of the hand we were dealt. Take a look at this informative video from October on what In-Person Learning was going to resemble as we prepared to bring students into the buildings - [Click Here](#). And then there was last Sunday, a day of special moments as we watched the Class of 2021 move their tassels from right to left signifying the end of one journey, and the beginning of another. What a year it has been.



Thank you for all of your support, kind words, and your MCHS spirit. Thank you to the students, the staff, the teachers, and the parents. You make us all #mchsproud. Have a great summer and always remember #WeAreMinooka!

Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

Textbook & Materials Drop Off

(Monday, May 24, 2021 & Tuesday, May 25, 2021)

All students will be able to drop off their school issued textbooks and materials on Monday, May 24th (1:00 pm - 3:00 pm) and Tuesday, May 25th (8:00 am - 12:00 pm) at both Central and South Campus. Students/parents should park in the front lot once they arrive on campus and enter the building at door #1 (Central Campus) and door #1 (South Campus). Please remember that anyone entering the building must wear a mask that covers their mouth and nose and practice social distancing.

*JUNIORS: If you were provided with a school issued chromebook, you must return it during these dates/times.

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MCHS Summer School

Summer School 2021 will begin on June 1st, and is only for credit recovery. Please see the attached letter and referral form to sign up for summer school. Contact your student's school counselor for more information.

- [Summer School Letter](#)
- [Summer School Referral Form](#)

MCHS Returning to Full Day In-Person Learning for 2021-2022

Pending IDPH and ISBE recommendations and guidance, MCHS is returning to full day in person learning for the 2021-2022 school year. Remote learning will only be offered to students who meet the IDPH medical criteria related to COVID-19. Please see the following documents regarding the 2021-2022 school year and in person and remote learning.

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- [Remote Learning Application for 2021-2022 School Year](#)
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July 24, 2020

Dear MCHS Students and Parents,

We wanted to provide you with an update to the Minooka Community High School Return to Learn 2020 plan. Our administrative staff, faculty, Minooka Education Association members, and Minooka Support Staff Union members have been working and discussing the prospect of returning to in person learning. This is a challenging and complex process and we appreciate your patience as this is a fluid situation. Any plan released will be tentative. MCHS will continue to follow the recommendations from Governor Pritzker's office and ISBE when deciding whether to hold remote instruction or in-person instruction. In-person instruction is strongly recommended and is the priority of Minooka School District 111.

In accordance with our initial Remote Learning Plan, the administration and Minooka Education Association (MEA) leadership will continue to meet to assess the successes and challenges of the plan and will adjust according to the Illinois State Board of Education (ISBE) guidance. A Transition Planning Team was established to review the guidance from ISBE related to end-of-year components, considerations for summer, and transition to the fall semester. The Transition Planning Team included three subgroups - Instruction, Health & Wellness, and Operations & Facilities - whose purposes were to address considerations for remote and in-person learning.

We will present a hybrid learning plan and remote plan on Tuesday, July 28 at the Board of Education Meeting. It should be noted that a Memorandum of Understanding is to be completed with both the Minooka Education Association and Minooka Support Staff Union with the Board of Education approval.

Hybrid Learning Plan ([please click here to download info-graphic](#))

Please see Highlights below:

- School Day: 7:45-12:43 (South), 8:00-12:58 (Central)
- Class Periods: In person instruction every other day in AA-BB format
- Duration: 70 minute periods
- No lunch will be served. Free or Reduced students will receive lunch
- Busing will be provided
- Students will be split into two groups by alphabet. (A-L, M-Z)
- Students not in attendance may complete assignments posted via Google Classroom, view streaming classrooms, or view recorded lessons.

Remote Learning Plan ([please click here to download info-graphic](#))

Please see Highlights below:

- School Day: 8:00-3:00 (Both campuses)
- Class Periods: A/B Format
- Duration: 90 minutes (30 minutes are synchronous)
- No lunch will be served. Free or Reduced students will receive lunch
- Students might complete assignments posted via Google Classroom, view streaming classrooms, or view recorded lessons.

Resources

- [ISBE Guidance](#)
- [Coronavirus/Return to Learn 2020](#)

2020 Freshmen Experience Week:

The 2020 Freshman Experience Week will be a virtual experience for our incoming freshmen. This event will take place the week of **August 3rd - 7th**. We are creating a week-long experience with welcome videos, virtual tours of South Campus, Facebook live chats, and many more opportunities for our incoming families to learn about MCHS. [Click here for more detailed information.](#)

MCHS Parking Permits:

The Deans' Office will be selling parking permits at a cost of \$150 to ***all seniors and only juniors who are currently enrolled in a GAVC class in which bussing is not available.*** Students will not be sold a parking permit if they still owe current and/or previous school fees and/or need to meet any previous school obligations (including GAVC students).

Permits will be sold to these students on the following dates and times at Central Campus:

- *Wednesday, August 5th, from 8:30 am - 11:00 am in the ARC at Central Campus*
- *Thursday, August 6th, from 11:00 am - 2:00 pm in the ARC at Central Campus*

Students planning to purchase a parking permit must keep the following in mind.

Prior to purchasing a parking permit, students must have paid, in full, all outstanding school fees and/or obligations ***including the 2020-2021 school year fees*** by the date of permit purchase. Fees and obligations can be remitted to Kathy Krakowski, assistant principal's secretary, at Central Campus.

All students are required to have the following documents when purchasing a parking permit.

- A Student Parking Registration Form, which can be downloaded from the MCHS website.
- The vehicle registration for the vehicle that will be parked on campus.
- Proof of valid insurance on the vehicle that the student is registering.
- A valid Illinois Driver's license.

Procedure for the "Junior Lottery"

Junior students may begin turning in completed parking permit applications beginning August 5th - August 6th, during the times listed above, in the ARC at Career Center at Central Campus. Prior to purchasing a parking permit, students must have paid, in full, all outstanding school fees and/or obligations ***including the 2020-2021 school year fees*** by the date of permit purchase. All applications collected during this time will be entered into a junior lottery to determine placement on the junior waiting list. All applications that are turned in after August 6th, 2020 will be placed on the junior waiting list in the order that they were received.

Junior lottery selection will begin once school starts (typically during the first/second week of school). Selected juniors will be notified, through the Deans' Office. Once notified, selected juniors will have three days to purchase their permit. If the permit is not purchased within three days, the application will be placed at the bottom of the junior lottery.

Sophomore Parking Permits

Sophomore parking permits will be sold once school begins. The Deans' Office will provide more information once school starts.

Class of 2020 Graduation Ceremony Picture Information:

Seniors and families that took part in the MCHS Graduation Ceremony should have received a direct email from **Visual Image Photography** to show their photos from graduation. If you have questions please see helpful hints below:

1. *Please have the family check their spam folder*
2. *Please visit the VIP web page, www.vipis.com*
 - *Type in Minooka in the search bar*
 - *There will be a few security questions, like id number and house number. This is for the safety of the students.*
 - *This should take them to their personal gallery, all products and pricing will be there.*
3. *This is the direct link to Minooka's page on our webpage.*
<https://www.vipis.com/group/762aaa23/minooka-community-high-school>

Equity & Diversity:

The MCHS Administration is looking forward to participating in the upcoming Inclusive Leadership training program with the Walker-Thomas Group. The next Equity and Diversity Committee meeting will be held on Monday, July 27th.

You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Dr. Lee, Superintendent
Dr. Zwemke, Building Principal

July 29, 2020 MCHS Student Commitment Form Last night the MCHS District 111 Board of Education approved the MCHS 2020 Return to Learn plan. As a result, we are asking our families to provide the commitment of each of their children for the first semester of the 2020-21 school year by completing the 2020-21 MCHS Student Commitment Form. The form should be completed for each District 111 student.

Between today and the end of the week (Friday, July 31), we ask that you complete the 2020-21 MCHS Student Commitment Form to choose one of two educational opportunities for each child for the first semester of the 2020-21 school year. ****Please note: If this form is not submitted for your child by July 31, the student will be registered in the Return to Learn Hybrid model.***

At the end of the first semester, families will be asked if they want to continue their chosen learning model or change to a different model. The hybrid model is the recommended model for the majority of students. However, it is understood that learners have different academic, health, and emotional needs; therefore choice is available.



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MCHS: Weekly Update

(Return to Learn FAQ, Freshmen Experience Week, GAVC Info & More)

July 31, 2020

Dear MCHS Students and Parents,

We wanted to provide you with an update to the Minooka Community High School Return to Learn 2020 plan with an FAQ document. (Please see the link below). In the FAQ document you will find answers to questions regarding the *Return to Learn Hybrid/Remote Plan, GAVC, Parking Permits, Chromebook Pickup for Freshmen and Sophomores, Freshmen Experience Week*, and much more.

Please find additional links below to the 2020-21 MCHS Student Commitment Form and the MCHS Return to Learn 2020-2021 School Plan.

- [MCHS 2020 Return to Learn FAQ's](#)
- [2020-21 MCHS Student Commitment Form](#)
- [MCHS Return to Learn 2020-2021 School Plan](#)

Note:

Please respond to the 2020-21 MCHS Student Commitment Form by the end today (Friday, July 31).

We ask for your continued support, patience, and understanding as we work together to instill in our students a sense of calm and an eagerness to learn. You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Sincerely,

Brent Edwards
Director of Community Relations

MCHS 111
26655 W. Eames St.
Channahon, IL 60410
(815) 521-4112



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August 6, 2020

Dear MCHS Parents and Students,

Minooka Community High School has made the difficult decision to begin the 2020-2021 school year by utilizing full remote learning for all students. While we have done everything possible with regards to a safety plan in compliance with the ISBE and IDPH guidelines, we continue to have issues with appropriately staffing our building. This is a result of the need to accommodate individuals for medical and/or childcare issues in accordance with the federal ADA and CARES Acts.

This has been, and will continue to be, a fluid time in our school's history. A main point of this decision is to provide consistent and quality education for our students and to staff the building accordingly. We understand that some staff members are apprehensive about returning to a work schedule that includes interacting in-person. We plan on using this remote learning schedule to provide these staff members with resources and training on how to cope and deal with this new normal.

We acknowledge that remote learning last spring was not pleasant for some of our students and families. MCHS is committed to providing more rigor and engagement, which will be provided through the schedule that was approved at the Board of Education meeting last month. Students who may need specialized educational services or social emotional support may attend in-person for academic or social emotional reasons.

We have every intention of continuing to support athletics and activities within the IHSA guidelines that have been established. We are working with our coaches and sponsors on how that might look on a remote basis.

Lunch for our free and reduced students will be scheduled on a pick-up basis similar to last spring. Dates and times will be provided Monday of next week.

As planned, August 10 and 11 will be Teacher Institute Days. Wednesday, August 12 will be a remote learning planning day and textbook pickup day.

The first day of school is scheduled for Thursday, August 13. The first day will be an A day. Please see below for the Remote Schedule.

This decision will be evaluated over the coming weeks, and the implementation of Hybrid Learning will be implemented as soon as conditions allow. We are all committed to transitioning back to an in-person schedule as soon as possible. Our students learn best when they are in the classroom in-person with their teacher.

Sincerely,

Dr. Kenny Lee
MCHS Superintendent

*MCHS Return to Learn Remote Plan (see below)

MCHS

REMOTE LEARNING SCHEDULE

This schedule will be followed for both A & B days (Monday - Friday)
Central and South Campus

Period 1 - 8:00am - 8:30am (Synchronous)

Login to Google Classroom/Meet and receive live instruction.

8:30am - 9:30am (Asynchronous)

Possible Activities: Continue work provided by teacher, engage in group work, engage in individual work, ask for help/feedback, complete online assessments, meet with counselors, deans, or social workers.

Period 2 - 9:30am - 10:00am (Synchronous)

Login to Google Classroom/Meet and receive live instruction.

10:00am - 11:00am (Asynchronous)

Possible Activities: Continue work provided by teacher, engage in group work, engage in individual work, ask for help/feedback, complete online assessments, meet with counselors, deans, or social workers.

Period 3 - 11:00am - 11:30am (Synchronous)

Login to Google Classroom/Meet and receive live instruction.

11:30am - 12:30pm (Asynchronous)

Possible Activities: Continue work provided by teacher, engage in group work, engage in individual work, ask for help/feedback, complete online assessments, meet with counselors, deans, or social workers.

Lunch - 12:30pm - 1:00pm

Period 4 - 1:00pm - 1:30pm (Synchronous)

Login to Google Classroom/Meet and receive live instruction.

1:30pm - 2:30pm (Asynchronous)

Possible Activities: Continue work provided by teacher, engage in group work, engage in individual work, ask for help/feedback, complete online assessments, meet with counselors, deans, or social workers.

Independent Work Time - 2:30pm - 3:00pm

Complete homework, redo assignments, work ahead on enrichment opportunities, email teachers, counselors, deans, and social workers as needed.

***Synchronous Learning**

An event in which a group of students are engaging in learning at the same time.

***Asynchronous Learning**

Forms of education, instruction, and learning that do not occur in the same place or at the same time

MINOOKA COMMUNITY HIGH SCHOOL

CENTRAL CAMPUS
301 S. Wabena Avenue
Minooka, IL 60447 | 815.467.2140

SOUTH CAMPUS
26655 W. Eames Street
Channahon, IL 60410 | 815.521.4001



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August 7, 2020

We wanted to provide you with an update to the Minooka Community High School 2020 Return to Learn Remote plan that was sent out last night. As we prepare to start the school year next week please read over the following instructions:

General information for all:

1. The district will begin the school year and follow the [Remote Learning Plan](#). This means that all students will work remotely every day. The MCHS school calendar has been updated to reflect this. [Click here to view the 2020/21 School Calendar](#).
2. All students must login to their teachers' Google Classrooms at the beginning of each period.
3. All students should expect to be engaged from 8:00am to 2:30pm. They will receive 30 minutes of synchronous instruction followed by 60 minutes of engagement opportunities, which could include group work assigned by the teacher, individual work, remediation/enrichment activities, online assessments, help from interventionists, and other activities.
4. A lunch break time for students and teachers will occur between 12:30pm to 1:00pm.
5. **Lunch Meals Reminder:** Meals will be provided as needed for students on Mondays and Wednesday for pick up between the hours of 9:00AM - 11:30AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pickup time. Meal packages will consist of meals for a number of days. Example: Monday's pick up will consist of lunch for Monday and Tuesday, while Wednesday's pick up will consist of lunch for Wednesday, Thursday, and Friday.

I am a parent. What do I need to know?

1. All teachers will use Google Classroom to post class expectations, assignments, discussions, videos, etc.. Teachers will email their Google Classroom join codes to students prior to the first day of school.
2. Please know that visitors are limited to appointments only and every person who enters the building must self-certify and wear a mask.

I am a student. What do I need to know?

1. Make sure you know which day it is ([on the calendar](#)) and which classes you will virtually attend each day. If it is an A day, you will virtually attend all of your A day classes. If it is a B day, you will virtually attend all of your B day classes.

2. Login to your teachers' Google Meets at the beginning of each period. You will follow the daily schedule that is outlined on the [Remote Learning Plan](#).
3. You should receive an email that contains Google Classroom join codes from your teachers prior to the first day of school.
4. During your scheduled Resource period, you will still login to your Resource teacher's Google Meet. After you check in with your teacher, you can then use this time to receive help, to meet with counselors/social workers/deans, to work on individual assignments, and/or to work with the interventionists or ARC managers.
5. If you need additional help, you should contact your teacher and ask for help. Your teachers will be working in teams or individually each day from 2:30pm-3:00pm.

Textbook & Material Distribution

Textbook and material distribution will take place on Wednesday, August 12th, at South and Central campus between 8:00AM - 3:00PM. A detailed list of what courses have textbooks or materials to pick up will be communicated on Monday, August 10th.

Parking Permit Refund

Parking permit refunds will be available on Wednesday, August 12th, during textbook and material distribution. Students must return their parking permit tag in order to receive their refund.

Drivers Education

Driver Education courses will move forward as planned. We are allowed to conduct class remotely, which counts towards the mandatory 30 classroom hours. Students are still required to complete the 6 mandatory behind the wheel hours with an instructor; they will be required to come to MCHS to complete their behind the wheel hours with an instructor. We are in the process of creating the driving schedule and the logistics of in-person behind the wheel instruction, and we will communicate with all Driver Education families once we have finalized a schedule.

Yearbook Pickup

There will be an additional MCHS Yearbook pickup on Wednesday, August 12th, at South and Central campus between 8:00AM - 3:00PM

Chromebook pickup

Freshmen and Sophomore students - If you have not picked up your MCHS Chromebook yet, please do so at South Campus. They will be available for pick up at the west end of South Campus at Door 19 (Activities Hallway). To skip the lines please fill out the link below the time and dates.

Monday, August 10 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Tuesday, August 11 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Wednesday, August 12 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Freshmen and Sophomore Link: <https://forms.gle/8e1gZK3tSw13skmY8>

Junior and Senior students - If you are in need of a Chromebook device one will be available (while supplies last) for pick up at the west end of South Campus at Door 19 (Activities Hallway). To skip the lines please fill out the link below the time and dates.

Monday, August 10 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Tuesday, August 11 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Wednesday, August 12 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Junior and Senior Link: <https://forms.gle/CnkeCRiLBSM7TrJP7>

We look forward to seeing you all virtually on Thursday, August 13, 2020 for the first day of school!

Sincerely,

Dr. Lee, Superintendent
Dr. Zwemke, Building Principal



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August 10, 2020

We wanted to provide you with additional information regarding this week and the start of school. As we prepare to start the school year next week please read over the following instructions:

Textbook & Material Pick Up Distribution

All students will be able to pick up their student handbook, along with required textbooks and materials for their classes on **Wednesday, August 12th**. Please see the pickup time schedule below. Also, please [click here](#) for those courses that have required textbooks and materials.

Last Name Begins With Time

A - E (8:00 am. - 9:30 am.)

F - K (9:30 am. - 11:00 am.)

L - R (12:00 pm. - 1:30 pm.)

S - Z (1:00 pm. - 3:00 pm.)

Central Campus Directions for Pick Up

- Students should park in the front lot once they arrive on campus
- Only the student should exit their car. All other family members should wait in their car.
- Students will receive a copy of their class schedule at door #2.
- Students will receive their required textbooks & materials at door #1.
- Students will receive their parking permit refund outside the PAC. Students must return their parking permit tag to receive their refund.

South Campus Directions for Pick Up

- Students will pull up to Door #21 once they arrive on campus.
- No one will be allowed to exit the car.
- Students will give their name to the attendant, who will gather their textbooks and materials.
- While textbooks and materials are being collected, students will be given a Student Handbook. Page 2 of the handbook will be signed and given back to the attendant. Only students who are present to sign the acknowledgment page will be given a Student Handbook. Parents and others cannot sign for the student.

GAVC will be offering in-person instruction

The first day for GAVC attendance will be Monday, August 17th. MCHS will be providing optional transportation from MCHS Central Campus to GAVC and back to Central Campus for time blocks 1-3. For a copy of the GAVC time schedule [click here](#). For a copy of the MCHS Return to Learn Remote schedule [click here](#).

Please see the bus departure schedule from Central Campus to GAVC below:

GAVC Time Block & Departure time from MCHS

1st Block - 7:55 am.
2nd Block - 9:15 am.
3rd Block - 10:35 am.

For students who are scheduled in the 2nd and 3rd time block at GAVC, a slight adjustment has been made to your MCHS schedule. Please see below:

Students scheduled in a 2nd time block GAVC class (with a start time of 9:40 am.) will be allowed to leave their MCHS 1st block class at 9:10 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 1st block class at 9:00 am.

Students scheduled in a 3rd time block GAVC class (with a start time of 11:00am.) will be allowed to leave their MCHS 2nd block class at 10:30 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 2nd block class at 10:20 am.

All students enrolled in an Early Bird, Cosmetology, or Agricultural class will need to provide their own transportation.

Chromebook pickup

Freshmen and Sophomore students - If you have not picked up your MCHS Chromebook yet, please do so at South Campus. They will be available for pick up at the west end of South Campus at Door 19 (Activities Hallway). To skip the lines please fill out the link below the time and dates.

Tuesday, August 11 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Wednesday, August 12 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Freshmen and Sophomore Link: <https://forms.gle/8e1gZK3tSw13skmY8>

Junior and Senior students - If you are in need of a Chromebook device one will be available (while supplies last) for pick up at the west end of South Campus at Door 19 (Activities Hallway). To skip the lines please fill out the link below the time and dates.

Tuesday, August 11 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Wednesday, August 12 (8:00AM - 11:00AM) & (12PM - 3:00PM)

Junior and Senior Link: <https://forms.gle/CnkeCRiLBSM7TrJP7>

Lunch Meals Reminder

Lunch pick up will begin on Thursday, August 13th between the hours of 9:00AM - 11:30AM. Meals will then be provided as needed starting the week of August 17th on Mondays and Wednesday for pick up between the hours of 9:00AM - 11:30AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pickup time. Meal packages will consist of meals for a number of days. Example: Monday's pick up will consist of lunch for Monday and Tuesday, while Wednesday's pick up will consist of lunch for Wednesday, Thursday, and Friday.

MCHS Offices Closed Tuesday

The Main Office at Central and South Campus will be closed on Tuesday, August 11th due to Diversity and Inclusion training for our Administration, Teachers, and Staff. The training is being provided by The Walker Thomas Group. To learn more about our Equity and Diversity Committee please click on the following link: [MCHS Equity & Diversity](#). We apologize for any inconvenience. The main office at Central and South Campus will reopen for regular business hours on Wednesday, August 12th. (7:30AM - 3:30PM)

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112
bedwards@mchs.net



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August 14, 2020

Dear MCHS Parents and Students,

Please take a look below to find important resources and information as we begin the 2020/21 school year together. You will find reminders regarding GAVC, yearbook and ID photos, Chromebook pickup, virtual open house information, and more.

Welcome Message from MCHS Students

MCHS senior students, Morgan Moreno and Alaina Frazier, send a heart-felt welcome to all students and teachers as they begin the 2020/21 school year. To view the video please [Click here](#).

Where Can Students Get Help?

During Resource periods, we encourage students to ask questions and receive support from any of our content-area labs, interventionists, counselors, deans, and social workers. Go to the Coronavirus / 2020 Return to Learn Resource Page on the MCHS website and click on "[Where Can Students Go During Resource to Get Help?](#)"

MCHS Virtual Open House

Save-the-Date for our MCHS Virtual Open House. This will be a great time to hear from staff, teachers, and administrators regarding the 2020/21 school year. More information will be provided soon!

*Tuesday, August 25, 2020
6:00pm - 7:30pm*

GAVC Transportation and Protocols

The first day for GAVC attendance will be Monday, August 17th. MCHS will be providing optional transportation from MCHS Central Campus to GAVC and back to Central Campus for time blocks 1-3. For a copy of the GAVC time schedule click [here](#). For a copy of the MCHS Return to Learn Remote schedule [click here](#).

Please see the bus departure schedule from Central Campus to GAVC below:

GAVC Time Block Departure time from MCHS

1st Block (7:55 am)
2nd Block (9:15 am)
3rd Block (10:35 am)

For students who are scheduled in the 2nd and 3rd time block at GAVC, a slight adjustment has been made to your MCHS schedule. Please see below:

Students scheduled in a 2nd time block GAVC class (with a start time of 9:40 am.) will be allowed to leave their MCHS 1st block class at 9:10 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 1st block class at 9:00 am.

Students scheduled in a 3rd time block GAVC class (with a start time of 11:00am.) will be allowed to leave their MCHS 2nd block class at 10:30 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 2nd block class at 10:20 am.

***Important Note:** Students that will be coming to MCHS Central Campus for transportation to and from GAVC must self certify before arriving on campus and boarding the GAVC bus. Directions for self certification can be found in the links below.

Student Self Certification Video

https://drive.google.com/file/d/1PQ_Wo3Wh1fVTyiPk36EkJZ5BPqLFyAc0/view?usp=sharing

Link to Self-Certification

<https://minooka-covid.phoenixlearning.com/adminlogin.html>

All students enrolled in an Early Bird, Cosmetology, or Agricultural class will need to provide their own transportation. If you have questions please email mwikoff@mchs.net

South Campus Textbook Distribution

Prior to arriving for the South Campus pick up, please review your child's schedule and courses to determine if textbooks are required for the course. Please click [here](#) to access the textbook document. Many courses utilize web based materials and a textbook is not required. Should your child need a textbook, please plan on coming at your assigned time.

***Note:** Students will not be required to have their textbooks during the first days of school as teachers and students build relationships and instructional practices regarding remote learning. We will make every arrangement possible to provide your textbooks. Students do not need to be present during pickup. We recommend students remain in class and allow a family member, neighbor, family friend, etc. to pick up the materials. Student Handbooks will be available for pickup at a later date. A copy of the 2020/21 Student Handbook is available on our website. [Click here to view the Student Handbook.](#)

Please see additional time slots below:

Monday, August 17: (P - S) (8:00am - 11:00am)

Monday, August 17: (T - V) (12:00pm - 3:00pm)

Tuesday, August 18: (W - Z) (8:00am - 11:00am)

Please adhere to your time slot and we apologize for any inconvenience this may cause.

School Photos and ID Information

We are working with VIP (www.vipis.com), our school photographer, on a late September or October option regardless of remote, hybrid, or in-person instruction. Returning students will use their past IDs until VIP is able to come and take school picture/id photos. The incoming freshmen that took a picture during freshmen walk-in day will receive their ID when they return to school. The freshmen that did not get a picture taken will have their photo taken when VIP is on campus.

***Seniors -** This year VIP will take many different headshots when your picture is taken and you will be able to choose which headshot you want in the yearbook. If you would like a full photo session, VIP is offering full sessions at their Wheeling studio. Please call to make an appointment. (847) 499-9300

Student IDs will NOT be printed onsite and will be handed out on a later date.

Lunch Meals Reminder

Meals will be provided as needed starting the week of August 17th on Mondays and Wednesday for pick up between the hours of 9:00AM - 11:30AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pick up time. Meal packages will

consist of meals for a number of days. Example: Monday's pick up will consist of lunch for Monday and Tuesday, while Wednesday's pick up will consist of lunch for Wednesday, Thursday, and Friday.

Chromebook pickup

If you have not picked up your MCHS Chromebook yet, please make arrangements with the Director of Technology, Jim Kelly at jkelly@mchs.net.

Freshmen and Sophomore students:

Please fill out the 1:1 Acceptable Use And Chromebook Agreement form below before you arrive for your scheduled pick up with Mr. Kelly:

<https://forms.gle/8e1gZK3tSw13skmY8>

Junior and Senior students:

If you are in need of a Chromebook device one will be available (while supplies last). Please fill out the Covid-19 Chromebook Agreement form below before you arrive for your scheduled pickup with Mr.

Kelly: <https://forms.gle/CnkeCRiLBSM7TrJP7>

You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net



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August 21, 2020

Virtual Open House

Save-the-Date for our MCHS Virtual Open House for Tuesday, August 25 from 6:00PM - 7:30PM. This will be a great time to hear from staff, teachers, and administrators regarding the 2020/21 school year. A link will be provided on Tuesday, August 25.

Testing Information

MCHS will offer the SAT to all seniors on October 14, 2020. Test day information will be sent to families of senior students in the upcoming weeks.

MCHS will offer the NMSQT to sophomores and juniors on October 14, 2020. Registration and test fee information will be sent in the upcoming weeks.

Return to Learn 2020

At their regular Board of Education meeting, the BOE approved the remote learning component of our Return to Learn plan as implemented beginning August 13, 2020, which was our first day. We will have a Special Board of Education meeting on September 2, 2020, at 6:00 PM to update the Board of Education as we transition to the Hybrid Learning model. The first day of hybrid learning will be Monday, September 14, 2020.

Lunch Meals Reminder

Meals will be provided as needed starting the week of August 17th on Mondays and Wednesday for pick up between the hours of 9:00AM - 11:00AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pick up time. Meal packages will consist of meals for a number of days. Example: Monday's pick up will consist of lunch for Monday and Tuesday, while Wednesday's pick up will consist of lunch for Wednesday, Thursday, and Friday.

Chromebook pickup

If you have not picked up your MCHS Chromebook yet, please make arrangements with the Director of Technology, Jim Kelly at jkelly@mchs.net.

Athletics & Activities

Athletics: Our MCHS athletics are underway and excited to participate once again. Follow Boys & Girls Cross Country, Girls Tennis, and Boys & Girls Golf by visiting the MCHS School Athletics website: [Click here](#).

Activities: Activities and clubs are underway and excited to get started. [Click here](#) to see all the great things students can get involved in while at MCHS.

You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net



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September 4, 2020

Dear MCHS Families,

Happy Labor Day Weekend! We have now completed our first 3 weeks of the 2020-2021 school year. As students, parents, teachers, and staff continue to settle into the Return to Learn Remote Plan we would like to share a few important updates, reminders, and upcoming information. Please see the listings below regarding: ***lunch pickup next week, freshmen/sophomore Career Cruising, Conquering College Cost webinar, and more.***

Students Self Certification Process

Please have your child check their MCHS student email for details on login information for self-certification.

SAT and NMSQT Information

In accordance with ISBE, MCHS will offer the SAT to all seniors on October 14th. Updated information will be sent weekly as we approach the test date.

Lunch Meals Reminder

Due to the Labor Day Holiday on Monday, meals will be provided for pick up next week on Tuesday and Thursday between the hours of 9:00AM - 11:00AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pickup time. Meal packages will consist of meals for a number of days. The following week lunch distribution will continue with the normal scheduled pickup of Monday and Wednesday.

Career Cruising Activity for Freshman & Sophomore students

Hello from your South Campus School Counselors! Next week we will be doing our Career Cruising Activity with your Freshman and Sophomore students via Google Meets. Students will be able to access our presentation live through their 'Class of' Google Classroom during their scheduled resource. Please check with your student to see if they have joined our Student Services 'Class of' Google Classroom. If not, please encourage them to do so. Invitations to join have been sent to your student's school email.

Conquering College Cost Night

Save the Date (September 22, 2020) for a Q&A with Frank Palmasani, author of "Right College, Right Price" to discuss how you can maximize your opportunities for scholarships and grants – thus reducing the college sticker price for your child. He will also share his unique method of finding "financial fits," affordable college options. A link and video will be provided next week prior to the event.

GAVC information

Parents & Students - If your GAVC student will be absent for the day we ask that you please call the main office of the MCHS school they attend (Central Campus - 815-467-2140 / South Campus - 815-521-4001) and the GAVC attendance line at (815) 942-439 to report your child's absence.

GAVC Transportation Reminder: MCHS will be providing optional transportation from MCHS Central Campus to GAVC and back to Central Campus for time blocks 1-3. For a copy of the GAVC time schedule [click here](#). For a copy of the MCHS Return to Learn Remote schedule [click here](#).

Please see the bus departure schedule from Central Campus to GAVC below:

GAVC Time Block (Departure time from MCHS)

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3rd Block (10:35 am)

For students who are scheduled in the 2nd and 3rd time block at GAVC, a slight adjustment has been made to your MCHS schedule. Please see below:

Students scheduled in a 2nd time block GAVC class (with a start time of 9:40 am.) will be allowed to leave their MCHS 1st block class at 9:10 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 1st block class at 9:00 am.

Students scheduled in a 3rd time block GAVC class (with a start time of 11:00am.) will be allowed to leave their MCHS 2nd block class at 10:30 am. if they are providing their own transportation to GAVC. Students who are coming to MCHS for transportation to GAVC will be allowed to leave their MCHS 2nd block class at 10:20 am.

Important Note: Students that will be coming to MCHS Central Campus for transportation to and from GAVC must self certify before arriving on campus and boarding the GAVC bus. Directions for self-certification can be found in the links below.

Student Self-Certification Video

https://drive.google.com/file/d/1PQ_Wo3Wh1fVTyiPk36EkJZ5BPqLFyAc0/view?usp=sharing

Link to Self-Certification

<https://minooka-covid.phoenixlearning.com/adminlogin.html>

All students enrolled in an Early Bird, Cosmetology, or Agricultural class will need to provide their own transportation. If you have questions please email mwikoff@mchs.net

You can always stay up-to-date by using our social media platforms and website. Have a wonderful Labor Day Weekend! #WeAreMinooka.

Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



MINOOKA COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

September 10, 2020

Dear MCHS Families,

We are now through our first 4 weeks of school and wanted to provide you with a few updates. Please see the listings below regarding: Late Starts, VIP Yearbook Photo Sessions, GAVC, and more!

Late Starts

Minooka Community High School will continue using our Late Start schedule this school year with the first Late Start taking place on Monday, September 14th. Please see below for detailed information regarding Late Start protocol:

The school day will begin at 9:30 a.m.

What is the remote schedule for Late Start dates?

Time	Block	Synchronous	Asynchronous
8:00-9:30			
9:30-10:45	1	9:30-10:00	10:00-10:45
10:45-12:00	2	10:45-11:15	11:15-12:00
12:00-12:30	Lunch		
12:30-1:45	3	12:30-1:00	1:00-1:45
1:45-3:00	4	1:45-2:15	2:15-3:00

GAVC Students

Students scheduled for the Early Bird, Cosmetology, and 1st time Block will go to GAVC at their regularly scheduled time.

All 2nd and 3rd time block GAVC classes have been cancelled.

*Important Note: Students that will be coming to MCHS Central Campus for transportation to and from GAVC must self certify before arriving on campus and boarding the GAVC bus. Directions for self certification can be found in the links below.

Student Self Certification Video

https://drive.google.com/file/d/1PQ_Wo3Wh1fVTyiPk36EkJZ5BPqLFyAc0/view?usp=sharing

Link to Self-Certification

<https://minooka-covid.phoenixlearning.com/adminlogin.html>

GAVC No Attendance Day

Grundy Area Vocational Center (GAVC) will not have school on Friday, September 18, 2020 due to Teachers Institute Day. (No Students) [Please click here for the GAVC calendar.](#)

Yearbook/ID Pictures

MCHS will be holding photo sessions for yearbook and ID pictures on September 21, 22, 23, and 24. Click the following link for all the picture information: [Yearbook Photos](#)

Pictures will be taken at the South Campus Cafeteria for ALL grade levels. Only students will be allowed in the building, enter door 21, exit door 1. Cars must be parked in parking spots. Students must wear a mask except for when taking their picture. Students must self-certify and show the self-certification receipt upon arrival.

Self-certification link: <https://minooka-covid.phoenixlearning.com/index.html>

(*Self-Certification information was sent to your child's MCHS email address)

Freshmen, Sophomore, and Junior picture times will be determined by their resource period

*Freshmen - If you are a freshmen student and have already taken your picture during registration days this does not apply to you. Retake days will be scheduled at a later date.

*Seniors - This year VIP will take many different headshots when your picture is taken and you will be able to choose which headshot you want in the yearbook. If you would like a full photo session VIP is offering full sessions at their Wheeling studio. You can call to make an appointment.

Student IDs will NOT be printed onsite and will be handed out on a later date.

If you have any questions or are unable to make it during your scheduled time please email aseidel@mchs.net or hholden@mchs.net

Illinois State Board of Education - Zoom Meeting

The Illinois State Board of Education (ISBE) would like to invite parents and guardians to the first Statewide Return to School Family Convening, happening via Zoom on Friday, (September 11) 1:30 to 3:30 p.m. This event is an opportunity for parents, caretakers, and students to meet with state agencies and with parent and student advocacy group leaders.

ISBE would like to hear from attendees about their experiences with school during COVID-19 and ask for their feedback on ISBE's guidance. ISBE will share with participants about services and supports available to them. The overarching goal is to help everyone learn more about accessing and advocating for high-quality and equitable resources to ensure better educational outcomes for all Illinois students.

To register for the event please follow the link provided: <https://tinyurl.com/y2vqlu6s>. The event will be recorded to make it accessible for families who cannot join live.

You can always stay up-to-date by using our social media platforms and website. #WeAreMinooka.

Sincerely,

Brent Edwards
Director of Community Relations
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bedwards@mchs.net



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September 18, 2020

Dear MCHS Families,

Earlier this week at the Board of Education committee meeting, The Return to Learn plan was discussed. Some of the highlights of that discussion included:

- The administrative team explained that Student Services has identified students who are particularly struggling to come in and receive support. We proposed to continue and expand this practice as we progress through the school year.
- The Board of Education received an update on the recent Instruction Team meetings and the changes that the group is recommending to the hybrid schedule within the Return to Learn Plan. It was also pointed out that the team still has some items to work through as we transition to hybrid learning. We certainly appreciate all of the time and effort that the team has spent working through this process.
- The BOE was also provided an update on our students with special needs. We discussed the need to expedite their return. We are proposing a number of them to begin to return to MCHS on Monday, October 5, 2020.

Finally, a discussion took place regarding a date to return our student body to an in-person model. We are recommending that MCHS implement a revised hybrid learning model on Monday, October 19, 2020. Although the Instruction Team will continue to meet and work out logistics, a sample "DRAFT" schedule of this revised model can be seen below.



MCHS Hybrid Learning Schedule

Below is a sample schedule for South & Central Campus based on each group attending its A day classes followed by B day classes. Lunch will not be served during this example.

South Campus	Central Campus	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:55	8:00-9:10	1A Group 1 (A-L) In-person Instruction	1B Group 1 (A-L) In-person Instruction	All Students Remote Learning More information to follow	1A Group 2 (M-Z) In-person Instruction	1B Group 2 (M-Z) In-person Instruction
9:01-10:11	9:16-10:26	2A Group 2 (M-Z) Remote Instruction	2B Group 2 (M-Z) Remote Instruction		2A Group 1 (A-L) Remote Instruction	2B Group 1 (A-L) Remote Instruction
10:17-11:27	10:32-11:42	3A Full Remote Students follow your Alpha Slice	3B Full Remote Students follow your Alpha Slice		3A Full Remote Students follow your Alpha Slice	3B Full Remote Students follow your Alpha Slice
11:33-12:43	11:48-12:58	4A	4B		4A	4B
12:45-1:15	1:00-1:30	Lunch	Lunch		Lunch	Lunch
1:15-2:45	1:30-3:00	Collaboration	Collaboration		Collaboration	Collaboration

Hybrid Schedule Highlights

- Group 1 attends in person Monday (A Day) and Tuesday (B Day).
- Group 2 attends in person Thursday (A Day) and Friday (B Day).
- Group 1 last name A-L and Group 2 last name M-Z
- All students receive remote instruction Wednesday.
- All students check in daily to begin each class.
- For all remote students, teachers have the autonomy to decide whether synchronous or asynchronous methods will best achieve the learning standards.

Yearbook/ID Pictures

MCHS will be holding photo sessions for yearbook and ID pictures on September 21, 22, 23, and 24. Click the following link for all the picture information: [Yearbook Photos](#)

Pictures will be taken at the South Campus Cafeteria for ALL grade levels. Only students will be allowed in the building, enter door 21, exit door 1. Cars must be parked in parking spots. Students must wear a mask except for when taking their picture. Students must self-certify and show the self-certification receipt upon arrival.

Self-certification link: <https://minooka-covid.phoenixlearning.com/index.html>
(*Self-Certification information was sent to your child's MCHS email address)

Freshmen, Sophomore, and Junior picture times will be determined by their resource period

*Freshmen - If you are a freshmen student and have already taken your picture during registration days, this does not apply to you. Retake days will be scheduled at a later date.

*Seniors - This year, VIP will take many different headshots when your picture is taken and you will be able to choose which headshot you want in the yearbook. If you would like a full photo session, VIP is offering full sessions at their Wheeling studio. You can call to make an appointment.

Student IDs will NOT be printed onsite and will be handed out on a later date. If you have any questions or are unable to make it during your scheduled time, please email aseidel@mchs.net or hholden@mchs.net

Conquering College Costs Event

This year, the MCHS Student Services Office will be offering our annual “Conquering College Costs” event virtually to all of our families. Because of COVID, we are making this available to all families in their homes through the following link: <https://youtu.be/KDpF8sOoYgU>

This video is now active and can be viewed at any time.

Frank Palmasani, author of “Right College, Right Price,” will discuss how you can maximize your opportunities for scholarships and grants and reduce your college sticker price. He will also share his unique method of finding “financial fits,” which are affordable college options.

Frank Palmasani has been a staunch advocate of paying for college without excessive debt for over 35 years. He has spoken to thousands of parents at seminars during that time, presented at counselor conferences, and been interviewed by radio and TV outlets across the country. His enthusiastic style will keep you interested in this important topic.

*On Tuesday, September 22, 2020 at 7:00PM we have set up a zoom meeting with Mr. Palmasani so that he can answer many of your questions. After you watch the video, use the Zoom link below on September 22nd at 7:00PM and you will be able to attend this session and type in your questions. Mr. Palmasani will answer all questions at that time!

Video link: <https://youtu.be/KDpF8sOoYgU>

Zoom Q & A link:

<https://us04web.zoom.us/j/78628697463?pwd=cTQ1K0xmMHlxNFBkQk0rUDFWMGFIUT09>

Meeting ID: 786 2869 7463

Passcode: n65TWA

SAT and NMSQT Information

In accordance with ISBE, MCHS will offer the SAT to all seniors on October 14th. Please see the [\(Seniors Only\) Testing Information for October 14th](#) for details. Please make sure to complete the survey and let us know if you plan to take the SAT at MCHS on October 14th. Transportation requests are included in the survey.

The National Merit Scholarship Qualifying Test (NMSQT) will be offered to sophomores and juniors. Please see the [NMSQT Oct. 17th Information](#) for registration details.

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net



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September 25, 2020

Dear MCHS Families,

Return to Learn 2020

On Wednesday, September 23, the MCHS Board of Education approved the revised version of the 2020 Return to Learn Plan. The new hybrid learning plan will be implemented on Monday, October 19, 2020.

Please see some of the Hybrid Schedule Highlights below:

- Group 1 attends in person Monday (A Day) and Tuesday (B Day).
- Group 2 attends in person Thursday (A Day) and Friday (B Day).
- Group 1 last name A-L and Group 2 last name M-Z
- All students receive remote instruction Wednesday.
- All students check in daily to begin each class.
- For all remote students, teachers have the autonomy to decide whether synchronous or asynchronous methods will best achieve the learning standards.

***Students, regardless of selection of in person learning or remote learning, will follow the hybrid bell schedule.**

		<h1>MCHS Hybrid Learning Schedule</h1>				
South Campus	Central Campus	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:55	8:00-9:10	1A Group 1 (A-L) In-person Instruction	1B Group 1 (A-L) In-person Instruction	All Students Remote Learning	1A Group 2 (M-Z) In-person Instruction	1B Group 2 (M-Z) In-person Instruction
9:01-10:11	9:16-10:26	2A Group 2 (M-Z) Remote Instruction	2B Group 2 (M-Z) Remote Instruction		2A Group 1 (A-L) Remote Instruction	2B Group 1 (A-L) Remote Instruction
10:17-11:27	10:32-11:42	3A Full Remote Students follow your Alpha Slice	3B Full Remote Students follow your Alpha Slice		3A Full Remote Students follow your Alpha Slice	3B Full Remote Students follow your Alpha Slice
11:33-12:43	11:48-12:58	4A	4B		4A	4B
12:45-1:15	1:00-1:30	Lunch	Lunch		Lunch	Lunch
1:15-2:45	1:30-3:00	Collaboration	Collaboration		Collaboration	Collaboration

Hybrid or Remote Selection:

1. If you originally selected "**remote**" for your child, your child will remain in full-remote learning. Changes to hybrid learning can be made at the end of the semester.
2. If you originally selected "**hybrid**" for your child, your child will begin hybrid learning on October 19th. Changes to full-remote learning can be made at any time.
3. If you do not remember what you selected, please check PowerSchool. Full-remote students will have a **blue icon** with a computer next to their names.
4. If you have questions or would like to make a change from hybrid to remote, please email Dawn Lehr at dlehr@mchs.net

Late Start: (Tuesday, September 29th)

This is a reminder that Tuesday, September 29, 2020, MCHS will follow its "late start" schedule. Please see below for detailed information regarding Late Start protocol:

The school day will begin at **9:30 a.m.**

Time	Block	Synchronous	Asynchronous
8:00-9:30			
9:30-10:45	1	9:30-10:00	10:00-10:45
10:45-12:00	2	10:45-11:15	11:15-12:00
12:00-12:30	Lunch		
12:30-1:45	3	12:30-1:00	1:00-1:45
1:45-3:00	4	1:45-2:15	2:15-3:00

GAVC Students

Students scheduled for the Early Bird, Cosmetology, and 1st time Block will go to GAVC at their regularly scheduled time.

All 2nd and 3rd time block GAVC classes have been cancelled.

***Important Note:** Students that will be coming to MCHS Central Campus for transportation to and from GAVC must self certify before arriving on campus and boarding the GAVC bus. Directions for self certification can be found in the links below.

Student Self Certification Video

https://drive.google.com/file/d/1PQ_Wo3Wh1fVTyiPk36EkJZ5BPqLFyAc0/view?usp=sharing

Link to Self-Certification

<https://minooka-covid.phoenixlearning.com/adminlogin.html>

SAT and NMSQT Information

In accordance with ISBE, MCHS will offer the SAT to all seniors on October 14th. Please click the following link see the [\(Seniors Only\) Testing Information for October 14th](#) for details. Please make sure to complete the survey and let us know if you plan to take the SAT at MCHS on October 14th. Transportation requests are included in the survey.

The National Merit Scholarship Qualifying Test (NMSQT) will be offered to sophomores and juniors. Please see the [NMSQT Oct. 17th Information](#) for registration details.

6-Week Progress Report

6-week progress reports for Minooka Community High School students will be available online through PowerSchool at www.mchs.net beginning Monday (September 28th) at 8:30AM.

For more information on using PowerSchool, please call Jim Kelly at (815) 521-4001, ext. 4017. To request a hard copy of your student's progress report, please call the main office at your child's MCHS campus (Central Campus: (815) 467-2140; South Campus: (815) 521-4001).

Student Activities SAVE-the-DATE:

Drive-In Movie Night

Tuesday, September 29th

7:00PM Central Campus

For details visit: <https://www.mchsactivities.net/>

MCHS Talent Show

Thursday, October 1st

7:00PM Central Campus

For details visit: <https://www.mchsactivities.net/>

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here.](#)

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

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October 2, 2020

Dear MCHS Families,

The month of October has finally arrived and with the feeling of Autumn in the air we are only a couple weeks away from bringing students back to in-person instruction within our Return to Learn Hybrid Schedule. We wanted to update you on a few items as we continue to prepare for October 19th.

Parking Permit Information

With the Board approval of the return to a hybrid schedule beginning October 19th, the Deans' Office will be issuing first semester parking permits October 13-16 from 1:30-3:30 pm at Central Campus. At this time, there will be no fees charged. The fees for first semester parking permits will be determined at the end of the first semester, but will not exceed \$60. **These parking permits will expire at the end of first semester.**

If you have already been issued a first semester parking permit and kept it, you do not have to do anything else. If you turned in your first semester parking permit and received a refund, you may pick it up on October 13th or 14th.

All other students wishing to obtain a first semester parking permit must have paid, in full, all outstanding school fees and/or obligations **including the 2020-2021 school year fees** prior to the date of issue. Fees and obligations can be remitted to Kathy Krakowski, secretary to the Assistant Principal, at Central Campus. All students are required to have the following documents when requesting a parking permit:

1. A Student Parking Registration Form.
2. The vehicle registration for the vehicle that will be parked on campus.
3. Proof of valid insurance on the vehicle that the student is registering.
4. A valid Illinois driver's license.

First Semester Parking Permit Schedule:

Tuesday, October 13

- REISSUE permits to those who have already turned in their application and other necessary documents.

Wednesday, October 14

- REISSUE permits to those who have already turned in their application and other necessary documents.
- Issue permits to SENIORS who have NOT already turned in their application and necessary documents.

Thursday and Friday, October 15 - October 16

- Issue permits to ANY STUDENT who has NOT already turned in their application and necessary documents.

[Click here to download the 2020-2021 Parking Permit Rules and Regulations Letter.](#)

[Click here to download the 2020-2021 Student Parking Application/Registration Form](#)

GAVC Update

Transportation will continue to be provided for all students (both Hybrid and Remote) from MCHS to GAVC when MCHS transitions to the Hybrid Learning Schedule on October 19th. Students who have chosen to stay remote will still need to provide their own transportation to and from MCHS on days they are attending GAVC.

- *Important Note: Students that will be coming to MCHS Central Campus for transportation to and from GAVC must self certify before arriving on campus and boarding the GAVC bus.*

All GAVC departure and return times to and from MCHS will remain the same. Please see the GAVC departure times listed below.

GAVC Time Block (Departure time from MCHS)

1st Block (7:55 am)
2nd Block (9:15 am)
3rd Block (10:35 am)

On the days that a student is scheduled for in-person instruction they may be placed in a resource class, once they return back from GAVC, until their next MCHS class begins.

Students that are scheduled for remote learning will need to leave campus and return home once they return from GAVC.

Eventlink - Academic, Athletic, and Extracurricular calendar.

Stay up-to-date with Eventlink™ – the official calendar for academic, athletic, and extracurricular events. *STUDENTS AND PARENTS* create your account, select the calendars of *ONLY* the teams, clubs, and activities *YOU* wish to know about. Eventlink will do the rest. You will receive a *Daily Event Summary* email every morning of *ONLY* the events you choose to know about. Also, receive notifications of changes and announcements via text message and email. Go to eventlink.com and click Create Account to begin.

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict11 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Sincerely,

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October 9, 2020

Dear MCHS Families,

We have a few important topics and reminders we would like to share with you as we move into the holiday weekend. Monday is Columbus Day (No School October 12th). As we continue to prepare for October 19th, please review the Return to Learn video, the Student Self-Certification video, and all other information below.

Return to Learn Video

This video provides an overview of how students will enter the buildings, move through the hallways, attend classes, and so much more. Click on the following link to view the video: [2020 Return to Learn Video](#)

Student Self-Certification Video

This video provides easy instructions on how students will Self-Certify daily before school. Click on the following link to view the video: [MCHS Student Self-Certification Process](#)

Columbus Day

Monday, October 12th is Columbus Day. There will be no school on Monday.

Parking Permit Information

With the Board approval of the return to a hybrid schedule beginning October 19th, the Deans' Office will be issuing first semester parking permits October 13-16 from 1:30-3:30 pm at Central Campus. At this time, there will be no fees charged. The fees for first semester parking permits will be determined at the end of the first semester, but will not exceed \$60. These parking permits will expire at the end of first semester. If you have already been issued a first semester parking permit and kept it, you do not have to do anything else. If you turned in your first semester parking permit and received a refund, you may pick it up on October 13th or 14th.

All other students wishing to obtain a first semester parking permit must have paid, in full, all outstanding school fees and/or obligations including the 2020-2021 school year fees prior to the date of issue. Fees and obligations can be remitted to Kathy Krakowski, secretary to the Assistant Principal, at Central Campus.

All students are required to have the following documents when requesting a parking permit:

1. A Student Parking Registration Form.
2. The vehicle registration for the vehicle that will be parked on campus.
3. Proof of valid insurance on the vehicle that the student is registering.
4. A valid Illinois driver's license.

First Semester Parking Permit Schedule:

Tuesday, October 13

- REISSUE permits to those who have already turned in their application and other necessary documents.

Wednesday, October 14

- REISSUE permits to those who have already turned in their application and other necessary documents.
- Issue permits to SENIORS who have NOT already turned in their application and necessary documents.

Thursday and Friday, October 15 - October 16

- Issue permits to ANY STUDENT who has NOT already turned in their application and necessary documents.

[Click here to download the 2020-2021 Parking Permit Rules and Regulations Letter.](#)

[Click here to download the 2020-2021 Student Parking Application/Registration Form](#)

Information for All Students: October 14th (SAT and Asynchronous Learning Day)

In accordance with ISBE, MCHS will offer the SAT to all seniors on October 14th. Please see the [\(Seniors Only\) Testing Information for October 14th](#) for details. Students with last names A-L will report to Central Campus and students with last names M-Z will report to South Campus. Students with accommodations will test at Central and will receive separate communication. Please remember to self-certify before you arrive at 7:30am on Wednesday.

As a reminder, ALL freshmen, sophomores, and juniors must check their teachers' Google Classrooms to view asynchronous work to be completed on October 14th. No live instruction will occur.

Class of 2021 FAFSA Information

Please click the following link for FAFSA information: [Class of 2021 FAFSA](#)
2021-2022 Financial Aid information flyer. Click the following links for [English](#) and/or [Spanish](#).

Lunch Meals Reminder

Due to the Columbus Day Holiday on Monday, meals will be provided for pick up next week on Tuesday and Thursday between the hours of 9:00AM - 11:00AM. Pick up will be at MCHS South Campus: 26655 W. Eames Street / Channahon, Illinois 60410 in the front of the building. There will be staff available to assist you during the pick up time. Meal packages will consist of meals for a number of days. The following week lunch distribution will continue with the normal scheduled pickup of Monday and Wednesday.

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Sincerely,

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October 16, 2020

Dear MCHS Families,

We are so excited to welcome back our students starting on Monday, October 19th. Please review the following important topics and reminders as we prepare to return with the MCHS Hybrid Learning Schedule. Below you will find the Return to Learn Hybrid Schedule, Return to Learn Video, Student Self-Certification video, Top Reminders, and more. *Our most recent session of The Nook 111 Live Stream answers a number of questions relating to the Hybrid Schedule and can be found on our Facebook Page and Youtube Channel.*

Return to Learn Hybrid Schedule

Doors will not open until the following times:

Central Campus – 7:45AM | South Campus – 7:30AM

		Below is the schedule for South & Central Campus based on each group attending its A day classes followed by B day classes. Lunch will not be served. Full Remote Students follow your Alpha Slice.				
South Campus	Central Campus	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:55	8:00-9:10	1A Student groups listed below:	1B Student groups listed below:	All Students Remote Learning Asynchronous lessons will be posted. Check-ins by student & teacher as needed 1A 8:00-8:25 1B 10:00-10:25 2A 8:30-8:55 2B 10:30-10:55 3A 9:00-9:25 3B 11:00-11:25 4A 9:30-9:55 4B 11:30-11:55 12:30-1:30 Office Hours	1A Student groups listed below:	1B Student groups listed below:
9:01-10:11	9:16-10:26	2A Group 1 (A-L) In-person Instruction	2B Group 1 (A-L) In-person Instruction		2A Group 2 (M-Z) In-person Instruction	2B Group 2 (M-Z) In-person Instruction
10:17-11:27	10:32-11:42	3A Group 2 (M-Z) Remote Instruction	3B Group 2 (M-Z) Remote Instruction		3A Group 1 (A-L) Remote Instruction	3B Group 1 (A-L) Remote Instruction
11:33-12:43	11:48-12:58	4A	4B		4A	4B

Return to Learn Video

This video provides an overview of how students will enter the buildings, move through the hallways, attend classes, and so much more. Click on the following link to view the video: [2020 Return to Learn Video](#)

Student Self-Certification Video (How-To)

This video provides easy instructions on how students will Self-Certify daily before school. Click on the following link to view the video: [MCHS Student Self-Certification Process](#)

COVID-19 Symptom Reminder

One goal during this pandemic is to keep our doors open for our students. Please do *NOT* send your student to school if they have any of the following symptoms:

- fever or chills
- dry coughs
- shortness of breath associated with respiratory illness
- muscle pain or body ache
- headache
- new loss of taste or smell
- sore throat
- diarrhea
- fatigue
- nausea or vomiting

Make sure your student(s) **certifies Monday through Friday** before they get on the bus and/or enter our doors. *This should be done even if they are a remote learner.* The certification process helps us identify students who may be symptomatic. Click on the following link to view the “How to self-certify” video: [MCHS Student Self-Certification Process](#)

SAT Information (Seniors Only)

If you were unable to take the SAT on Wednesday, October 14th, please complete this survey (link below) by MONDAY, October 19th, in order to take the makeup SAT on October 27th at Central Campus. [Survey Link](#):

National Merit Scholarship Qualifying Test (NMSQT)

If you registered online for the National Merit Scholarship Qualifying Test (NMSQT) that will be given tomorrow, **Saturday, October 17th, at 8am**, please review the list attached for your room assignment.

Please note:

1. *You must self-certify before you report to South Campus at 7:30am. Click the following link to watch a "how to self-certify" video: <https://www.wevideo.com/view/1868558235>*
2. *You must provide your own transportation to and from South Campus.*
3. *Standard testing will end at approximately 11:30am and Extended Time testing will end at approximately 1pm.*
4. *If you are pickup up your child, you must park in either front parking lot. Please do not line up and park in the lanes in front of the building.*

Chromebook (Fully Charged)

Starting on Monday (10/19) please make sure that students coming into the buildings have their school issued chromebook fully charged for the school day. If you would like to bring your chromebook charger in your backpack you may do so. Please do not share your charger or chromebook with other students. If you forget your school issued chromebook or charger an extra **will NOT be provided to you**. It is very important that you come to school with the chromebook fully charged so that you are able participate in each of your classes.

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net



MINOOKA COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

October 23, 2020

Dear MCHS Families,

The sounds of hustle and bustle in the hallways, teachers saying good morning, seeing buses in front of the buildings, and hearing discussions from the classrooms could only mean one thing, students were back in the building. The first week of our hybrid learning schedule was a smooth transition, and that is all due in part to our teachers, staff, custodians, bus drivers, administrators, students, and families. Thank you for your support and continued flexibility to make this week a success.

Return to Learn Hybrid Schedule (Reminder)

MCHS Hybrid Learning Schedule

Below is the schedule for South & Central Campus based on each group attending its A day classes followed by B day classes. Lunch will not be served. Full Remote Students follow your Alpha Slice.

South Campus	Central Campus	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:55	8:00-9:10	1A Student groups listed below:	1B Student groups listed below:	All Students Remote Learning Asynchronous lessons will be posted. Check-ins by student & teacher as needed. 1A 8:00-8:25 1B 10:00-10:25 2A 8:30-8:55 2B 10:30-10:55 3A 9:00-9:25 3B 11:00-11:25 4A 9:30-9:55 4B 11:30-11:55 12:30-1:30 Office Hours	1A Student groups listed below:	1B Student groups listed below:
9:01-10:11	9:16-10:26	2A Group 1 (A-L) In-person Instruction	2B Group 1 (A-L) In-person Instruction		2A Group 2 (M-Z) In-person Instruction	2B Group 2 (M-Z) In-person Instruction
10:17-11:27	10:32-11:42	3A Group 2 (M-Z) Remote Instruction	3B Group 2 (M-Z) Remote Instruction		3A Group 1 (A-L) Remote Instruction	3B Group 1 (A-L) Remote Instruction
11:33-12:43	11:48-12:58	4A	4B		4A	4B

What have we learned about our students in hybrid learning?

We are #mchsproud of our students, staff and parents for their work this week. Here are a few things we have learned from.

1. **Nice job with self-certification.** This is the cornerstone of going to school in hybrid learning. Our students and families did a wonderful job with self-certification. We want this to continue and have all our students, whether remote or in person, to self-certify each day. [Please watch this helpful video for review.](#)

2. **It was not the typical first day of school.** This week marks the 11th week of school. While many students had their first day of in person learning, it was evident that learning was occurring this week as a continuation of remote learning. Our teachers are trying different methods of instruction to assess learning and engage students. Teachers will have the autonomy to determine the best instructional methods that work for their students.
3. **It will take time to establish routines and procedures.** While a comprehensive framework is in place following guidelines and protocols, it will take some time to master one-directional hallways and staircases, drop off procedures, and absence procedures among others. Continue to be patient and flexible as we work together. Our students and staff have done an excellent job overall with social distancing and wearing their masks.

What did school look like this week?

Check out two videos posted on social media to get an idea of what school looks like at South and Central Campus:

[South Campus Video](#)

[Central Campus Video](#)

Yearbook Picture Day (Make Up/Retakes)

Picture Retake Day and Make Up Day will be held at Central Campus between 3:00PM - 6:00PM on Thursday November 5th. The location for the pictures will be in the PAC (Auditorium Stage). Students must wear masks and practice social distancing.

*School portraits from your recent picture day have been uploaded to an online gallery and are ready for parents to view and order!

Just follow these easy steps to look up your photos:

1. Go to vipis.com
2. Type in your school
3. Click on "School portraits"
4. Enter your student's information

You may now have the option to pick your yearbook/composite photo. Be sure to do so before it is automatically selected for you. Please contact VIP with any questions at support@vipis.com

Principal Appreciation Day!

Please join Minooka Community High School in celebrating Principal Appreciation Day! Send our principals a Thank You, a Shout Out, a "virtual" High Five, or a note of appreciation, for everything

they do in leading MCHS every day.



Happy Principal Appreciation Day!

Dr. Bryan Zwemke
MCHS Building Principal

Matt Wikoff
Assistant Principal
Central Campus

Jamie Soliman
Assistant Principal
South Campus

#principalappreciationday

From everyone at MCHS, thank you for your leadership! #WeAreMinooka

November 3rd (Election Day)

Tuesday, November 3rd is Election Day. There will be no school on Tuesday, November 3rd. Hybrid students will return to school on Wednesday, November 4th for their normal B-day schedule. [Please review the school calendar by following this link.](#)

Lunch Pickup Reminder

Lunch pickup for remote students is still available on Wednesday mornings, at South Campus, between 9:00AM - 11:00AM. For Hybrid students lunch is available at both campuses as a “Grab-n-Go” option as they are exiting the building for the day.

How to stay Up-To-Date

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Brent Edwards

Director of Community Relations

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October 30, 2020

Dear MCHS Families,

We have now come to the end of October (Happy Halloween) and the conclusion of our first two weeks of Hybrid Learning. Please keep in touch, as often as needed, with your child's counselors, teachers, and administrators, as we continue throughout the semester and share your thoughts and concerns so we can help along the way. Please see below for important updates and information.

November 3rd (Election Day)

Tuesday, November 3rd is Election Day. There will be no school on Tuesday, November 3rd - Illinois Holiday. Hybrid students, Group 1 (A-L), will return to in person learning on Wednesday, November 4th while remote students will attend classes through Google Hangouts for their normal B-day schedule.

Hybrid and remote students will return to their normal B-day schedule on Wednesday, November 4th. *The week of November 2nd - 6th will look like the following:

Monday (A-day)

Tuesday (Election Day) No School

Wednesday (B-day) - *Remote Student Lunch Pickup between 9AM - 11AM South Campus*

Thursday (A-day)

Friday (B-day)

[Please review the school calendar by following this link.](#)

Yearbook Picture Day (Make Up/Retakes)

Picture Retake Day and Make Up Day will be held at Central Campus between 3:00PM - 6:00PM on Thursday November 5th. The location for the pictures will be in the PAC (Auditorium Stage). Students must wear masks and practice social distancing.

*School portraits from your recent picture day have been uploaded to an online gallery and are ready for parents to view and order!

Just follow these easy steps to look up your photos:

1. Go to vipis.com
2. Type in your school

3. Click on "School portraits"
4. Enter your student's information

You may now have the option to pick your yearbook/composite photo. Be sure to do so before it is automatically selected for you. Please contact VIP with any questions at support@vipis.com

AP Scholar (Yard Sign) Information

Students who were named "AP Scholars" received yard signs to commemorate their recognition by The College Board. This award is granted to students who scored a minimum of 3 or higher on 3 or more AP exams. Thank you to our campus monitors for delivering over 100 yard signs.

Class of 2021 FAFSA Information

Please click the following link for FAFSA information: [Class of 2021 FAFSA](#)
A 2021-2022 Financial Aid information flyer is also available. Click the following links for [English](#) and/or [Spanish](#).

Lunch Pickup Reminder (Week of Nov. 2)

Lunch pickup for remote students is still available on Wednesday morning, at South Campus, between 9:00AM - 11:00AM. For Hybrid students lunch is available at both campuses as a "Grab-n-Go" option as they are exiting the building for the day.

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November 6, 2020

Dear MCHS Families,

Welcome to November! November is a time we celebrate and honor all those that have served in the United States Armed Forces, reflect on all that we are thankful for, and dig into our closets for warmer clothes to wear. With all that in mind, please see below for important updates and information.

Announcements Now Posted on YouTube

Today marks the first time that we started posting our MCHS Daily Announcements on our YouTube channel. This will allow parents, teachers, students, and staff to stay informed and updated with school activities. YouTube: Minooka Community High School

Virtual Veterans Day Assembly

Please join MCHS as we honor our veterans on November 11th, Veterans Day, during a live Facebook event starting at 12:30 pm. Enjoy a Q&A session with current students and local veterans, slideshow, and more. Facebook: @mchsdistrict111

12-Week Progress Report

12-week progress reports for Minooka Community High School students will be available online through [PowerSchool](#) beginning Monday (November 9th) at 8:30AM. [Click here for the PowerSchool website.](#)

*For more information on using PowerSchool, please call Jim Kelly at (815) 521-4001, ext. 4017. To request a hard copy of your student's progress report, please call the main office at your child's MCHS campus (*Central Campus*): (815) 467-2140; (*South Campus*): (815) 521-4001.

Parent-Teacher Conferences

Parent-Teacher Conference Scheduling Opens Monday, November 9th.

MCHS will host parent-teacher conferences on Monday, November 23, 2020, from 10:00 a.m. – 6:00 p.m. **Please note that all conferences will take place through google meets/hangouts.* Links to individual teacher Google Meets will be shared on Friday, November 20, 2020.

Conferences will be available in ten-minute time blocks by appointment only and on a first-come, first-serve basis. Conference appointment scheduling will be open from 8:00AM Monday, November 9th - through - 3:00PM Friday, November 20th.

To schedule one or multiple conferences, please click on the following link: [Schedule a Conference](#). If you are having trouble scheduling conferences, please call Ms. Marci Jordan for assistance at 815-467-2140, ext. 5067.

Families are also asked to note that due to parent-teacher conferences on Monday, November 23rd, and the teacher institute on Tuesday, November 24th, students will not be in attendance on these days. Thanksgiving break begins on Wednesday, November 25th through Friday, November 27th.

If you have any questions, please contact the main office at your child's MCHS campus.

SAT Scores

You can now view your students' SAT score reports from the October 14th administration by logging in to the [K-12 score reporting portal](#). If you have trouble accessing your scores, please go [HERE](#) for more information.

SAT Test Prep Information for Juniors

MCHS is excited to partner again with ExcelEdge and offer SAT Test Prep. Please see the [ExcelEdge Minooka Flyer](#) for more information. Registration will be open until December 31st on their website.

How to stay Up-To-Date

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November 13, 2020

Dear MCHS Families,

Happy World Kindness Day! The purpose of World Kindness Day as outlined by the World Kindness Movement is “to highlight good deeds in the community focusing on the positive power and the common thread of kindness which binds us.” We see kindness on a daily basis from our students, teachers, coaches, and staff. [To learn more please click here.](#) In addition, we have a few important topics and reminders we would like to share with you as we move into the weekend.

Statement on MCHS Final Exams

Final exams will not be administered for the first semester. Additionally, at this time no decision has been made for the second semester. In an effort to accurately capture what students have learned, we will eliminate final exams for the first semester and instead rely on the variety of assessments given throughout the semester.

Furthermore, this change will allow for more instructional time. To review the current calendar, [please click here.](#) When grades are reported at the end of the semester, they will serve as an evaluation of what students know and are able to do. The Semester 1 grade will be equivalent to the Term 1 grade.

Parent-Teacher Conferences

Parent-Teacher Conference Scheduling Opened on Monday, November 9th.

MCHS will host parent-teacher conferences on Monday, November 23, 2020, from 10:00AM – 6:00PM. *Please note that all conferences will take place through google meets/hangouts. Links to individual teacher Google Meets will be shared on Friday, November 20, 2020.

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If you have any questions, please contact the main office at your child's MCHS campus.

PowerSchool Attendance Coding

We have added a new code in our attendance profile. In an effort to provide an explanation of all PowerSchool Attendance Codes that we are currently using, please see the table below.

Code	What the code means	When the code will be used on PowerSchool
B	Unexcused Absence	A student is not logged into his/her class for more than half of the period. Teachers use programs to track the amount of time students are in the Google Meets.
X	Not in correct placement	When a student is present in his/her class, but not in the correct location he/she is supposed to be. Example: A group 2 hybrid student is in class remotely on a day when he/she is in supposed to be in person. If this is happening numerous times, switching from hybrid to remote may be the best option for a family. In this case, contact Dawn Lehr at 815-521-4199 to make this change.
Q	Quarantine	The Deans' Office will assign this code to a student for the duration of their specified quarantine time. Students should attend classes remotely during this time.
A	Absent (excused)	A parent/guardian calls the attendance line with a valid excuse as to why the student was not in attendance.
(Present)	Present in correct location	A student is present in class and in the correct location for that class.
	Wednesday Remote Day	On Wednesdays, teachers may request Google Meetings with specific students. Parents and students should receive prior notification. If a student does not attend these meetings, they will be coded as an X.

SAT Scores

You can now view your students' SAT score reports from the October 14th administration by logging in to the [K–12 score reporting portal](#). If you have trouble accessing your scores, please go [HERE](#) for more information.

SAT Test Prep Information for Juniors

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November 19, 2020

Dear MCHS Families,

Since March of 2020 COVID-19 has impacted all of us in various ways. Minooka Community High School District 111 is seeing the impact on our students, families, teachers, and staff, and have been keeping the safety of all at the top of our priorities. At the Wednesday, November 18th Board of Education meeting, the Board approved an adaptive pause that will run from November 30th to January 18, 2021.


We want to thank our Board of Education, Administration, Teachers, Staff, Transportation Department, Substitute Teachers, Students, and Parents for being so flexible and understanding during this time. We appreciate everything you have committed to this year and value your resilience to an ever-changing environment.

Students and staff will follow the current hybrid schedule during this remote time. Please see the highlights and hybrid schedule reminder below.

Remote Learning Highlights

- Students and staff will follow the current hybrid schedule during this remote time. South students will begin at 7:45AM and Central students will begin at 8:00AM.
- Synchronous learning will occur Monday, Tuesday, Thursday, and Friday.
- Asynchronous learning will occur on Wednesday.
- Teachers have the opportunity, and autonomy, to work with students synchronously up to 70 minutes per period.
- Students should be prepared to stay focused during this period of Remote Instruction by completing their work, being present in class, and engaged in the learning process.
- In person learning may occur for specific students during this time period. Case managers and the Student Services Team will reach out specifically to students for this opportunity. Students that report in person will be required to self-certify, wear a mask, and socially distance.

- GAVC students - Transportation from MCHS to and from GAVC will continue to be provided. Students will need to provide their own transportation to and from MCHS.



MCHS Hybrid Learning Schedule

Below is the schedule for South & Central Campus based on each group attending its A day classes followed by B day classes. Lunch will not be served. Full Remote Students follow your Alpha Slice.

South Campus	Central Campus	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:55	8:00-9:10	1A Student groups listed below:	1B Student groups listed below:	All Students Remote Learning Asynchronous lessons will be posted. Check-ins by student & teacher as needed. 1A 8:00-8:25 1B 10:00-10:25 2A 8:30-8:55 2B 10:30-10:55 3A 9:00-9:25 3B 11:00-11:25 4A 9:30-9:55 4B 11:30-11:55 12:30-1:30 Office Hours	1A Student groups listed below:	1B Student groups listed below:
9:01-10:11	9:16-10:26	2A Group 1 (A-L) In-person Instruction	2B Group 1 (A-L) In-person Instruction		2A Group 2 (M-Z) In-person Instruction	2B Group 2 (M-Z) In-person Instruction
10:17-11:27	10:32-11:42	3A Group 2 (M-Z) Remote Instruction	3B Group 2 (M-Z) Remote Instruction		3A Group 1 (A-L) Remote Instruction	3B Group 1 (A-L) Remote Instruction
11:33-12:43	11:48-12:58	4A	4B		4A	4B

Coming Soon

Upon return from Thanksgiving Break, students and parents will receive a survey to share their intentions for the second semester. Students will have the opportunity to choose Hybrid Learning or Remote Learning. Students selecting the Hybrid Model have the opportunity to change their plan to Remote at any point of the semester. Students choosing the Remote Learning option will need to make that commitment for the entire semester.

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November 20, 2020

Dear MCHS Families,

The Thanksgiving Holiday is finally upon us. This is a great time of year to take a moment to reflect on everything you are thankful for and make lifelong memories with family and friends. In addition, we have a few important topics and reminders we would like to share with you as we move into the holiday weekend.

Parent-Teacher Conferences

MCHS will host parent-teacher conferences on Monday, November 23, 2020, from 10:00AM – 6:00PM. *Please note that all conferences will take place through google meets/hangouts. [Links to individual teacher Google Meets can be found by clicking here.](#) *Please click on your appropriate Parent-Teacher Conference Google Meets Link at your scheduled appointment time.

Conference appointment scheduling will close at 9:30AM on Monday, November 23rd. To schedule one or multiple conferences, please click on the following link: [Schedule a Conference](#). If you are having trouble scheduling conferences, please call Ms. Marci Jordan for assistance at 815-467-2140, ext. 5067.

Families are also asked to note that due to parent-teacher conferences on Monday, November 23rd, and the teacher institute on Tuesday, November 24th, students will not be in attendance on these days. Thanksgiving break begins on Wednesday, November 25th through Friday, November 27th.

If you have any questions, please contact the main office at your child's MCHS Campus.

IHSA Temporarily Pauses Sports & Activities Under New State Mitigations

In response to mitigation restrictions and announcements from IHSA, changes will be made to the way athletics and activities operate in our district.

To allow time for planning and communication, ALL in-person sports, performing arts, extra-curricular activities, and clubs are paused beginning Friday, November 20 through the time the Board can revisit the status of winter sports at their update discussion on December 2nd.

Prior to November 30, guidance regarding the feasibility of resuming these activities and any associated restrictions will be released. Additionally, all rentals for athletic and recreational

purposes will be paused until further notice. Thank you for your understanding and patience as we work diligently on a plan that aligns with the newest guidance.

For additional information please see the release on our Athletic Website: [Click Here.](#)

Below are the targets established by IDPH along with the regional metrics that we need to meet to move away from the Tier 3 limits:

IDPH will continue to track the positivity rates and hospital capacity metrics in regions over 14-day monitoring periods to determine if mitigations can be relaxed, if additional mitigations are required, or if current mitigation should remain in place. In order for a region to move back to Tier 2 mitigations, a region must experience less than 12% 7-day average test positivity rate for three consecutive days AND greater than 20% available intensive care unit (ICU) and hospital bed availability for three consecutive days AND declining 7-day average COVID hospitalizations for 7 out of the last 10 days.

Follow the latest regional metrics at: <https://dph.illinois.gov/regionmetrics>

MCHS Returns to Remote Learning

At the Wednesday, November 18th Board of Education meeting, the Board approved an adaptive pause that will run from November 30th to January 18, 2021. Students and staff will follow the current hybrid schedule during this remote time. Please see the highlights and hybrid schedule reminder below.

Remote Learning Highlights

- Students and staff will follow the current hybrid schedule during this remote time. South students will begin at 7:45AM and Central students will begin at 8:00AM.
- Synchronous learning will occur Monday, Tuesday, Thursday, and Friday.
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- Teachers have the opportunity, and autonomy, to work with students synchronously up to 70 minutes per period.
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- GAVC students - Transportation from MCHS to and from GAVC will continue to be provided. Students will need to provide their own transportation to and from MCHS.



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11:33-12:43	11:48-12:58	4A	4B		4A	4B

[Click here to download the schedule.](#)

Lunch Pickup Notice

Please see the flyers below to view the updated schedule for MCHS Lunch Pickup.

Free Meals!

FUEL UP FOR LEARNING!

FREE TO ALL AGES 1-18

No Registration or ID required!

Service beginning on 11/30/2020

- Mondays 9:00am- 11:00am**
3 day meal kit
- Thursdays 9:00am- 11:00am**
4 day meal kit

LUNCH MEALS
Includes lunch entrée,
fruit, vegetable

Pick-up Location
Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410

Hot, Cold & Reheatable Meals!

This sponsor is an equal opportunity employer.

Free Meals!

FUEL UP FOR LEARNING!

November & December Pick Up Schedule
effective Tuesday 11/24

MULTIPLE MEAL DISTRIBUTIONS

9:00am – 11:00am pickup times
Mondays and Thursdays

11/24	Tuesday	9:00am-11:00am
11/30	Monday	9:00am-11:00am
12/3	Thursday	9:00am-11:00am
12/7	Monday	9:00am-11:00am
12/10	Thursday	9:00am-11:00am
12/14	Monday	9:00am-11:00am
12/17	Thursday	9:00am-11:00am
12/21	Monday	Tentative pick up date

PICK UP LOCATION

Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410

This sponsor is an equal opportunity employer.

Deans' Office Positive Referral Initiative

The MCHS Deans' Office has started a Positive Referral initiative where referrals come from MCHS Staff members that recognizes positive characteristics a student has shown within a specific class. These characteristics are what we believe truly make an MCHS student successful in the classroom and an asset to the community. You can find the list of awarded students on the Deans' Office webpage by [clicking here](#).

Coming Soon

Upon return from Thanksgiving Break, students and parents will receive a survey to share their intentions for the second semester. Students will have the opportunity to choose Hybrid Learning or Remote Learning. Students selecting the Hybrid Model have the opportunity to change their plan to Remote at any point of the semester. Students choosing the Remote Learning option will need to make that commitment for the entire semester.

School Portraits Are Ready

School portraits from your recent picture day have been uploaded to an online gallery and are ready for parents to view and order!

Just follow these easy steps to look up your photos:

1. Go to vipis.com
2. Type in your school
3. Click on "School portraits"
4. Enter your student's information

You may now have the option to pick your yearbook/composite photo. Be sure to do so before it is automatically selected for you. Please contact VIP with any questions at support@vipis.com

Digital Organization

Here's a chance to become digitally organized with a little help from our students! Find tips on time management, how to set up bookmarks, help with Google Calendar, and more. These student videos will be archived on our YouTube channel, as well as more in the near future. For an introduction to the series please watch Principal, Dr. Bryan Zwemke explain more in this short video: [Click Here For Video!](#)

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage. [Click here](#).

Brent Edwards

Director of Community Relations

(815) 521-4112
bedwards@mchs.net



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

December 4, 2020

Dear MCHS Families,

Christmas Day is exactly 3 weeks from today. That means there are just 2 full weeks of school remaining before our Winter Break. (I'll pause so we can let that sink in...) Please help your child stay focused during the coming weeks and know that we have a wonderful support system to assist in any way we can. We are #mchsproud of our families and students for the perseverance you've shown this year. Let's finish the year strong! In addition, we have a few important topics and reminders we would like to share with you as we move into the weekend.

COVID-19 Dashboard

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. The COVID-19 Dashboard will reside on our [Return to Learn webpage](#) and include a link on the homepage of mchs.net. The COVID-19 Dashboard will be updated each Friday going forward. [Please click here to see this week's Dashboard.](#)



2nd Semester Return to Learn Survey

Parents, please take a moment and complete the survey for the second semester regarding the status of your student's learning preference: Hybrid Learning or Remote Learning. Please complete [this survey](#) for each MCHS student in your home. Whether the status is changing or

remaining the same, we will use this survey to update our records for the 2nd Semester: [Session 1 \(Jan 18 - March 26\)](#).

We will re-survey for 2nd Semester: Session 2 (April & May) in the middle of March. This will allow families to re-evaluate their decisions in a more effective time frame.

Thank you in advance for your participation. [Click here to begin the survey.](#)

MCHS Course Selection Showcase 2021-2022

Course selection for current Junior, Sophomore, Freshman, and 8th grade students will take place in January. Please review the MCHS [Curriculum Guide](#) which offers in-depth course descriptions as well as prerequisites for some classes.

MCHS school counselors, department chairs, and teachers have worked together to create this [Course Selection Slide Deck Presentation](#) to share with our students and families. This presentation will be helpful as students decide what courses they would like to take next school year. There is a great deal of information within, including course selection sheets, core and elective course descriptions, as well as worksheets for students and families to use while planning the upcoming year. If you would like to request a hard copy of our course selection and registration/residency materials, they are available in the main offices at both campuses.

If you have any questions, please reach out to the appropriate school counselor or department chair.

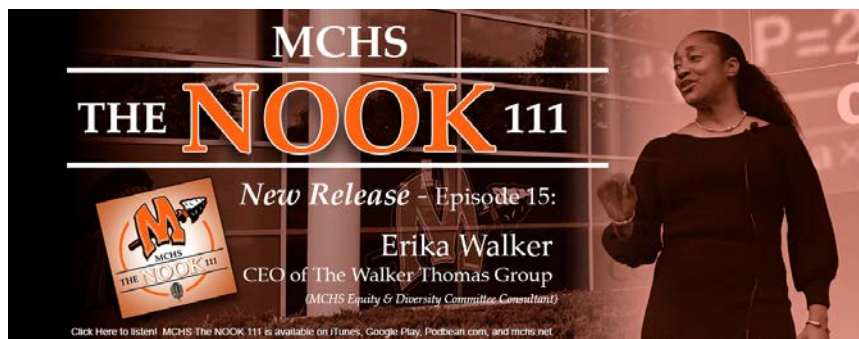
MCHS The NOOK 111 Podcast Series New Release!

(Episode 15)

Erika Walker: (CEO of The Walker Thomas Group and MCHS Equity & Diversity Committee Consultant)

Listen in as Erika Walker, CEO of The Walker Thomas Group, discusses the various meanings of Equity and Equality, and Diversity and Inclusion. Listen as Ms. Walker shares what is the most challenging aspect of working with a high school, hear what Ms. Walker is most excited about regarding the MCHS Equity and Diversity Committee, and how her family thinks singing might not be in her future.

Click the following link to listen: <https://thenook111.podbean.com/>



Athletic Booster Spirit Wear

The MCHS Athletic Booster Club will be opening the Trading Post (located in the Stadium) to sell spirit wear on December 12th from 10:00AM until 1:00PM. This is a great way to fill out your Minooka Sports Spirit Wear wardrobe!

Class of 2021 Cap & Gown Order Reminder

Please see the information below regarding MCHS Cap & Gown ordering. We have also provided a link to a video providing more information.

MCHS Cap & Gown Pre-Order Deadline: Friday, December 4th

Place order online: www.jostens.com

Cap & Gown Information Video: <https://www.youtube.com/watch?v=WcgcgK3KxM>

Last Chance to Choose Your Yearbook Pose

For all students who took a school portrait this year, please follow these instructions to ensure that your chosen image will appear in the yearbook or VIP will choose one for you. If you received an email from Visual Image Photography (support@vipis.com), click on that direct link to view your photos, choose your Yearbook pose and order packages.

If you didn't get an email, visit our website www.vipis.com. Type in your School name. Click on "School Portraits" and enter your student's information to view, choose & purchase your photos.

Your deadline to make your yearbook pose selection is **Saturday, 12/5 at 8am**. There is no deadline to order photo packages! If your image does not appear or you are having difficulty selecting a pose or purchasing a package, please email your student's information & your contact info to support@vipis.com and we will get back to you as soon as possible!

SENIORS - If you have not yet taken a Yearbook photo, you have until Wednesday December, 23rd to schedule and take a photo at the VIP Portrait Studio in Wheeling, IL. Please call to schedule an appt (847) 499-9300.

How to stay Up-To-Date

Please stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. An archive of all MCHS District messages can be found on our 2020 Return to Learn Plan webpage, [click here](#).

Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
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December 11, 2020

Dear MCHS Families,

The countdown continues! Just one full week remains until Winter Break is upon us. The holidays are a special time but they can also be stressful for everyone. Please check in with your kids and help to keep them focused and ready to finish the year strong. In addition, if further assistance is needed, please reach out to our Student Services Department [by clicking here](#) for more information. Please see below as we have a few important topics and reminders to share with you as we move into the weekend.

COVID-19 Dashboard (Updated 12/11/2020)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses.

[Please click here to see this week's Dashboard.](#)



MCHS Course Selection Showcase 2021-2022 Reminder

Course selection for current Junior, Sophomore, Freshman, and 8th grade students will take place in January. Please review the MCHS [Curriculum Guide](#) which offers in-depth course descriptions as well as prerequisites for some classes.

MCHS school counselors, department chairs, and teachers have worked together to create this [Course Selection Slide Deck Presentation](#) to share with our students and families. This presentation will be helpful as students decide what courses they would like to take next school year. There is a great deal of information within, including course selection sheets, core and elective course descriptions, as well as worksheets for students and families to use while planning the upcoming year. If you would like to request a hard copy of our course selection and registration/residency materials, they are available in the main offices at both campuses.

If you have any questions, please reach out to the appropriate school counselor or department chair.

Textbook & Material Drop-off (semester 1) & Pick-up (semester 2)

Please [click here](#) to view the table for courses that need materials to be dropped off from the first semester, or picked up for the second semester. The drop-off/pick-up days are December 17th and December 18th from 8:00AM - 3:00PM at both campuses. At South Campus, distribution will take place at Door #19 and at Central Campus it will take place at Door #1. Please park in the nearest parking lot and send one person to the door to drop-off/pick-up items. A mask must be worn at all times. [Click here for Textbook and Materials list.](#)

2nd Semester Return to Learn Survey Reminder

In the event that you have not completed the MCHS Return to Learn - Second Semester Parent Survey, please take a moment and complete the survey for the second semester regarding the status of your student's learning preference: Hybrid Learning or Remote Learning. Please complete [this survey](#) for each MCHS student in your home. Whether the status is changing or remaining the same, we will use this survey to update our records for the 2nd Semester: Session 1 (Jan 18 - March 26).

We will re-survey for 2nd Semester: Session 2 (April & May) in the middle of March. This will allow families to re-evaluate their decisions in a more effective time frame.

Thank you in advance for your participation. [Click here to begin the survey.](#)

Summer Driver Education Information

MCHS will once again offer Driver Education Summer 2021 at MCHS - South Campus. Registration will open up on Wednesday, January 6, 2021. [Please click here for more information.](#)

Cap & Gown Ordering Deadline Extended

Class of 2021! The deadline to order Graduation Announcements, Cap & Gown, etc. has been extended through December 15th! To place your order please visit [jostens.com](#).

SAT Test Prep Information for Juniors

MCHS is excited to partner again with ExcelEdge and offer SAT Test Prep. Please see the [ExcelEdge Minooka Flyer](#) for more information. Registration is open until December 31st on their website.

Athletic Booster Spirit Wear

The MCHS Athletic Booster Club will be opening the Trading Post (located in the Stadium) to sell spirit wear this Saturday, December 12th, from 10:00AM until 1:00PM. This is a great way to fill out your Minooka Sports Spirit Wear wardrobe!

GAVC Virtual Tour

In place of the Grundy Area Vocational Center (GAVC) Sophomore Tours this year, GAVC has created virtual tours of their 13 programs. The virtual tours allow you to view the classrooms and different aspects of each program. GAVC programs are available to our Junior and Senior students. Please find the GAVC Virtual Tour by clicking here: [GAVC Virtual Tour](#)

Recent Press Release

Click the following link to read the most recent press release:

[MCHS Provides Self-Care Assessment Training to Staff](#)

Senior Yearbook Photo

MCHS Seniors: If you have not yet taken a Yearbook photo, you have until Wednesday December, 23rd to schedule and take a photo at the VIP Portrait Studio in Wheeling, IL. Please call to schedule an appt (847) 499-9300.

How to stay Up-To-Date

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Sincerely,

Brent Edwards
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MINOOKA COMMUNITY HIGH SCHOOL

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December 18, 2020

Dear MCHS Families,

Happy Holidays! We did it... we have arrived at the last Friday before Winter Break. Please enjoy this time, safely, with friends and families as we take a much needed break and celebrate the holiday season. Please see below as we have a few important topics and reminders to share with you as we move into Winter Break.

Merry **Christmas** & **Happy** Holidays



Students, thank you for all your efforts and patience this semester. We hope you have a magical winter break and we'll see you in the New Year!

COVID-19 Dashboard (Updated 12/18/2020)

MCHS has created a COVID-19 Dashboard that will provide weekly updates regarding positive cases and quarantined cases for staff and students that are "In-Building" and at both campuses. [Please click here to see this week's Dashboard.](#)

Lunch Pickup Notice

Please see below (at the bottom of this letter) to view the updated schedule for MCHS Lunch Pickup.
*Free Meals to All Ages (1-18) Fuel Up for Learning
December & January Pickup Schedule*

Grundy Area Vocational Center (GAVC)

GAVC has added a remote planning day on 1/5 in addition to their Teacher Institute on 1/4. GAVC will be open for students to attend on Wednesday 1/6 to begin the second semester. This applies to main campus and Coal City campus classes. In addition, Cosmetology will not report on 1/4 and 1/5 and will return on 1/6/2021.

Dual Credit Information

Information for current sophomores and juniors interested in taking dual credit courses next year:

- All students who wish to take a dual credit course must complete a dual credit application first: <https://www.jjc.edu/getting-started/admissions/dual-credit>. Upon completion, they will receive a JJC ID#.
- Only students who are interested in taking English, Speech, Biology, and/or Math need to register for testing.
- To register for either or both tests, complete the [PLACEMENT TESTING FORM](#).
- Students will receive confirmation reminders prior to their test dates (January 13th and 20th). All testing is done remotely and is administered by JJC.

Textbook & Material Drop-off (semester 1) & Pick-up (semester 2)

If you were unable to attend the Textbook and Materials Drop-Off/Pick-Up this week there will be another opportunity in January. Please [click here](#) to view the table for courses that need materials to be dropped off from the first semester, or picked up for the second semester. The drop-off/pick-up days are January 7th and January 8th from 8:00AM - 3:00PM at both campuses. At South Campus, distribution will take place at Door #19 and at Central Campus it will take place at Door #1. Please park in the nearest parking lot and send one person to the door to drop-off/pick-up items. A mask must be worn at all times. [Click here for Textbook and Materials list.](#)

Virtual Winter Band Concert

Join the Band tonight for a special Virtual Winter Band Concert. The concert will showcase the ways our students have been able to continue making music together even while we are apart. The concert starts at 7:00PM and all the information can be found by clicking the following link: [Virtual Winter Band Concert.](#)

How to stay Up-To-Date

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Sincerely,

Brent Edwards
Director of Community Relations
(815) 521-4112
bedwards@mchs.net



Free Meals! FUEL UP FOR LEARNING!

December & January Pick Up Schedule

MULTIPLE MEAL DISTRIBUTIONS

9:00am – 11:00am pickup times
Mondays and Thursdays

12/17 Thursday	9:00am-11:00am
12/22 Tuesday	9:00am-11:00am
12/24 Thursday	NO PICK UP WINTER HOLIDAY
12/29 Tuesday	9:00am-11:00am
1/04 Monday	9:00am-11:00am
1/07 Thursday	9:00am-11:00am
1/11 Monday	9:00am-11:00am
1/14 Thursday	9:00am-11:00am
1/20 Wednesday	9:00am-11:00am
1/27 Wednesday	9:00am-11:00am

PICK UP LOCATION

Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410

If you have questions or want to reserve your lunch pack out just email us.
SFSP@MCHS.NET



This sponsor is an equal opportunity employer.



Free Meals! FUEL UP FOR LEARNING!

FREE TO ALL AGES 1-18
No Registration or ID required!

Service beginning on 11/30/2020

- **Mondays 9:00am- 11:00am**
3 day meal kit
- **Thursdays 9:00am- 11:00am**
4 day meal kit

LUNCH MEALS
Includes lunch entrée,
fruit, vegetable

Pick-up Location
Minooka South Campus
26655 W. Eames Street
Channahon, IL 60410



Hot, Cold & Reheatable Meals!

This sponsor is an equal opportunity employer.

of Jobs: 250

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails	
MCHS: Return to Learn - Fall 2020 Parent Survey	General	bedwards	Jul 01, 2020 - Jul 01, 2020	2:17 PM - 9:00 PM	N/A	Complete	2825	0	4190	
MCHS: Weekly Update	General	bedwards	Jul 02, 2020 - Jul 02, 2020	3:30 PM - 9:00 PM	N/A	Complete	3985	0	6215	
MCHS: Return to Learn 2020 Parent Survey Reminder	General	bedwards	Jul 06, 2020 - Jul 06, 2020	5:00 PM - 9:00 PM	N/A	Complete	2841	0	4199	
MCHS 2020 Graduation Weekend Reminder	General	bedwards	Jul 09, 2020 - Jul 09, 2020	1:05 PM - 9:00 PM	N/A	Complete	744	0	1673	
MCHS: Return to Learn 2020 Parent Survey Reminder	General	bedwards	Jul 09, 2020 - Jul 09, 2020	3:30 PM - 9:00 PM	N/A	Complete	2849	0	4225	
MCHS: Weekly Update	General	bedwards	Jul 10, 2020 - Jul 10, 2020	12:09 PM - 9:00 PM	N/A	Complete	4023	0	6247	
MCHS - Weekend Graduation LIVE STREAM Information	General	bedwards	Jul 10, 2020 - Jul 10, 2020	10:14 PM - 11:14 PM	N/A	Complete	745	0	1674	
MCHS: Graduation has moved inside due to weather	General	bedwards	Jul 11, 2020 - Jul 11, 2020	12:02 PM - 9:00 PM	N/A	Complete	751	0	1680	
MCHS: Class of 2020 Graduation Program	General	bedwards	Jul 13, 2020 - Jul 13, 2020	1:52 PM - 9:00 PM	N/A	Complete	738	0	1664	
MCHS - Meningitis Vaccination Reminder	General	bedwards	Jul 14, 2020 - Jul 14, 2020	2:25 PM - 9:00 PM	N/A	Complete	517	0	755	
MCHS: Return to Learn 2020 Parent Survey Reminder	General	bedwards	Jul 15, 2020 - Jul 15, 2020	7:48 AM - 9:00 PM	N/A	Complete	2846	0	4227	
MCHS: Class of 2020 Opening Ceremony Video	General	bedwards	Jul 15, 2020 - Jul 15, 2020	12:06 PM - 9:00 PM	N/A	Complete	745	0	1674	
MCHS: Weekly Update	General	bedwards	Jul 17, 2020 - Jul 17, 2020	4:00 PM - 9:00 PM	N/A	Complete	3994	0	6243	
MCHS: Weekly Update	General	bedwards	Jul 24, 2020 - Jul 24, 2020	4:31 PM - 9:00 PM	N/A	Complete	3992	0	6272	
MCHS - Meningitis Vaccination Reminder	General	bedwards	Jul 28, 2020 - Jul 28, 2020	10:00 AM - 9:00 PM	N/A	Complete	432	0	622	433
MCHS Return to Learn Student Commitment Form	General	bedwards	Jul 29, 2020 - Jul 29, 2020	12:14 PM - 9:00 PM	N/A	Complete	2856	0	4296	
MCHS Test email	General	bedwards	Jul 29, 2020 - Jul 29, 2020	1:47 PM - 9:00 PM	N/A	Complete	1	0	2	
MCHS: Weekly Update	General	bedwards	Jul 31, 2020 - Jul 31, 2020	11:13 AM - 9:00 PM	N/A	Complete	3282	0	4653	
MCHS - District Residency Information Reminder	General	bedwards	Aug 03, 2020 - Aug 03, 2020	7:31 AM - 9:00 PM	N/A	Complete	426	0	505	
MCHS Remote Student Chromebook Pickup Dates	General	bedwards	Aug 04, 2020 - Aug 04, 2020	3:24 PM - 9:00 PM	N/A	Complete	270	0	269	
MCHS Important Update	General	bedwards	Aug 05, 2020 - Aug 05, 2020	8:46 PM - 9:46 PM	N/A	Complete	2865	0	4315	
MCHS Important Update	General	bedwards	Aug 06, 2020 - Aug 06, 2020	7:57 PM - 9:00 PM	N/A	Complete	3287	0	4664	
MCHS Chromebook Pickup Information	General	bedwards	Aug 07, 2020 - Aug 07, 2020	9:42 AM - 9:00 PM	N/A	Complete	2864	0	4317	
MCHS Test Email	General	bedwards	Aug 07, 2020 - Aug 07, 2020	10:02 AM - 9:00 PM	N/A	Complete	1	0	2	
GAVC will be offering in-person instruction	General	bedwards	Aug 07, 2020 - Aug 07, 2020	10:55 AM - 9:00 PM	N/A	Complete	270	0	385	
MCHS Chromebook Pickup Information UPDATE	General	bedwards	Aug 07, 2020 - Aug 07, 2020	11:49 AM - 9:00 PM	N/A	Complete	2846	0	4299	
MCHS: Weekly Update	General	bedwards	Aug 07, 2020 - Aug 07, 2020	3:47 PM - 9:00 PM	N/A	Complete	3290	0	4675	
MCHS: Update to begin school	General	bedwards	Aug 10, 2020 - Aug 10, 2020	4:01 PM - 9:00 PM	N/A	Complete	3286	0	4669	
MCHS Training Location Change	General	bedwards	Aug 11, 2020 - Aug 11, 2020	7:36 AM - 9:00 PM	N/A	Complete	438	0	0	
MCHS UPDATE:Textbook & Material Pickup Time Change	General	bedwards	Aug 11, 2020 - Aug 11, 2020	2:28 PM - 9:00 PM	N/A	Complete	3279	0	4665	
MCHS Textbook Pickup IMPORTANT UPDATE	General	bedwards	Aug 12, 2020 - Aug 12, 2020	11:47 AM - 9:00 PM	N/A	Complete	3286	0	4678	
MCHS: Textbook Pick Up Reminder	General	bedwards	Aug 12, 2020 - Aug 12, 2020	4:08 PM - 9:00 PM	N/A	Complete	3286	0	4678	

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
MCHS Test	General	bedwards	Aug 13, 2020 - Aug 13, 2020	9:29 AM - 9:00 PM	N/A	Complete	1	0	0
test	General	bedwards	Aug 13, 2020 - Aug 13, 2020	10:25 AM - 9:00 PM	N/A	Complete	1	0	1
MCHS Test Email	General	bedwards	Aug 13, 2020 - Aug 13, 2020	1:31 PM - 9:00 PM	N/A	Complete	1	0	1
MCHS: Weekly Message	General	bedwards	Aug 14, 2020 - Aug 14, 2020	3:38 PM - 9:00 PM	N/A	Complete	3283	0	4683
GAVC Time Block Clarification	General	bedwards	Aug 17, 2020 - Aug 17, 2020	5:59 PM - 9:00 PM	N/A	Complete	269	0	384
MCHS - School Board Policy Review	General	bedwards	Aug 19, 2020 - Aug 19, 2020	7:47 AM - 9:00 PM	N/A	Complete	2828	0	4316
MCHS: VIP Freshmen Photos	General	bedwards	Aug 19, 2020 - Aug 19, 2020	8:47 AM - 9:00 PM	N/A	Complete	755	0	1148
MCHS - Meningitis Vaccination Reminder	General	bedwards	Aug 19, 2020 - Aug 19, 2020	11:22 AM - 9:00 PM	N/A	Complete	280	0	395
MCHS Test Email	General	bedwards	Aug 19, 2020 - Aug 19, 2020	2:19 PM - 9:00 PM	N/A	Complete	1	0	3
MCHS Important Notice	General	bedwards	Aug 21, 2020 - Aug 21, 2020	12:09 PM - 9:00 PM	N/A	Complete	3272	0	4687
MCHS: Weekly Message	General	bedwards	Aug 21, 2020 - Aug 21, 2020	3:48 PM - 9:00 PM	N/A	Complete	3273	0	4688
MCHS Test Email	General	bedwards	Aug 24, 2020 - Aug 24, 2020	7:58 AM - 9:00 PM	N/A	Complete	1	0	3
MCHS Virtual Open House is Tomorrow!	General	bedwards	Aug 24, 2020 - Aug 24, 2020	3:49 PM - 9:00 PM	N/A	Complete	3271	0	4687
MCHS 2020 Virtual Open House Tonight!	General	bedwards	Aug 25, 2020 - Aug 25, 2020	5:00 PM - 9:00 PM	N/A	Complete	3273	0	4689
MCHS: Incident In Google Classroom	General	bedwards	Aug 25, 2020 - Aug 25, 2020	4:08 PM - 9:00 PM	N/A	Complete	3273	0	4689
MCHS Transition Math - JJC Application Reminder	General	bedwards	Aug 26, 2020 - Aug 26, 2020	11:34 AM - 9:00 PM	N/A	Complete	26	0	37
MCHS Important Notice Regarding Covid-19	General	bedwards	Aug 27, 2020 - Aug 27, 2020	8:07 AM - 9:00 PM	N/A	Complete	2833	0	4326
MCHS to offer NMSQT (National Merit Testing)	General	bedwards	Aug 31, 2020 - Aug 31, 2020	8:46 AM - 9:00 PM	N/A	Complete	1368	0	2106
MCHS: Return to Learn Update	General	bedwards	Sep 03, 2020 - Sep 03, 2020	10:13 AM - 9:00 PM	N/A	Complete	3267	0	4679
MCHS: Weekly Message	General	bedwards	Sep 04, 2020 - Sep 04, 2020	4:00 PM - 9:00 PM	N/A	Complete	3274	0	4690
MCHS: Important Notice Regarding Covid-19	General	bedwards	Sep 04, 2020 - Sep 04, 2020	3:37 PM - 9:00 PM	N/A	Complete	3274	0	4690
MCHS - Meningitis Vaccination Reminder	General	bedwards	Sep 08, 2020 - Sep 08, 2020	2:39 PM - 9:00 PM	N/A	Complete	172	0	245
MCHS offers NMSQT (National Merit Testing) UPDATE	General	bedwards	Sep 08, 2020 - Sep 08, 2020	2:57 PM - 9:00 PM	N/A	Complete	1350	0	2087
MCHS - 9th Grade Health Requirements Reminder	General	bedwards	Sep 09, 2020 - Sep 09, 2020	12:32 PM - 9:00 PM	N/A	Complete	243	0	334
MCHS: School Board Policy Review	General	bedwards	Sep 11, 2020 - Sep 11, 2020	10:00 AM - 9:00 PM	N/A	Cancelled	0	0	0
MCHS: Weekly Message	General	bedwards	Sep 10, 2020 - Sep 10, 2020	4:00 PM - 9:00 PM	N/A	Complete	3266	0	4680
MCHS: School Board Policy Review	General	bedwards	Sep 11, 2020 - Sep 11, 2020	10:00 AM - 9:00 PM	N/A	Complete	3267	0	4679
MCHS: SAT information for Oct. 14th	General	bedwards	Sep 11, 2020 - Sep 11, 2020	12:38 PM - 9:00 PM	N/A	Complete	739	0	1091
MCHS: COVID-19 Self-Certification	General	bedwards	Sep 11, 2020 - Sep 11, 2020	2:49 PM - 9:00 PM	N/A	Complete	2842	0	4326
MCHS: Important Notice Regarding Covid-19	General	bedwards	Sep 14, 2020 - Sep 14, 2020	3:30 PM - 9:00 PM	N/A	Complete	3268	0	4681
MCHS: Conquering College Costs Event	General	bedwards	Sep 16, 2020 - Sep 16, 2020	4:00 PM - 9:00 PM	N/A	Complete	2844	0	4329
MCHS: Important Notice Regarding Covid-19	General	bedwards	Sep 17, 2020 - Sep 17, 2020	11:04 AM - 9:00 PM	N/A	Complete	3270	0	4683
MCHS: Senior Meetings with Counselors	General	bedwards	Sep 17, 2020 - Sep 17, 2020	4:00 PM - 9:00 PM	N/A	Complete	740	0	1094
MCHS: Weekly Message	General	bedwards	Sep 18, 2020 - Sep 18, 2020	4:00 PM - 9:00 PM	N/A	Complete	3270	0	4683
MCHS - Meningitis Vaccination Reminder	General	bedwards	Sep 23, 2020 - Sep 23, 2020	1:44 PM - 9:00 PM	N/A	Complete	149	0	206
MCHS: SAT information for Oct. 14th	General	bedwards	Sep 23, 2020 - Sep 23, 2020	2:00 PM - 9:00 PM	N/A	Complete	721	0	1075
MCHS: Senior Meetings with Counselors Reminder	General	bedwards	Sep 23, 2020 - Sep 23, 2020	4:00 PM - 9:00 PM	N/A	Complete	722	0	1076
MCHS - 9th Grade Health Requirements	General	bedwards	Sep 23, 2020 - Sep 23, 2020	3:30 PM - 9:00 PM	N/A	Complete	142	0	189

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
Reminder									
MCHS Yearbook & ID Pictures TODAY!	General	bedwards	Sep 24, 2020 - Sep 24, 2020	10:00 AM - 9:00 PM	N/A	Complete	2826	0	4310
MCHS: Weekly Message	General	bedwards	Sep 25, 2020 - Sep 25, 2020	3:30 PM - 9:00 PM	N/A	Complete	3271	0	4683
MCHS Late Start Reminder (Tuesday 9/29)	General	bedwards	Sep 28, 2020 - Sep 28, 2020	6:00 PM - 9:00 PM	N/A	Complete	3270	0	4682
MCHS (No School Friday Oct. 2nd) Reminder	General	bedwards	Sep 29, 2020 - Sep 29, 2020	6:00 PM - 9:00 PM	N/A	Complete	3270	0	4681
MCHS Test Email and Text message	General	bedwards	Oct 01, 2020 - Oct 01, 2020	8:32 AM - 9:00 PM	N/A	Complete	1	0	1
MCHS Test Email and Text Message	General	bedwards	Oct 01, 2020 - Oct 01, 2020	9:13 AM - 9:00 PM	N/A	Complete	1	0	1
MCHS Meningitis & Health Requirements Reminder	General	bedwards	Oct 01, 2020 - Oct 01, 2020	4:00 PM - 9:00 PM	00:10	Complete	263	732	60
MCHS Weekly Message	General	bedwards	Oct 02, 2020 - Oct 02, 2020	4:00 PM - 9:00 PM	N/A	Cancelled	0	0	0
MCHS Weekly Message	General	bedwards	Oct 02, 2020 - Oct 02, 2020	4:30 PM - 9:00 PM	N/A	Complete	3269	0	4682
MCHS - Fall SAT FAQ	General	bedwards	Oct 06, 2020 - Oct 06, 2020	9:29 AM - 9:00 PM	N/A	Complete	3008	0	4492
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 06, 2020 - Oct 06, 2020	1:43 PM - 9:00 PM	N/A	Complete	3266	0	4678
MCHS FAFSA Information	General	bedwards	Oct 08, 2020 - Oct 08, 2020	3:00 PM - 9:00 PM	N/A	Complete	736	0	1090
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 09, 2020 - Oct 09, 2020	9:40 AM - 9:00 PM	N/A	Complete	3266	0	4679
MCHS: SAT testing room assignment information	General	bedwards	Oct 09, 2020 - Oct 09, 2020	10:00 AM - 9:00 PM	N/A	Complete	735	0	1089
MCHS - Weekly Message	General	bedwards	Oct 09, 2020 - Oct 09, 2020	4:00 PM - 9:00 PM	N/A	Complete	3266	0	4679
National Merit Scholarship Qualifying Test (NMSQT)	General	bedwards	Oct 13, 2020 - Oct 13, 2020	2:55 PM - 9:00 PM	N/A	Complete	1364	0	2100
MCHS: GAVC Reminder for Junior Students Tomorrow	General	bedwards	Oct 13, 2020 - Oct 13, 2020	3:09 PM - 9:00 PM	N/A	Complete	267	0	382
MCHS: Student Missing Physicals & Immunization	General	bedwards	Oct 14, 2020 - Oct 14, 2020	1:04 PM - 9:00 PM	N/A	Complete	137	0	179
MCHS: SAT Makeup Information	General	bedwards	Oct 15, 2020 - Oct 15, 2020	10:17 AM - 9:00 PM	N/A	Complete	731	0	1083
NMSQT October 17th Reminder	General	bedwards	Oct 16, 2020 - Oct 16, 2020	12:30 PM - 9:00 PM	N/A	Complete	1352	0	2091
MCHS: Weekly Message	General	bedwards	Oct 16, 2020 - Oct 16, 2020	3:32 PM - 9:00 PM	N/A	Complete	3266	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 16, 2020 - Oct 16, 2020	4:30 PM - 9:00 PM	N/A	Complete	3266	0	4684
MCHS Important Notice Regarding Covid-19	General	bedwards	Oct 16, 2020 - Oct 16, 2020	5:00 PM - 9:00 PM	N/A	Complete	3266	0	4684
MCHS: Weekly Message	General	bedwards	Oct 23, 2020 - Oct 23, 2020	4:00 PM - 9:00 PM	N/A	Complete	3266	0	4683
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 26, 2020 - Oct 26, 2020	3:30 PM - 9:00 PM	N/A	Complete	3266	0	4683
MCHS: Election Day Reminder Notice	General	bedwards	Oct 27, 2020 - Oct 27, 2020	1:02 PM - 9:00 PM	N/A	Complete	3265	0	4683
MCHS: Missing AP Registration Information	General	bedwards	Oct 27, 2020 - Oct 27, 2020	2:12 PM - 9:00 PM	N/A	Complete	18	0	27
MCHS: Veterans Day Photo Request	General	bedwards	Oct 28, 2020 - Oct 28, 2020	4:00 PM - 9:00 PM	N/A	Complete	3263	0	4681
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 28, 2020 - Oct 28, 2020	3:26 PM - 9:00 PM	N/A	Complete	3233	0	4652
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 29, 2020 - Oct 29, 2020	3:37 PM - 9:00 PM	N/A	Complete	3264	0	4683
MCHS: Weekly Notice	General	bedwards	Oct 30, 2020 - Oct 30, 2020	4:00 PM - 9:00 PM	N/A	Complete	3264	0	4683
MCHS: Important Notice Regarding Covid-19	General	bedwards	Oct 30, 2020 - Oct 30, 2020	2:00 PM - 9:00 PM	N/A	Complete	3264	0	4683
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 02, 2020 - Nov 02, 2020	3:40 PM - 9:00 PM	N/A	Complete	3264	0	4683
MCHS: FAFSA Information Presentation	General	bedwards	Nov 04, 2020 - Nov 04, 2020	2:00 PM - 9:00 PM	N/A	Complete	716	0	1069
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 04, 2020 - Nov 04, 2020	4:00 PM - 9:00 PM	N/A	Complete	3263	0	4681
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 05, 2020 - Nov 05, 2020	2:32 PM - 9:00 PM	N/A	Complete	3263	0	4681
MCHS: 12 Week Progress Grades Available Tomorrow	General	bedwards	Nov 08, 2020 - Nov 08, 2020	6:00 PM - 9:00 PM	N/A	Complete	2836	0	4330
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 06, 2020 - Nov 06, 2020	2:48 PM - 9:00 PM	N/A	Complete	3263	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:01 PM - 9:00 PM	N/A	Complete	3263	0	4684
MCHS: Weekly Message	General	bedwards	Nov 06, 2020 - Nov 06, 2020	4:00 PM - 9:00 PM	N/A	Complete	3263	0	4684

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
MCHS: Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:32 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS - Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:36 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS: Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:38 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:41 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS: Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:44 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS - Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:46 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS - Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:48 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS Student of the Term	General	bedwards	Nov 06, 2020 - Nov 06, 2020	3:49 PM - 9:00 PM	N/A	Complete	2	0	3
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 09, 2020 - Nov 09, 2020	3:22 PM - 9:00 PM	N/A	Complete	3262	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 09, 2020 - Nov 09, 2020	3:32 PM - 9:00 PM	N/A	Complete	3262	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 10, 2020 - Nov 10, 2020	2:31 PM - 9:00 PM	N/A	Complete	3261	0	4682
MCHS The NOOK 111 podcast new release (Episode 14)	General	bedwards	Nov 10, 2020 - Nov 10, 2020	3:30 PM - 9:00 PM	N/A	Complete	3260	0	4681
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 10, 2020 - Nov 10, 2020	3:48 PM - 9:00 PM	N/A	Complete	3261	0	4682
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 13, 2020 - Nov 13, 2020	9:05 AM - 9:00 PM	N/A	Complete	3262	0	4685
Test	General	bedwards	Nov 13, 2020 - Nov 13, 2020	12:11 PM - 9:00 PM	N/A	Complete	1	0	1
MCHS: Weekly Message	General	bedwards	Nov 13, 2020 - Nov 13, 2020	3:16 PM - 9:00 PM	N/A	Complete	3262	0	4685
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 13, 2020 - Nov 13, 2020	3:45 PM - 9:00 PM	N/A	Complete	3262	0	4685
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 16, 2020 - Nov 16, 2020	5:28 PM - 9:00 PM	N/A	Complete	3261	0	4684
MCHS: Digital Organization Introduction	General	bedwards	Nov 17, 2020 - Nov 17, 2020	12:26 PM - 9:00 PM	N/A	Complete	3261	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 18, 2020 - Nov 18, 2020	5:17 PM - 9:00 PM	N/A	Complete	3261	0	4685
MCHS Returns to Remote Learning	General	bedwards	Nov 19, 2020 - Nov 19, 2020	4:00 PM - 9:00 PM	N/A	Complete	3261	0	4685
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 19, 2020 - Nov 19, 2020	3:33 PM - 9:00 PM	N/A	Complete	3261	0	4685
MCHS: GAVC Student Attendance Reminder	General	bedwards	Nov 19, 2020 - Nov 19, 2020	5:00 PM - 9:00 PM	N/A	Complete	267	0	383
MCHS: 2021 Cap & Gown Order Information	General	bedwards	Nov 20, 2020 - Nov 20, 2020	9:13 AM - 9:00 PM	N/A	Complete	716	0	1070
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 20, 2020 - Nov 20, 2020	3:00 PM - 9:00 PM	N/A	Complete	3261	0	4685
MCHS: Weekly Message	General	bedwards	Nov 20, 2020 - Nov 20, 2020	3:41 PM - 9:00 PM	N/A	Complete	3261	0	4685
MCHS Test Email	General	bedwards	Nov 23, 2020 - Nov 23, 2020	8:06 AM - 9:00 PM	N/A	Complete	1	0	2
MCHS: Parent-Teacher Conference Reminder	General	bedwards	Nov 23, 2020 - Nov 23, 2020	9:00 AM - 9:00 PM	N/A	Complete	2834	0	4330
Multicultural Parent Advisory Council Information	General	bedwards	Nov 23, 2020 - Nov 23, 2020	11:00 AM - 9:00 PM	N/A	Complete	2841	0	4340
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 23, 2020 - Nov 23, 2020	3:26 PM - 9:00 PM	N/A	Complete	3260	0	4684
MCHS: Important Notice Regarding Covid-19	General	bedwards	Nov 24, 2020 - Nov 24, 2020	3:21 PM - 9:00 PM	N/A	Complete	3260	0	4684
MCHS: School Board Policy Review	General	bedwards	Dec 01, 2020 - Dec 01, 2020	4:00 PM - 9:00 PM	N/A	Complete	2839	0	4338
Multicultural Parent Advisory Council Invitation	General	bedwards	Dec 02, 2020 - Dec 02, 2020	10:00 AM - 9:00 PM	N/A	Complete	2839	0	4338
MCHS Course Selection Showcase 2021-2022	General	bedwards	Dec 03, 2020 - Dec 03, 2020	2:00 PM - 9:00 PM	N/A	Complete	3258	0	4682
MCHS: Weekly Message	General	bedwards	Dec 04, 2020 - Dec 04, 2020	4:30 PM - 9:00 PM	N/A	Complete	3258	0	4682

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
MCHS: 2nd Semester Return to Learn Survey	General	bedwards	Dec 07, 2020 - Dec 07, 2020	9:00 AM - 9:00 PM	N/A	Complete	2832	0	4328
Return to Learn Link Update	General	bedwards	Dec 07, 2020 - Dec 07, 2020	9:21 AM - 9:00 PM	N/A	Complete	2812	0	4308
MCHS: Dual Credit & NMSQT Information	General	bedwards	Dec 08, 2020 - Dec 08, 2020	3:00 PM - 9:00 PM	N/A	Complete	1362	0	2104
MCHS: 2nd Semester Return to Learn Survey	General	bedwards	Dec 09, 2020 - Dec 09, 2020	6:00 PM - 9:00 PM	N/A	Complete	2832	0	4328
MCHS: Weekly Message	General	bedwards	Dec 11, 2020 - Dec 11, 2020	4:00 PM - 9:00 PM	N/A	Complete	3258	0	4682
MCHS: Dual Credit Information Night Reminder	General	bedwards	Dec 14, 2020 - Dec 14, 2020	3:00 PM - 9:00 PM	N/A	Complete	1637	0	2351
MCHS: 2nd Semester Return to Learn Survey Closing	General	bedwards	Dec 15, 2020 - Dec 15, 2020	6:00 PM - 9:00 PM	N/A	Complete	2839	0	4340
MCHS: Textbook & Material Pick-Up/Drop-off	General	bedwards	Dec 16, 2020 - Dec 16, 2020	11:00 AM - 9:00 PM	N/A	Complete	3258	0	4682
MCHS Mascot Task Force (special committee)	General	bedwards	Dec 17, 2020 - Dec 17, 2020	8:00 AM - 9:00 PM	N/A	Complete	3275	0	4693
MCHS The NOOK 111 Podcast NEW RELEASE (Episode 16)	General	bedwards	Dec 18, 2020 - Dec 18, 2020	9:58 AM - 9:00 PM	N/A	Complete	3258	0	4683
MCHS: Weekly Message	General	bedwards	Dec 18, 2020 - Dec 18, 2020	3:30 PM - 9:00 PM	N/A	Complete	3277	0	4695
MCHS: Inclement Weather E-Learning Day Information	General	bedwards	Dec 22, 2020 - Dec 22, 2020	8:00 AM - 9:00 PM	N/A	Complete	2838	0	4338
MCHS: Textbook & Material Pick-Up/Drop-off Dates	General	bedwards	Jan 05, 2021 - Jan 05, 2021	4:00 PM - 9:00 PM	N/A	Complete	2832	0	4330
MCHS: 2nd Semester Return to Learn Survey Reminder	General	bedwards	Jan 06, 2021 - Jan 06, 2021	11:46 AM - 9:00 PM	N/A	Complete	1038	0	1467
MCHS: Weekly Message	General	bedwards	Jan 08, 2021 - Jan 08, 2021	4:00 PM - 9:00 PM	N/A	Complete	3259	0	4687
Textbook & Material Pick-Up/Drop-off (Late Hours)	General	bedwards	Jan 11, 2021 - Jan 11, 2021	3:00 PM - 9:00 PM	N/A	Complete	2833	0	4333
MCHS: Semester 1 Grades Now Available	General	bedwards	Jan 12, 2021 - Jan 12, 2021	3:00 PM - 9:00 PM	N/A	Complete	2804	0	4293
MCHS: Return to Learn 2nd Semester FAQ UPDATES	General	bedwards	Jan 14, 2021 - Jan 14, 2021	4:00 PM - 9:00 PM	N/A	Complete	3228	0	4646
MCHS: Weekly Message	General	bedwards	Jan 15, 2021 - Jan 15, 2021	4:00 PM - 9:00 PM	N/A	Complete	3228	0	4646
MCHS: Student of the Term 2nd Semester!	General	bedwards	Jan 21, 2021 - Jan 21, 2021	3:13 PM - 9:00 PM	N/A	Complete	11	0	17
MCHS: Weekly Message	General	bedwards	Jan 22, 2021 - Jan 22, 2021	4:00 PM - 9:00 PM	N/A	Complete	3228	0	4644
MCHS: Meningitis Vaccination Information	General	bedwards	Jan 26, 2021 - Jan 26, 2021	4:00 PM - 9:00 PM	N/A	Complete	614	0	947
GAVC Attendance Not Required For Tomorrow	General	bedwards	Jan 28, 2021 - Jan 28, 2021	1:15 PM - 9:00 PM	N/A	Complete	265	0	382
MCHS Weekly Message	General	bedwards	Jan 29, 2021 - Jan 29, 2021	4:00 PM - 9:00 PM	N/A	Complete	3229	0	4647
MCHS Launches New Instructional Model February 16	General	bedwards	Feb 04, 2021 - Feb 04, 2021	1:13 PM - 9:00 PM	00:13	Complete	3231	8572	4650
MCHS Inclement Weather Announcement	General	bedwards	Feb 04, 2021 - Feb 04, 2021	1:19 PM - 9:00 PM	N/A	Complete	439	0	0
MCHS Launches New Instructional Model February 16	General	bedwards	Feb 04, 2021 - Feb 04, 2021	2:01 PM - 9:00 PM	00:11	Complete	2786	8032	839
MCHS Website Temporarily Down	General	bedwards	Feb 04, 2021 - Feb 04, 2021	3:23 PM - 9:00 PM	N/A	Complete	3231	0	4650
MCHS Internet Outage	General	jkelly	Feb 05, 2021 - Feb 05, 2021	8:09 AM - 9:00 PM	N/A	Complete	3223	0	4639
MCHS UPDATE: Internet and Phones Restored	General	bedwards	Feb 05, 2021 - Feb 05, 2021	10:03 AM - 9:00 PM	N/A	Complete	3231	0	4650
MCHS Weekly Message	General	bedwards	Feb 05, 2021 - Feb 05, 2021	4:30 PM - 9:00 PM	N/A	Complete	3231	0	4650
MCHS Sports Fans	General	bedwards	Feb 05, 2021 - Feb 05, 2021	6:00 PM - 9:00 PM	N/A	Complete	3231	0	4650
test	General	jkelly	Feb 08, 2021 - Feb 08, 2021	9:35 AM - 9:00 PM	00:00	Complete	1	1	0
GAVC Attendance Not Required For Tomorrow	General	bedwards	Feb 09, 2021 - Feb 09, 2021	5:22 PM - 9:00 PM	N/A	Complete	264	0	382
MCHS - 5Essentials Parent Survey Now Open	General	bedwards	Feb 10, 2021 - Feb 10, 2021	3:30 PM - 9:00 PM	N/A	Complete	2804	0	4297
MCHS Weekly Message	General	bedwards	Feb 12, 2021 - Feb 12, 2021	1:30 PM - 9:00 PM	N/A	Complete	3229	0	4650
MCHS: 6 Week Progress Grades Available Tomorrow	General	bedwards	Feb 15, 2021 - Feb 15, 2021	6:00 PM - 9:00 PM	N/A	Complete	3222	0	4640
MCHS - Transportation Survey Message	General	bedwards	Feb 12, 2021 - Feb 12, 2021	3:30 PM - 9:00 PM	N/A	Complete	94	0	148
MCHS Calls E-Learning/Remote Learning Day Tomorrow	General	bedwards	Feb 15, 2021 - Feb 15, 2021	7:32 PM - 9:00 PM	N/A	Complete	3229	0	4650
MCHS Test Email	General	bedwards	Feb 17, 2021 - Feb 17, 2021	11:22 AM - 9:00 PM	N/A	Complete	1	0	1

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
MCHS 5Essentials Parent Survey Now Open	General	bedwards	Feb 17, 2021 - Feb 17, 2021	4:00 PM - 9:00 PM	N/A	Complete	2784	0	4277
MCHS: School Board Policy Review	General	bedwards	Feb 18, 2021 - Feb 18, 2021	11:40 AM - 9:00 PM	N/A	Complete	2802	0	4295
MCHS Test Email	General	bedwards	Feb 18, 2021 - Feb 18, 2021	12:22 PM - 9:00 PM	N/A	Complete	1	0	2
MCHS Weekly Message	General	bedwards	Feb 19, 2021 - Feb 19, 2021	4:00 PM - 9:00 PM	N/A	Complete	3228	0	4649
MCHS: 21/22 Student Handbook Parent Review Survey	General	bedwards	Feb 25, 2021 - Feb 25, 2021	4:00 PM - 9:00 PM	N/A	Complete	2786	0	4280
MCHS Weekly Message	General	bedwards	Feb 26, 2021 - Feb 26, 2021	6:00 PM - 9:00 PM	N/A	Complete	3229	0	4654
MCHS: Meningitis Vaccination Information	General	bedwards	Mar 01, 2021 - Mar 01, 2021	10:07 AM - 9:00 PM	N/A	Complete	573	0	883
MCHS: Illinois Science Assessment (ISA)	General	bedwards	Mar 03, 2021 - Mar 03, 2021	10:00 AM - 9:00 PM	N/A	Complete	684	0	1050
MCHS 5Essentials Parent Survey Reminder	General	bedwards	Mar 03, 2021 - Mar 03, 2021	4:00 PM - 9:00 PM	N/A	Complete	2784	0	4280
MCHS Weekly Message	General	bedwards	Mar 05, 2021 - Mar 05, 2021	6:00 PM - 9:00 PM	N/A	Complete	3229	0	4659
MCHS 5Essentials Parent Survey Reminder	General	bedwards	Mar 09, 2021 - Mar 09, 2021	10:44 AM - 9:00 PM	N/A	Complete	2784	0	4287
MCHS: Illinois Science Assessment (ISA) UPDATE	General	bedwards	Mar 10, 2021 - Mar 10, 2021	9:01 AM - 9:00 PM	N/A	Complete	684	0	1051
MCHS Weekly Message	General	bedwards	Mar 12, 2021 - Mar 12, 2021	4:00 PM - 9:00 PM	N/A	Complete	3228	0	4659
MCHS: Rock the FAFSA!	General	bedwards	Mar 15, 2021 - Mar 15, 2021	3:18 PM - 9:00 PM	N/A	Complete	683	0	1023
MCHS: Emergency Response "Drill" Today	General	bedwards	Mar 18, 2021 - Mar 18, 2021	9:00 AM - 9:00 PM	N/A	Complete	2808	0	4315
MCHS: Lockdown "Drill" Today	General	bedwards	Mar 18, 2021 - Mar 18, 2021	9:30 AM - 9:00 PM	N/A	Complete	446	0	374
MCHS: Lockdown "Drill" Today Concluded	General	bedwards	Mar 18, 2021 - Mar 18, 2021	9:47 AM - 9:00 PM	N/A	Complete	446	0	374
MCHS: Weekly Message	General	bedwards	Mar 19, 2021 - Mar 19, 2021	4:00 PM - 9:00 PM	N/A	Complete	3227	0	4659
MCHS: Meningitis Vaccination Information	General	bedwards	Mar 25, 2021 - Mar 25, 2021	11:22 AM - 9:00 PM	N/A	Complete	535	0	819
MCHS: Weekly Message	General	bedwards	Mar 26, 2021 - Mar 26, 2021	2:00 PM - 9:00 PM	N/A	Complete	3227	0	4661
MCHS: 12 Week Progress Grades Available Tomorrow	General	bedwards	Apr 06, 2021 - Apr 06, 2021	5:00 PM - 9:00 PM	N/A	Complete	2800	0	4304
MCHS: April 13th SAT Room Assignment Information	General	bedwards	Apr 07, 2021 - Apr 07, 2021	11:09 AM - 9:00 PM	N/A	Complete	1365	0	2072
MCHS Cap & Gown Pick Up Days	General	bedwards	Apr 08, 2021 - Apr 08, 2021	9:46 AM - 9:00 PM	N/A	Complete	682	0	1021
MCHS: Weekly Message	General	bedwards	Apr 09, 2021 - Apr 09, 2021	4:00 PM - 9:00 PM	N/A	Complete	3226	0	4658
SAT Testing Room Assignment Reminder	General	bedwards	Apr 12, 2021 - Apr 12, 2021	8:40 AM - 9:00 PM	N/A	Complete	1364	0	2071
MCHS: HBCU Experience Night	General	bedwards	Apr 14, 2021 - Apr 14, 2021	9:05 AM - 9:00 PM	N/A	Complete	1382	0	2089
MCHS Prom Tickets On Sale Now!	General	bedwards	Apr 14, 2021 - Apr 14, 2021	10:44 AM - 9:00 PM	N/A	Complete	1364	0	0
MCHS: Weekly Message	General	bedwards	Apr 16, 2021 - Apr 16, 2021	4:00 PM - 9:00 PM	N/A	Complete	3226	0	4657
MCHS: SAT makeup - Tuesday, April 27th	General	bedwards	Apr 19, 2021 - Apr 19, 2021	8:39 AM - 9:00 PM	N/A	Complete	49	0	66
MCHS: BPAC meeting this Thursday. Find out more!	General	bedwards	Apr 19, 2021 - Apr 19, 2021	10:36 AM - 9:00 PM	N/A	Complete	2782	0	4285
A Message from MCHS District 111	General	bedwards	Apr 20, 2021 - Apr 20, 2021	4:17 PM - 9:00 PM	N/A	Complete	3226	0	4657
MCHS: 2021 Senior Honors Night	General	bedwards	Apr 21, 2021 - Apr 21, 2021	12:18 PM - 9:00 PM	N/A	Complete	120	0	192
MCHS Announces 2021 Graduation Information	General	bedwards	Apr 22, 2021 - Apr 22, 2021	1:00 PM - 9:00 PM	N/A	Complete	707	0	1049
MCHS: AP Testing Information	General	bedwards	Apr 22, 2021 - Apr 22, 2021	12:56 PM - 9:00 PM	N/A	Complete	97	0	154
MCHS: Weekly Message	General	bedwards	Apr 23, 2021 - Apr 23, 2021	4:00 PM - 9:00 PM	N/A	Complete	3226	0	4652
MCHS: Meningitis Vaccination Information	General	bedwards	Apr 27, 2021 - Apr 27, 2021	12:08 PM - 9:00 PM	N/A	Complete	483	0	736
MCHS: AP Exams Reminder For Next Week	General	bedwards	Apr 30, 2021 - Apr 30, 2021	11:34 AM - 9:00 PM	N/A	Complete	497	0	798
MCHS: Weekly Message	General	bedwards	Apr 30, 2021 - Apr 30, 2021	4:00 PM - 9:00 PM	N/A	Complete	3225	0	4654
MCHS Fire Drill Today	General	bedwards	May 03, 2021 - May 03, 2021	12:53 PM - 9:00 PM	N/A	Complete	2799	0	4300
MCHS: AP Exams Reminder For Tomorrow	General	bedwards	May 03, 2021 - May 03, 2021	12:58 PM - 9:00 PM	N/A	Complete	497	0	798
Graduation Cord and/or a Top 10% Medal Information	General	bedwards	May 05, 2021 - May 05, 2021	4:00 PM - 9:00 PM	N/A	Complete	224	0	351

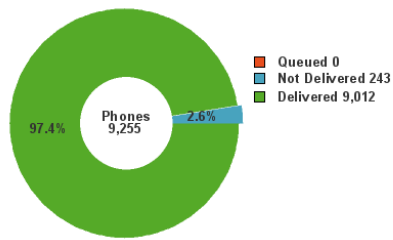
438

Broadcast Name	Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# Phones	# Emails
MCHS: Proof of School Dental Examination	General	bedwards	May 06, 2021 - May 06, 2021	11:03 AM - 9:00 PM	N/A	Complete	758	0	1172
MCHS: Congrats - Student of the Term 4th Quarter!	General	bedwards	May 06, 2021 - May 06, 2021	2:00 PM - 9:00 PM	N/A	Complete	30	0	36
MCHS Returning to Full Day In-Person Learning	General	bedwards	May 06, 2021 - May 06, 2021	2:15 PM - 9:00 PM	N/A	Complete	2799	0	4298
MCHS: Weekly Message	General	bedwards	May 07, 2021 - May 07, 2021	4:00 PM - 9:00 PM	N/A	Complete	3225	0	4652
MCHS: Students with Chromebook	General	bedwards	May 10, 2021 - May 10, 2021	8:36 AM - 9:00 PM	N/A	Complete	507	0	754
MCHS Returning to Full Day In-Person Learning	General	bedwards	May 12, 2021 - May 12, 2021	10:27 AM - 9:00 PM	00:10	Complete	2119	6076	3280
MCHS Senior Students (Chromebook)	General	bedwards	May 12, 2021 - May 12, 2021	1:46 PM - 9:00 PM	N/A	Complete	150	0	220
MCHS Class of 2021 Updates & Reminders	General	bedwards	May 13, 2021 - May 13, 2021	8:37 AM - 9:00 PM	N/A	Complete	681	0	1020
MCHS Performs Fire Drill Today	General	bedwards	May 13, 2021 - May 13, 2021	8:50 AM - 9:00 PM	N/A	Complete	2798	0	4300
MCHS Class of 2021 Graduation Information Video	General	bedwards	May 13, 2021 - May 13, 2021	3:12 PM - 9:00 PM	N/A	Complete	699	0	1038
MCHS Senior Students (Chromebook Reminder)	General	bedwards	May 13, 2021 - May 13, 2021	3:20 PM - 9:00 PM	N/A	Complete	66	0	87
MCHS Weekly Message	General	bedwards	May 14, 2021 - May 14, 2021	3:29 PM - 9:00 PM	N/A	Complete	3224	0	4653
MCHS Senior Reminder - Self Certify Today	General	bedwards	May 16, 2021 - May 16, 2021	11:20 AM - 9:00 PM	N/A	Complete	699	0	1038
AP Testing Reminder for Digital Exams	General	bedwards	May 17, 2021 - May 17, 2021	11:27 AM - 9:00 PM	N/A	Complete	254	0	408
MCHS Class of 2021 Graduation Day	General	bedwards	May 17, 2021 - May 17, 2021	2:29 PM - 9:00 PM	N/A	Complete	3	0	4
MCHS Class of 2021 Graduation Day	General	bedwards	May 17, 2021 - May 17, 2021	2:32 PM - 9:00 PM	N/A	Complete	3	0	4
MCHS Class of 2021 Graduation Day	General	bedwards	May 17, 2021 - May 17, 2021	2:38 PM - 9:00 PM	N/A	Complete	3	0	4
MCHS Class of 2021 Graduation Day	General	bedwards	May 17, 2021 - May 17, 2021	2:41 PM - 9:00 PM	N/A	Complete	3	0	4
MCHS Class of 2021 Graduation Day	General	bedwards	May 17, 2021 - May 17, 2021	2:44 PM - 9:00 PM	N/A	Complete	3	0	4
MCHS: Meningitis Vaccination Information	General	bedwards	May 19, 2021 - May 19, 2021	8:34 AM - 9:00 PM	N/A	Complete	446	0	677
MCHS Returning to Full Day In-Person Learning	General	bedwards	May 19, 2021 - May 19, 2021	3:00 PM - 9:00 PM	00:12	Complete	2123	6075	3285
MCHS: Students with a Chromebook	General	jkelly	May 21, 2021 - May 21, 2021	1:23 PM - 9:00 PM	N/A	Complete	266	0	395
Weekly Message	General	bedwards	May 24, 2021 - May 24, 2021	8:00 AM - 9:00 PM	N/A	Complete	2601	0	3708
Last Chance to Order an MCHS Yearbook	General	bedwards	May 24, 2021 - May 24, 2021	4:30 PM - 9:00 PM	N/A	Complete	2164	0	3346

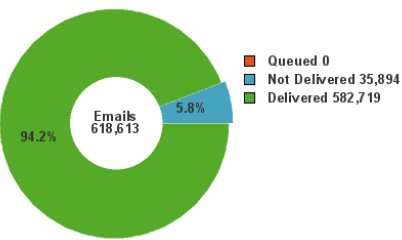
439

Results

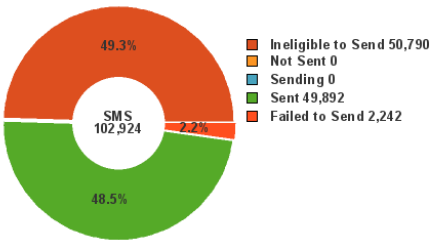
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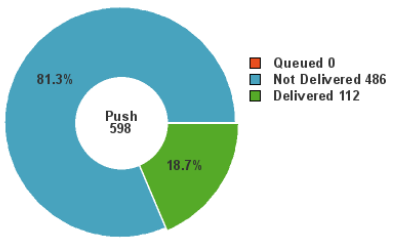
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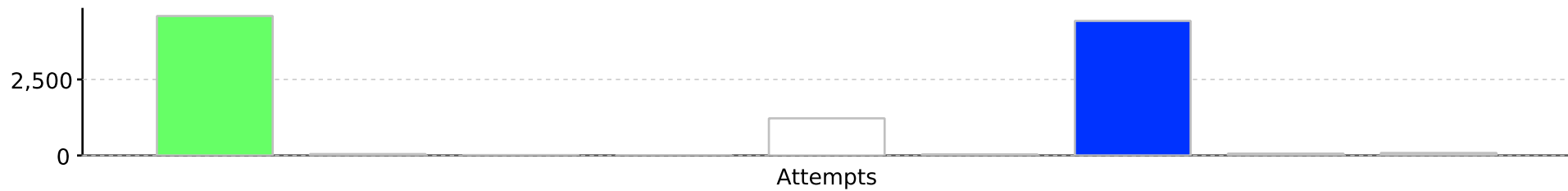


SMS (114818 contacts)



Push (494956 contacts)





■ Answered: 4586
 ■ Busy: 46
 ■ Blocked: 12
 ■ Consent Denied: 4
 Duplicate: 1221
 ■ Unknown: 37
 ■ Machine: 4426
 ■ No Answer: 61
■ Disconnect: 83



MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

January 4, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School SNHS Collects Donations For Spanish Community Center.

(Minooka) The Minooka Community High School (MCHS) Spanish National Honor Society collected food and dry-good donations for the holiday season.

The Spanish National Honor Society (SNHS) wanted to give back to the local Spanish community by partnering with local restaurants and securing locations to accept the donations. The donations would benefit the Spanish Community Center in Joliet. The restaurants included: Los Campesinos, Casa Maya, Taco Burrito King, and Lалlos Bar & Grill.

Boxes were set up in the foyer of each restaurant to gather the donations. Students and community members were encouraged to donate to the Spanish Community Center, and buy food from the restaurants to experience part of the Spanish culture.

“This event was a huge success and we are really grateful that so many people donated.” stated Aleks Jelenkovic, Public Relations Officer for SNHS. “The Spanish Community Center told us the lines were much longer due to the pandemic this year and we were excited to see how our club could make a big impact.” continued Jelenkovic.

Collected donations included: 617 diapers, 171 canned foods, 40 packages of baby wipes, 30 bags of rice/pasta, 23 bags of beans/pinto beans, 18 boxes of cereal/breakfast items, 14 dry goods, and 8 packages for beef stews.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

January 26, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Clubs Still Competing Virtually

(Minooka) Minooka Community High School (MCHS) Clubs have found a way to stay active and continue to compete against other high school clubs even if it is through a computer screen.

MCHS Activities Director, Hillary Holden, met with other members of the Southwest Prairie Conference recently to discuss possible competitions and how that would look for the second half of the school year. The results were virtual competitions.

“I was excited to meet with other Directors in the SPC and discuss virtual competitions for our clubs.” stated Hillary Holden. “This year has been challenging for our clubs to stay engaged, and active, since we couldn’t meet in person, but having this opportunity to compete again is so great for our kids and club sponsors.” continued Holden.

Upcoming virtual competitions within the SPC include events in Math, Chess, Scholastic Bowl, and Journalism. Dates for the events are as follows:

Math Competition – January 27, 2021 (Hosted by Romeoville HS)

Chess Competition – January 30, 2021 (Hosted by Oswego East HS)

Scholastic Bowl Competition – February 6, 2021 (Hosted by Plainfield North HS)

Journalism Competition – February 20, 2021 (Oswego HS)

For more information about Clubs and Activities at MCHS please visit

<https://www.mchsactivities.net/>

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

January 27, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Senior Named Rotary Club “Student of the Month” for January

(Minooka) – Congratulations are extended to Minooka Community High School senior Alaina Frazier, daughter of Jennifer and Brad Frazier of Shorewood, for being named the Channahon-Minooka Rotary Club “Student of the Month” for January.

In the classroom, Alaina maintains a 4.6 grade-point-average (weighted), achieved High Honor Roll all 4 years, and named Student of the Term Junior year for History. Alaina has also participated as President of National Honor Society, Co-Creator of Allies in Diversity, Interact Club, Spanish National Honor Society, Kaleidoscope, TALK Day, History Club, and a member of the Junior and Senior Class Committee. Alaina is also a member of the Spanish National Honor Society and has been a member of Orchesis all 4 years.

Outside the classroom, Alaina was a member of the Diving Team Sophomore year and Dance Team during Freshmen year. Alaina is a volunteer at the Miracle League of Joliet since 2013, a member of Shorewood Junior JUGS since 2019, and Co-Founded the 501c3 Non-Profit Organization, Gifting for Thrifting in 2018.

“I feel that service to my community is important,” Frazier said. “I believe that we owe it to each other to ensure that everyone in our community and the world is able to live their life to the fullest.” Frazier added.

“Students can make a difference at their school and community in many ways, but in my opinion, the most important way to create change and make a difference is to get involved. Whether that be with clubs at school or organizations within the community, becoming involved can not only allow you to make a big difference, but also find other people who are just as passionate as you are.” Frazier said.

Frazier plans to continue her education after graduation in May by majoring in Political Science and minoring in Media Studies or Creative Writing. Her career ambition is to do something with law and politics while still working on screenwriting.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

February 2, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School District 111 Foundation for Educational Excellence Announce Grant Awards

(Minooka) – District 111 Foundation for Educational Excellence announce grant awards totaling \$19,370 for the teachers of Minooka Community High School to inspire and educate their students within, and beyond, the four walls of the classroom.

The mission of the foundation is to inspire excellence, foster innovation, and nurture potential.

“The Foundation is extremely pleased to have the ability to award these grants to the teachers of MCHS,” stated Foundation President, Michael Rittof. “With all the sponsorships and donations, the Foundation has received over the past two years, we are beyond excited to be able to extend the resources and learning capabilities of our teachers and students of MCHS.” continued Rittof.

Over the past 2 years the District 111 Foundation for Educational Excellence has granted the following awards:

- **ClassVR Virtual Reality Headsets (Grant amount - \$10,000)**
The Career and Technical Education (CTE) Department was awarded a grant for ClassVR headsets. ClassVR’s headset is a standalone, classroom-ready device, delivering a fully immersive VR/AR experience under the teacher’s instructions.
- **PUSH Sensors Technology (Grant amount - \$1,500)**
The PE/Health Department was awarded a grant for PUSH Sensors technology. The PUSH Sensors provide instant feedback to see results and innovation to optimize student/athlete training time.
- **(5) Canon Powershot Digital Cameras (Grant amount - \$1,500)**
The Art Department was awarded a grant for digital cameras. The cameras will be available to students in the program to borrow as needed for Photo I or Photo II.
- **Digital Recorder (Grant amount - \$651.80)**

The Social Studies Department was awarded a grant for a digital recorder. The digital recorder will play a big part in the continuing development of the Oral History Project at MCHS.

- **Refillable Dry Erasers (Grant amount - \$91.13)**
The Math Department was awarded a grant for refillable dry erasers. Not only will the refillable dry erasers be a cost savings for the Math Department, but they will also play a part in creating math problems involving percentages, equations, and statistics.
- **Classroom Speaker (Grant amount - \$67.99)**
The World Languages/Art/Music Department was awarded a grant for a classroom speaker. The speaker provides additional volume to the students in the classroom during times of instruction and listening to various audio recordings in Spanish.
- **(5) iPads (Grant amount - \$1,500)**
The PE Department was awarded a grant for (5) iPads. This will provide students & parents with immediate feedback on all student behind the wheel drives.
- **GoFormative Subscription (Grant amount - \$621.00)**
The World Languages/Art/Music Department was awarded a grant for a GoFormative Subscription. This will help implement formative & summative assessments to provide understanding of student abilities.
- **Harmony Director (Grant amount - \$1,500)**
The World Languages/Art/Music Department was awarded a grant for a Harmony Director. This keyboard facilitates the teaching of intonation by demonstration rather than explanation.
- **Garbanzo & El Mundo En Tus Manos Subscriptions (Grant amount - \$239.00)**
The World Languages/Art/Music Department was awarded a grant for Garbanzo & El Mundo En Tus Manos Subscriptions. This allows students to improve reading & listening skills through interactive stories.
- **MakerBot SKETCH 3D Printer (Grant amount - \$1,500)**
The Career and Technical Education (CTE) Department was awarded a grant for a MakerBot SKETCH 3D Printer. This will help students design solutions to problems using computer design software.
- **Document Camera (Grant amount - \$198.99)**
The Math Department was awarded a grant for a Document Camera. This will provide students a way to display their work to the class to better explain their thought process on math exercises.

The total amount of grants awarded to date is \$19,370.

The foundation has established four main goals: Monetary support for the MCHS community through innovative initiatives, technology upgrades, and capital improvement opportunities; be a Conduit for community members and alumni who wish to leave a legacy to MCHS; Honor tradition by recognizing our rich history; and Strengthen community engagement through outreach and events.

The foundation has raised money by generous donations, sponsorships, and the annual Ugly Christmas Sweater Party.

Financial donations can be sent to District #111 Foundation for Educational Excellence, 26655 West Eames Street, Channahon, IL 60410.

For more information regarding the foundation please visit www.mchs.net/foundation.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 2, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Expands Bilingual Parent Advisory Committee

(Minooka) Beginning in December of 2019, Minooka Community High School (MCHS), along with requirements of the Illinois State Board of Education (ISBE), started the Bilingual Parent Advisory Committee (BPAC) to help meet the needs of the school's bilingual population.

The BPAC meets a few times throughout the year to discuss issues related to multicultural families and students at MCHS. Some of the issues discussed in the committee include the English Learner Program, ACCESS Testing, support for Emerging Bilingual Students, and ways that MCHS can improve their services to bilingual and multicultural students and families.

“With help and advice from parents, we can give our students adequate support in embracing their cultures, provide sufficient services to the students who have English as their second language, and help bring our community closer.” states Jeff Easton, MCHS Department Chair for World Languages, Music, and Art. “This is an excellent opportunity to draw leadership roles from the parents in our community and to have the teachers and parents working alongside each other.” continued Easton.

Other topics discussed during BPAC include information about programs and services currently offered at MCHS, the process for identifying English Language Learners, recruitment for the BPAC, and a desire of the school to offer parents leadership opportunities within the committee.

“We would like parents to take a leadership position, discuss with us how we could better serve students who speak English as a second language, look at our curriculum and find where it lacks cultural depth so that we can supplement or replace current units/lessons with a diverse perspective.” continued Easton.

Members of the BPAC include Jeff Easton (MCHS Department Chair for World Language, Music, and Art), Lena Gomez (MCHS English as a Second Language Teacher), Dr. Kenny Lee (MCHS Superintendent), Dr. Bryan Zwemke (MCHS Building Principal), Dr. Janel Grzetich (MCHS Director of Curriculum and Instruction), and 4 parents from the MCHS community.

BPAC members do not have to have a student who speaks two languages to join. MCHS encourages members to bring with them a diverse multicultural background and who has the interests of bilingual students in mind.

BPAC members also offer ideas about how the curriculum can better meet the needs of the diverse population of students at MCHS. MCHS is currently recruiting parents for its Bilingual Parent Advisory Committee. For further information please contact Jeff Easton at jeasthon@mchs.net, or (815) 521-4001 ext. 5122.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 8, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Announces 1 Finalist in the 2021 National Merit Scholarship Program

(Minooka) – Principal, Dr. Bryan Zwemke, of Minooka Community High School announced today that Kellan Moss has been named as a Finalist in the 2021 National Merit Scholarship Program.

The National Merit Scholarship Program has now determined which of the 16,000 Semifinalists named in September 2020 have met all requirements to advance to Finalist standing in the competition. All Finalists will be considered for National Merit Scholarship awards to be offered in 2021.

Officials of the National Merit Scholarship Corporation (NMSC) announced the names of approximately 15,000 Finalists in the 66th annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,500 National Merit Scholarships worth more than \$30 million that will be offered next spring. More than half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar® title.

Over 1.5 million juniors in about 21,000 high schools entered the 2021 National Merit Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants.

To become a Finalist, the Semifinalist and a high school official must submit a detailed scholarship application, in which they provide information about the Semifinalist's academic record, participation in school and community activities, demonstrated leadership abilities, employment, and honors and awards received.

National Merit Scholarship winners of 2021 will be announced in four nationwide news releases beginning in April and concluding in July. These scholarship recipients will join more than 353,000 other distinguished people who have earned the Merit Scholar title.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 9, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Yudzentis Named Girls Bowling Coach of the Year

(Minooka) –Minooka Community High School (MCHS) Principal, Dr. Zwemke, and Athletic Director, Mr. Tyrell, were able to surprise Frank Yudzentis, head coach of the MCHS Girls Bowling team, with news that he had been named the 2019-20 Illinois State Coach of the Year by the National Federation of State High School Associations (NFHS).

"It truly is an honor to be nominated, let alone receive this award." stated Mr. Yudzentis, Head Coach for the Girls Bowling team. "This is something that cannot be accomplished without being surrounded by some really fine and supportive people. There is no way any of this happens without the kids. I just happen to be in the right place at the right time and feel extremely fortunate." continued Yudzentis.

Coach Yudzentis started as an assistant coach at Illinois Mathematics and Science Academy (IMSA) for two years and later became their head coach for a year. After IMSA, Yudzentis moved to Plainfield High School where he was head coach for 8 years before his placement at Minooka Community High School. This year will mark his 17th season as head coach for the Minooka Girls Bowling Team.

In that time, the Minooka Girls Bowling Team has been to the state tournament 14 times winning 4 trophies, placing 3rd the last two seasons. The team placed 3rd during his first season and finished 2nd in 2012.

When asked if Coach Yudzentis was surprised he said: "I was extremely surprised to hear from Bob Tyrell that I was the recipient of this award and even more honored I was nominated. I don't want to think of this as a culmination of my time coaching, but as recognition of what we have all accomplished through the years. It is quite an honor and I am truly humbled to receive this award."

The NFHS, based in Indianapolis, Indiana, is the national leader and advocate for high school athletics as well as fine and performing arts programs. Within their 51-member state associations (including Washington, D.C.), they serve 19,500 high schools and more than 12 million young people.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 11, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Arrowettes Place 3rd at the IHSA Dance State Finals

(Minooka) – The IHSA Dance State Finals may have looked a little different this year due to COVID-19 but the results were the same for the Minooka Community High School (MCHS) Varsity Dance Team (Arrowettes).

The Arrowettes placed 3rd for the second consecutive year at the IHSA Dance State Finals, completing a season that was filled with anxiety and excitement.

"To place among the top 3 teams in the state for the 3A division in back-to-back seasons is an absolute thrill." stated Melissa Wallace, Head Coach for the MCHS Varsity Dance Team. "The team showcased excellent resolve, resiliency, and flexibility all year and they were at their best when we needed it." continued Wallace.

The Arrowettes competed virtually all year by videotaping their dance routine each week and submitting it to various competitions. The road to the state finals was paved with an SPC Conference Championship and an IHSA Sectionals Championship. 30 teams competed in the 3A division. The Arrowettes placed 5th in state in 2019.

"In a year filled with uncertainty, this group of athletes continued to show up every day, virtually, in person, whatever it took." said Wallace. "They were all in and we are forever thankful." continued Wallace.

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MINOOKA COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 30, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Senior Named Rotary Club “Student of the Month” for March

(Minooka) – Congratulations are extended to Minooka Community High School senior Morgan Moreno, daughter of Jodie Johnston and Paul Moreno of Shorewood, for being named the Channahon-Minooka Rotary Club “Student of the Month” for March.

In the classroom, Morgan maintains a 4.8 grade-point-average (weighted), is a National AP Scholar 2020, College Board National Hispanic Recognition Program Scholar 2020, Yale Young Global Scholars Ambassador, Coca-Cola Scholars Program Regional Finalist 2021, UCLA Summer College Immersion Program Certificate of Completion with Distinction, MCHS Student of the Term 2018, MCHS Scholar Athlete 2018 & 2019, National Student Leadership Conference Participant 2020, and IHSA Student Leadership Conference Participant in 2019.

Outside the classroom, Morgan was a member of the Varsity Diving Team Sophomore year and Varsity Cheer Team during Freshmen year. Morgan has also found time as the Co-Founder and Leader of Allies in Diversity Club, President of Interact Club (Treasurer 11th grade; member since 10th grade), President of Spanish National Honor Society (member since 11th grade), Vice President of National Honor Society (member since 11th grade), Math Team Member since 9th grade, and Equity and Diversity Committee Member (12th grade),

“Through the development of my nonprofit organization Gifting for Thrifting and through my involvement in the Interact Club, SNHS, and NHS at school, I have discovered my love for philanthropy and service.” said Moreno. “I have been fortunate enough to witness the impact of service first hand and I can whole-heartedly say that it is what keeps the world spinning. The kindness that people can exhibit towards each other within a community through lending a helping hand is so powerful.” Moreno added.

“I was taught at a very young age that anyone and everyone can make a difference in their community and the world. Then, when I was trying to bring Gifting for Thrifting alive in 2018, I had to overcome challenges that came with being a young girl who was trying to do “adult things.” Some people did not take my best friend, Alaina, and I seriously when we sought support for our idea of creating pop-up thrift stores to give our community access to free clothing. Some adults thought we were in over our heads.” said Moreno. “Since 2018, Gifting for

Thrifting has helped thousands of families by providing them with free clothing. Additionally, we have brought our whole community together to make a difference. Two teenage girls did this. I want young people all over the world to know that you are never too young to do big things. You are never too young to make a big difference in the world.” continued Moreno.

Moreno plans to continue her education after graduation in May by majoring in International Relations, International Business, or Economics. Morgan has already been accepted to Stanford University, Vanderbilt University, UNC Chapel Hill, Hong Kong University of Science and Technology, and University of California Irvine to name a few. Her career ambition is to become the CEO of an international nonprofit organization and eventually expand her own nonprofit, Gifting for Thrifting, globally.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

March 30, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Announces 3rd Quarter Student of the Term Nominations

(Minooka) – Minooka Community High School (MCHS) announces the Student of the Term nominations for the 3rd quarter.

The “Student of the Term” award recognizes one student from each department for his or her outstanding performance throughout the nine-week period. Students are nominated on the basis of their individual accomplishments in the classroom for such things as achieving a personal standard of excellence, performing in a unique manner, achieving extraordinary test scores, writing outstanding papers, or making exceptional contributions to the class.

A video of each teacher highlighting the student nominees can be found on the MCHS District YouTube page. Congratulations to the following students:

Career and Technical Education - Madison Hanna

English - Chris Johnson

English - Yuanjie Li

Math - Jada Evans

Music - Evelyn Maruszak

Physical Education - Casey Swanson

Driver Education - Anthony Ortega

Science (South Campus) - Sana Polizzi

Science (Central Campus) - Rachel Boehning

Social Studies - Ramon Vazquez

World Language - Faith Hayes

World Language - Paige Yance

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

May 6, 2021

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School District #111 Board Vacancy

(Minooka) – The Minooka Community High School District 111 board of education has declared a vacancy, and will appoint a member from the district’s unincorporated area for a 2-Year term of office. Interested citizens who are registered voters and reside in the unincorporated area should contact the district office by 3:00 p.m. on Monday, May 17, by electronic correspondence to Colleen Ward, Clerk of the Board, at cward@mchs.net with interest. Those interested will be asked to complete a questionnaire by Monday, May 24.

The board of education plans to seat the new board member at the June 16, 2021, regular board of education meeting scheduled to be held at the Central Campus at 6:00 p.m.

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MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

July 10, 2020

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School to Hold In-Person Graduation Ceremony this Weekend

(Minooka) – Rain or shine, 6 feet apart or 10 feet apart, Minooka Community High School (MCHS) will be holding an in-person graduation ceremony in their newly designed football stadium this weekend. Should inclement weather become a factor the graduation ceremony will be moved into the MCHS Performing Arts Center.

Planning by MCHS will have the graduation ceremony over a two-day period separating the students by alphabetical slices. MCHS is planning a full weekend by holding graduations on Saturday, July 11th and Sunday, July 12th beginning with a Senior Class of 2020 car parade on Friday, July 10th from 5:00PM - 6:00PM and a virtual Prom for the seniors from 8:00PM - 9:00PM. The Prom Court with the King and Queen will be announced before the parade. Details for the parade and graduation have been communicated to the MCHS families throughout various MCHS correspondences. "We are extremely excited to offer a variety of events for our seniors to start the weekend celebrations," stated Hillary Holden, Activities Director for MCHS. "My wish is that when they look back on this time in their life, they will know how much they were appreciated." continued Holden.

"These senior students have shown so much courage and have endured missing so many of those final-chapter events due to the COVID-19 pandemic that we wanted the Class of 2020 to have a final special moment of closure," stated Bryan Zwemke, Building Principal at MCHS. "We are very excited to offer this opportunity to the students and their families." Continued Principal Zwemke.

The ceremony will be pared down by permitting students in their assigned hour time slot to be staged in systematically assigned locations, adhering to social distancing guidelines as described in Phase 4 of the Restore Illinois Plan, and parading over the stage, one-by-one. 4 to 5 family members per student will be allowed in the stadium to witness and take pictures during the procession.

"Although the graduation ceremony will be a little trimmed down from a traditional sense, this opportunity will provide a chance to wear their cap and gown, have a professional picture taken receiving their diploma, and walk across that stage with a smile. After all, they deserve it." stated

Dr. Kenny Lee, Superintendent at MCHS. "I would also like to send a special thank you to our graduation committee, teachers, support staff, and Board of Education for all their dedication and flexibility." Continued Dr. Lee.

A video recording of the ceremony will be released in the following weeks after the ceremony on various MCHS social media platforms.

##



MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

September 28, 2020

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Announces 1 Semifinalist in the 2021 National Merit Scholarship Program

(Minooka) – Principal, Dr. Bryan Zwemke, of Minooka Community High School announced today that ***Kellan Moss*** has been named Semifinalist in the 2021 National Merit Scholarship Program.

Officials of the National Merit Scholarship Corporation (NMSC) announced the names of approximately 16,000 Semifinalist in the 66th annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,600 National Merit Scholarships worth more than \$30 million that will be offered next spring. To be considered for a Merit Scholarship® award, Semifinalist must fulfill several requirements to advance to the Finalist level of the competition. Over 90 percent of the Semifinalists are expected to attain Finalist standing, and more than half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar® title.

Over 1.5 million juniors in about 21,000 high schools entered the 2021 National Merit Scholarship Program by taking the 2019 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants. The nationwide pool of Semifinalist, representing less than one percent of U.S. high school seniors, includes the highest-scoring entrants in each state.

To become a Finalist, the Semifinalist and a high school official must submit a detailed scholarship application, in which they provide information about the Semifinalist's academic record, participation in school and community activities, demonstrated leadership abilities, employment, and honors and awards received. A Semifinalist must have an outstanding academic record throughout high school, be endorsed and recommended by a high school official, and write an essay.

From the approximately 16,000 Semifinalists, about 15,000 are expected to advance to the Finalist level, and in February they will be notified of the designation.

National Merit Scholarship winners of 2021 will be announced in four nationwide news releases beginning in April and concluding in July. These scholarship recipients will join more than 353,000 other distinguished young people who have earned the Merit Scholar title.

#



MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

September 28, 2020

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Announces 3 Commended Students in the 2021 National Merit Scholarship Program

(Minooka) – Principal, Dr. Bryan Zwemke, of Minooka Community High School announced today that **James Burjek, Christopher Karceski, and Hannah Grace Marti** have been named Commended Students in the 2021 National Merit Scholarship Program. A Letter of Commendation from the school and National Merit Scholarship Corporation (NMSC), which conducts the program, will be presented by the principal to these scholastically talented seniors.

About 34,000 Commended Students throughout the nation are being recognized for their exceptional academic promise. Although they will not continue in the 2021 competition for National Merit Scholarship awards, Commended Students placed among the top 50,000 scorers of more than 1.5 million students who entered the 2021 competition by taking the 2019 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

“The young men and women being named Commended Students have demonstrated outstanding potential for academic success,” commented a spokesperson for NMSC. “These students represent a valuable national resource; recognizing their accomplishments, as well as the key role their schools play in their academic development, is vital to the advancement of educational excellence in our nation. We hope that this recognition will help broaden their educational opportunities and encourage them as they continue their pursuit of academic success.”

###



MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

November 24, 2020

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School Provides Self-Care Assessment Training to Staff

(Minooka) - Minooka Community High School (MCHS) staff members and teachers were asked to do exercises in self-reflection Tuesday morning during their Teacher Institute day. This was all part of a Self-Care Assessment initiative through The Walker Thomas Group and MCHS Equity and Diversity Committee, led by Erika Walker Thomas.

The Self-Care Assessment is just part of the ongoing training that the MCHS Equity and Diversity Committee has provided since their start in August of 2019. The Self-Care Assessment training had a variety of segments that the staff and teachers worked through during the morning of training. The assessment provided an overview of effective strategies to maintain self-care such as: physical, psychological, emotional, spiritual, professional, and overall balance.

“We are so pleased with the way our staff was ready to explore their own self-care today.” stated MCHS Superintendent, Dr. Kenny Lee. “It’s not always easy to look inside ourselves, but certainly an important aspect of self-care, especially during these times.” continued Lee.

The Equity and Diversity Committee has been on the move since August of 2019 and has seen great strides in the commitment of staff and teachers on becoming a more inclusive school.

Since their inception, the committee, with the help of The Walker Thomas Group, has provided training to staff, teachers, students, community members, and Board of Education members on the importance of Equity, Diversity, and Inclusion. The group administered a school-wide Cultural Assessment along with a number of focus groups randomly arranged with students and teachers.

The results of the Cultural Assessment were shared with the Board of Education, teachers, staff, and community members, with a number of recommendations to establish this school year: 1) Training for Staff, Teachers, and Students; 2) Create and communicate clear consequences for racial slurs, violence, and bullying; 3) Create a taskforce to review the mascot and its implications for inclusion; and 4) Develop and execute a diverse recruitment strategy.

“To say this is an exciting time to be part of MCHS would be an understatement. Seeing teachers and students, Board members and community members, from different cultures and ethnicities, working together to accomplish what was recommended by the Cultural Assessment is truly motivating and inspiring.” stated Dr. Lee.

Under the direction of The Walker Thomas Group, MCHS has instituted a number of training opportunities for students and staff regarding equity, diversity, and inclusion, created a clear formula regarding consequences for racial slurs, violence, and bullying, started the Conversation for Change initiative, and are in the early stages of creating a taskforce to review the MCHS Mascot.

In addition, student groups are starting to form such as Allies in Diversity with a mission to fight hatred, inequality, and bigotry, and help shape a world in which prejudices such as racism, homophobia, transphobia, and other types of hatred are eliminated from society. Furthermore, administration continues to engage in dialogue and action with student groups focused on positive change including Improve Minooka and MCS Voices.

To learn more about the MCHS Equity and Diversity Committee please visit the webpage at mchs.net/about_us/equity___diversity.

##



MINOOKA

COMMUNITY HIGH SCHOOL

MEDIA RELEASE

December 17, 2020

FOR IMMEDIATE RELEASE

Contact Information:

Brent Edwards
Director of Community Relations
South Campus – (815) 521-4112
bedwards@mchs.net

Minooka Community High School to Create Mascot Task Force Special Committee.

(Minooka) Minooka Community High School (MCHS) is asking members of the community to be part of an upcoming special committee. After reviewing the results of the 2020 MCHS Cultural Assessment Survey, performed by The Walker Thomas Group, one of the recommendations from the assessment was to:

“Create a task force to review the mascot and its implications for inclusion and possible next steps e.g. find ways to communicate respect for the Native Americans as a part of the mascot being a symbol for the school. Members of the Native American community should be a part of the discussions.”

The task force (special committee) will consist of current MCHS students, teachers, administration, parents, MCHS alumni, and members of the community.

If you are interested in being considered as a member of the MCHS task force (special committee), you are encouraged to complete the survey application. Completing the survey application does not automatically guarantee a spot on the task force.

To find the application, please visit the home page of mchs.net for a link to the application.

##

MCHS Foundation for Educational Excellence



District 111 Foundation for Educational Excellence awarded a grant of \$612.00 to the World Language Dept for a GoFormative Subscription. This will help implement formative & summative assessments to provide understanding of student abilities.



District 111 Foundation for Educational Excellence awarded a grant of \$239.00 to the World Language Dept. for Garbanzo & El Mundo En Tus Manos Subscriptions. This allows students to improve reading & listening skills through interactive stories.




District 111 Foundation for Educational Excellence awarded a grant of \$1,500 to the Music Dept. for a Harmony Director. This keyboard facilitates the teaching of intonation by demonstration rather than explanation. Congratulations!




District 111 Foundation for Educational Excellence awarded a grant of \$1,500 to the CTE Department for a MakerBot SKETCH 3D Printer. This will help students design solutions to problems using computer design software. Congratulations!

District 111 Foundation for Educational Excellence awarded a grant of \$1,500 to the Yearbook Club for a (3) digital cameras. This will allow yearbook students to take high quality photos that will find a home in the yearbook to be cherished year after year. Congratulations!

Roadmap to Success – Online version


Road Map to Success

Student Roadmap to Success!



● ● ● ● ● ● ● ●

Freshman ▼

South Campus
2665 W. Eames Street Channahon, IL 60440
 office: 815-524-4001

Principal: [Dr. Bryan Zvernick 5-4118](#)

Soph. ▼


Central Campus
301 S. Wabena Avenue Minooka, IL 60447
 office: 815-524-3100

Principal: [Dr. Bryan Zvernick 5-9190](#)


Junior ▼

Administration

Senior ▼



Goal #4 Strategic Plan Scorecard



Minooka Community High School District #111

Online Scorecard

MISSION To Strengthen Mastery, Collaboration, High Expectations, and Success for all students.

KEY

● Meets or Exceeds	● Approaching	● Not Improving	● Baseline
↑ Trending Up	↓ Trending Down	✓ Meets or Exceeds	✗ Does Not Meet

[Expand All](#)

Goal 1 Academic Growth

Improve academic growth and achievement of all students.

<p>Course Grades</p> <p>Grade of A, B, or C in Algebra I</p>	<p>Baseline: 68% Updated: Fall 2020 Target: 2% growth</p> <div style="background-color: #27ae60; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 86% </div>
<p>Grade of A, B, or C in English I</p>	<p>Baseline: 89% Updated: Fall 2020 Target: Maintain or growth</p> <div style="background-color: #27ae60; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 95% </div>
<p>Grade of A, B, or C in Chemistry</p>	<p>Baseline: 83% Updated: Fall 2020 Target: Maintain or growth</p> <div style="background-color: #27ae60; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 90% </div>

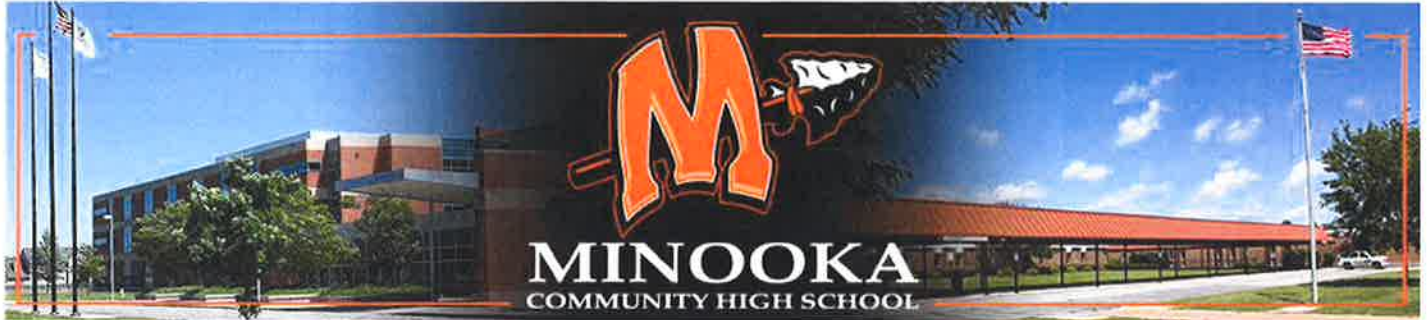
467

MCHS 5Essentials Parent Survey Reminder

1 message

Brent Edwards <bedwards@mchs.net>
Reply-To: Brent Edwards <bedwards@mchs.net>
To: bedwards@mchs.net

Wed, Mar 3, 2021 at 4:05 PM

**MCHS 5Essentials Parent Survey Reminder**

Dear MCHS Parent,

Please use this email as a reminder to complete the 5Essentials Parent Survey.

Click Here To Begin The 5Essentials Parent Survey.

This survey is designed to generate a detailed picture of the inner workings of your child's school. As a parent, this opportunity will allow you to share your thoughts on the important elements of school effectiveness in a survey about your child's school. The survey should take 10 minutes to complete.

The survey gathers data related to five indicators that can predict important student outcomes, including improved attendance and larger test score gains. These five indicators that affect and predict school success are:

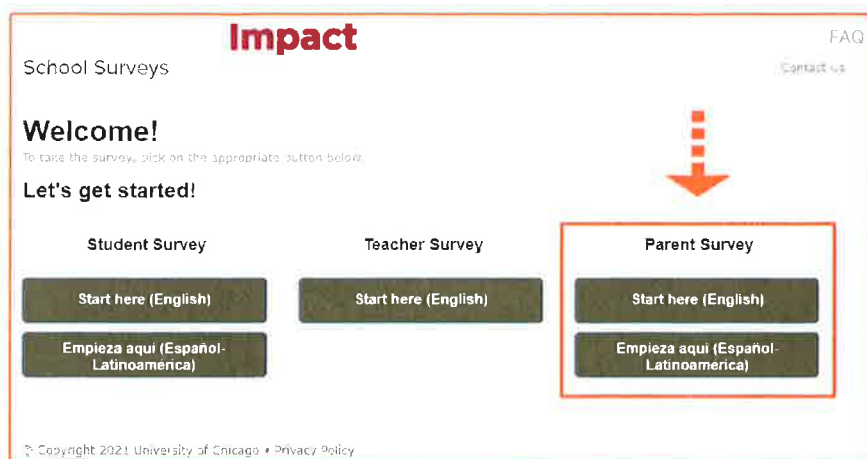
- ***Effective Leaders***
- ***Collaborative Teachers***
- ***Involved Families***
- ***Supportive Environments***
- ***Ambitious Instruction***

Prior research in more than 400 schools has shown that schools that were strong on at least three of these "5Essential" indicators were 10 times more likely to improve student learning gains in math and reading than those that were weak on three or more Essentials.

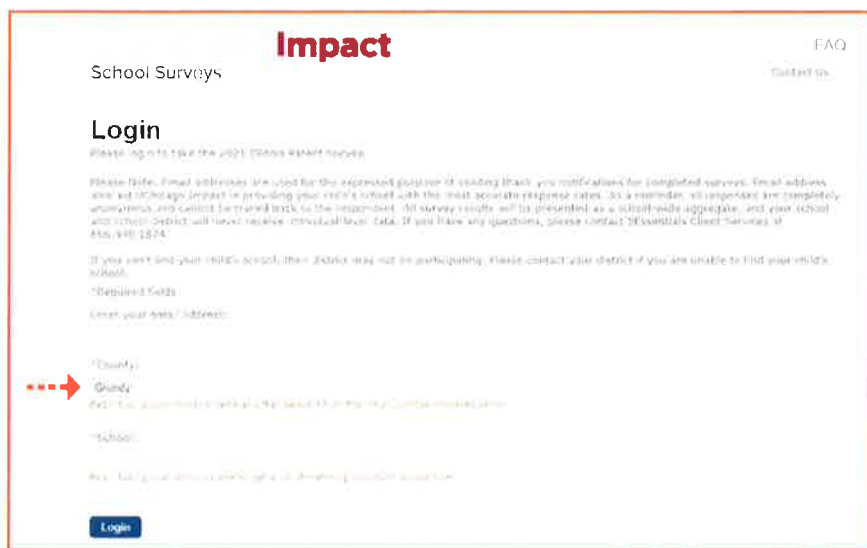
MCHS has chosen to provide the optional Parent Supplement survey. If at least **20% of MCHS parents** complete this survey, a parent supplement report will also be generated. As of today we are at **12%**. The parent data will not be reported on the State Report Card.

Your participation in the parent portion of the survey will help us understand the conditions at MCHS and guide improvement. Your identity and survey responses will be kept completely confidential and will never be connected to you or your child.

To take the survey please visit <https://survey.5-essentials.org/illinois/> and select the appropriate survey to begin.



(Please select the Parent Survey and the appropriate language)



*(*When selecting County please write Grundy - This is the county for MCHS)*

For more information about the Illinois 5Essentials Survey, or to view previous years' Reports, please visit <https://www.5-essentials.org/illinois>. If you have any questions or concerns, please contact 5Essentials Client Services at 1-866-440-1874 or impact-surveys@uchicago.edu.

In addition please click this link to review the parent/guardian notification letter.

For Spanish please click the following links:

[Parent Letter - Spanish](#)

[Parent/Guardian Notification Letter - Spanish](#)

Sincerely,

Brent Edwards

Director of Community Relations

(815) 521-4112

bedwards@mchs.net

MCHS - Central Campus / 301 S. Wabena Avenue / Minooka, IL 60447 / (815) 467 - 2140

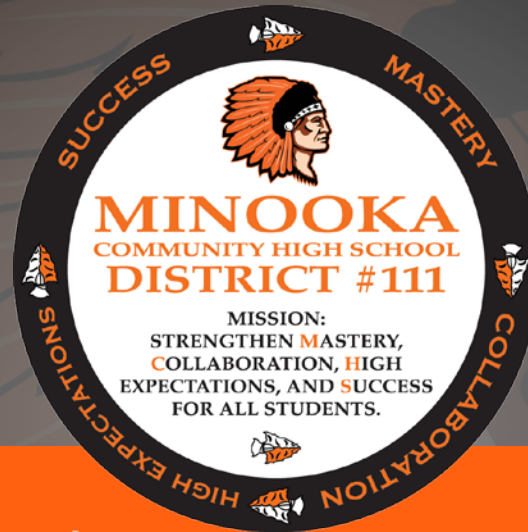
MCHS - South Campus / 26655 W. Eames Street / Channahon, IL 60410 / (815) 521 - 4001

mchs.net



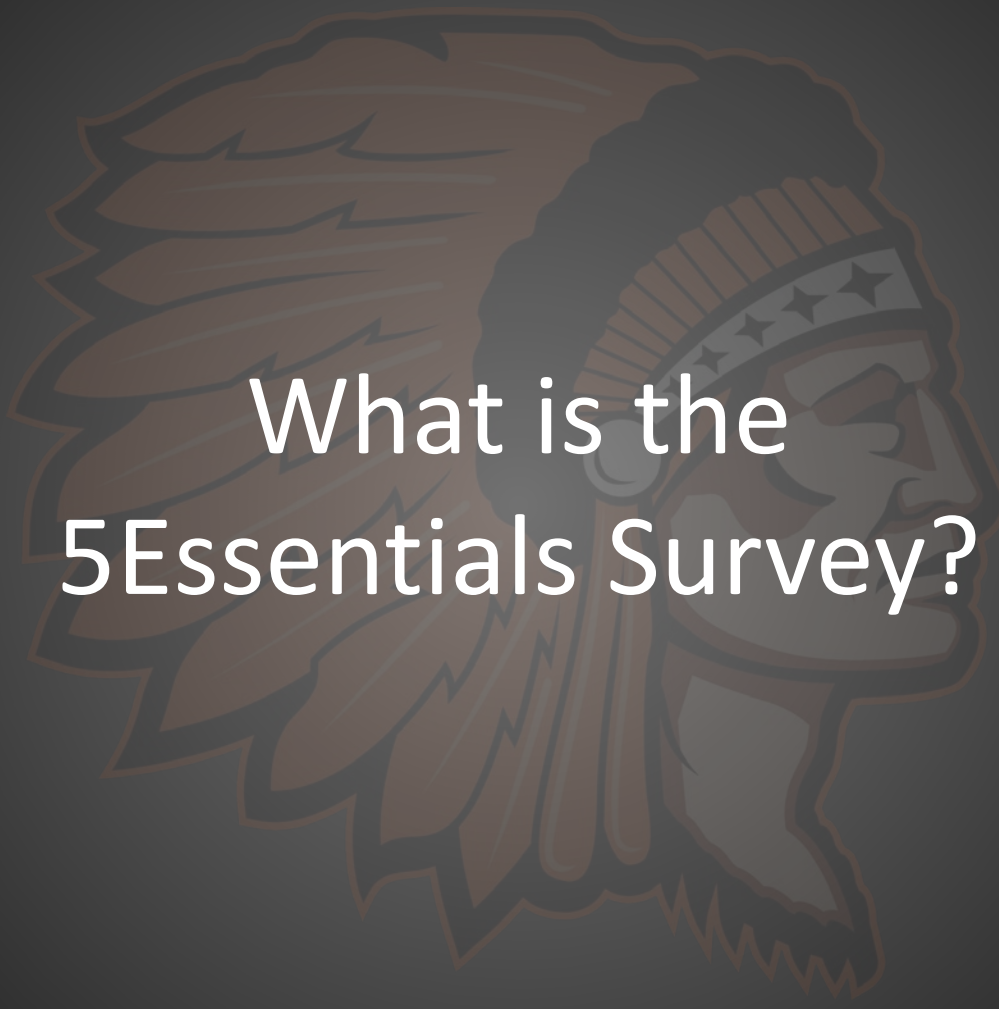
Minooka Community High School District 111 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Minooka Community High School District 111 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students, and staff through voice, SMS text, email, and social media.



Illinois 5Essentials survey

Organizing Schools for Improvement



What is the 5Essentials Survey?

The 5Essentials is a comprehensive, evidence-based tool designed to drive improvement in schools.

Implemented by the Illinois State Board of Education in 2013.

Administered online by *UChicago Impact* at the University of Chicago.

What are the 5Essentials factors?

- *Effective Leaders*
- *Collaborative Teachers*
- *Supportive Environment*
- *Involved Families*
- *Ambitious Instruction*

Measure Score (scale of 1 to 99)

Uses statistical models to combine questions into a raw score for each participant.

Essential Score (scale of 1 to 99)

Uses the average of all of the Measure scores for that Essential.

5Essentials Score (scale of -5 to +5)

Calculated by adding up the school's performance on each individual Essential.

**It is important to note that the Measure and Essential scores are on a 1-99 scale. These scale scores are neither a percentile rank nor a percentage.*

Scoring Breakdown Example

Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

Essential

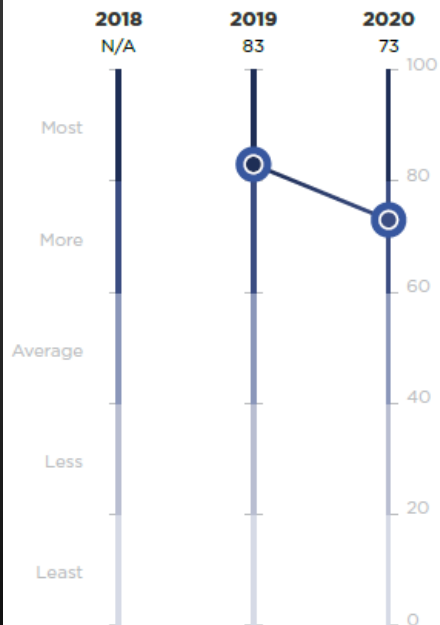


Supportive Environment

Respondent

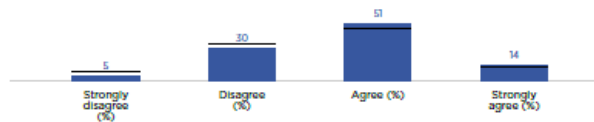
Student

Performance

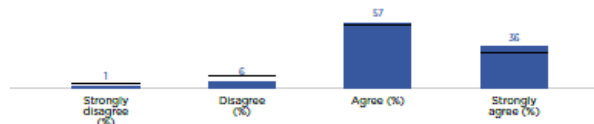


Students report:

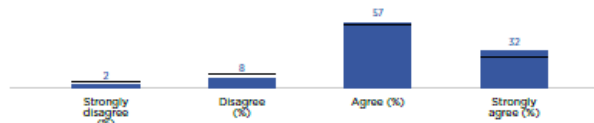
My teachers always keep their promises



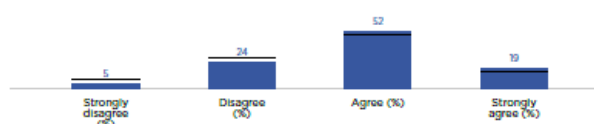
I feel safe and comfortable with my teachers at this school.



My teachers treat me with respect.



My teachers will always listen to students' ideas.



Who participated in the survey?

- *Teachers* 74%
- *Students* 82 %
- *Parents* 23%

The survey is to be completed by anyone whose primary responsibility involves teaching students during the school day for the majority of the school year. Those not eligible to participate: *Principals, Assistant Principals, Superintendents, Substitute Teachers, Nurse, Front Office Staff, etc.*

Survey Results and Scoring Bands

Rating	Score Band
Most Implementation	80-99
More Implementation	60-79
Average Implementation	40-59
Less Implementation	20-39
Least Implementation	1-19

Effective Leaders:

...principals and teachers work together to implement a shared vision.

Measures	Survey Questions	Performance	Respondent
Teacher-Principal Trust	8	46 Average	Teacher
Program Coherence	5	37 Less	Teacher
Instructional Leadership	6	37 Less	Teacher
Teacher Influence	5	25 Less	Teacher

479

Score – 36
Less Implementation

Collaborative Teachers:

...teachers collaborate to promote professional growth.

Measures	Survey Questions	Performance	Respondent
School Commitment	4	66 More	Teacher
Collaborative Practices	5	63 More	Teacher
Teacher – Teacher Trust	5	72 More	Teacher
Quality Professional Development	5	31 Less	Teacher
Collective Responsibility	6	47 Average	Teacher

480

Score – 56

Average Implementation

Supportive Environment:

...the school is safe, demanding, and supportive.

Measures	Survey Questions	Performance	Respondent
Student – Teacher Trust	4	73 More	Student
Expectations for Postsecondary Education	5	56 Average	Teacher
School-Wide Future Orientation	6	47 Average	Student
Safety	5	54 Average	Student

481

Score – 58

Average Implementation

Involved Families:

...the entire staff builds strong external relationships.

Measures	Survey Questions	Performance	Respondent
Teacher – Parent Trust	6	70 More	Teacher
Parent Influence on Decision Making in Schools	5	63 Average	Teacher
Parent Involvement in School	4	46 Average	Teacher

482

Score – 60
More Implementation

Ambitious Instruction:

...classes are challenging and engaging. The instruction is clear, well structured, and encourages students to build and apply knowledge.

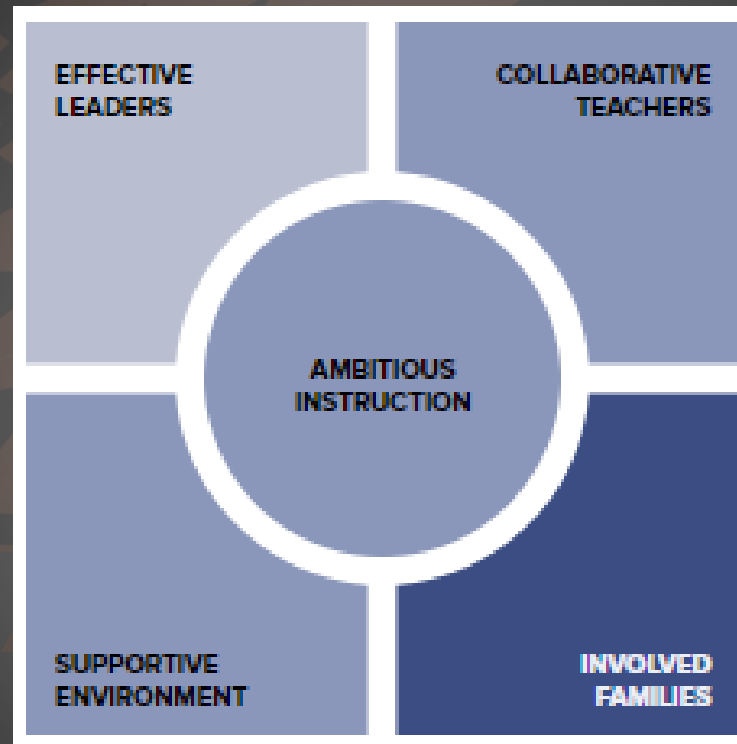
Measures	Survey Questions	Performance	Respondent
Quality of Student Discussion	5	62 More	Teacher
Academic Press	9	52 Average	Student
English Instruction	6	47 Average	Student
Math Instruction	6	36 Less	Student

483

Score – 49

Average Implementation

...and now for the 5Essentials Score...



484

Overall Score for MCHS: 0

MCHS is Moderately Organized for improvement

Moderately Organized for Improving Student Learning!



Rating	Score Band	Point Value
Most Implementation	80-99	+1
More Implementation	60-79	+1
Average Implementation	40-59	0
Less Implementation	20-39	-1
Least Implementation	1-19	-1

*Schools that have a total score of 3 or higher based on this scale are considered
“Well-Organized for Improvement.”*

*Schools with a total score of 1 or 2 are considered
“Organized for Improvement.”*

The 5Essentials score results fall within the following indications:

- **Well Organized** = a score of 3, 4, or 5
- **Organized** = a score of 1 or 2
- **Moderately Organized** = a score of 0
- **Partially Organized** = a score of -1 or -2
- **Not Yet Organized** = a score of -3, -4, or -5

Why this matters?

According to the survey,

“...schools strong on at least three of the five essentials were 10 times more likely to show substantial gains in student learning over time than schools weak on three or more of the five essentials.”

Perception

487

According to the 5Essentials website,

“...The survey shows how teachers and students perceive their school, and these perceptions influence their behavior.”

[Click here for a comprehensive report of the 2020 5Essentials Survey](#)

History

Rating	Year
Moderately Organized for Improvement	2020
Organized for Improvement	2019
N/A	2018
Well-Organized for Improvement	2017
Well-Organized for Improvement	2016
Organized for Improvement	2015
Partially Organized for Improvement	2014

5Essentials Survey Supportive materials:



UCHICAGO Impact School Surveys [FAQ](#) [Contact Us](#)

Login

Please login to take the 2021 Illinois Parent Survey.

Please Note: Email addresses are used for the expressed purpose of sending thank you notifications for completed surveys. Email address also aid UChicago Impact in providing your child's school with the most accurate response rates. As a reminder, all responses are completely anonymous and cannot be traced back to the respondent. All survey results will be presented as a school-wide aggregate, and your school and school district will never receive individual-level data. If you have any questions, please contact 5Essentials Client Services at 866.440.1874.

If you can't find your child's school, their district may not be participating. Please contact your district if you are unable to find your child's school.

***Required fields**

Enter your email address:

***County:**

Begin typing your county's name and then select it from the list of counties displayed below.

***School:**

Begin typing your school's name to get a list of matching schools to choose from.

[Login](#)

UCHICAGO Impact School Surveys [FAQ](#) [Contact Us](#)

Welcome!

To take the survey, click on the appropriate button below.

Let's get started!

Student Survey

[Start here \(English\)](#)

[Empieza aquí \(Español-Latinoamérica\)](#)

Teacher Survey

[Start here \(English\)](#)

Parent Survey

[Start here \(English\)](#)

[Empieza aquí \(Español-Latinoamérica\)](#)

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UCHICAGO Impact School Surveys [FAQ](#) [Home](#) [Contact Us](#) [Logout Kenneth Lee](#)

Login

Please login to take the 2021 Illinois 5Essentials Teacher Survey.

Your username and passcode are listed in the invitation emailed to you on February 3. If you did not receive this invitation and you've confirmed it's not in your SPAM or junk email folder, please contact your principal and confirm you are on your school's teacher roster. If the passcode you were provided does not seem to work, please try a new one by using the "Forgot your passcode" prompt below.

***Required fields**

***Login:**

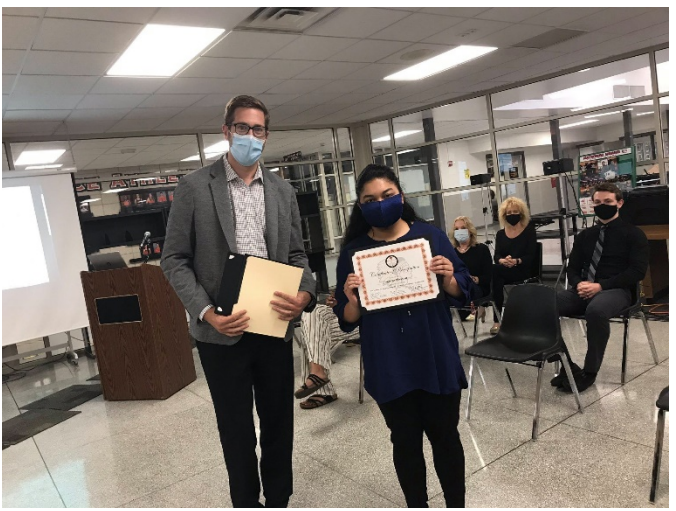
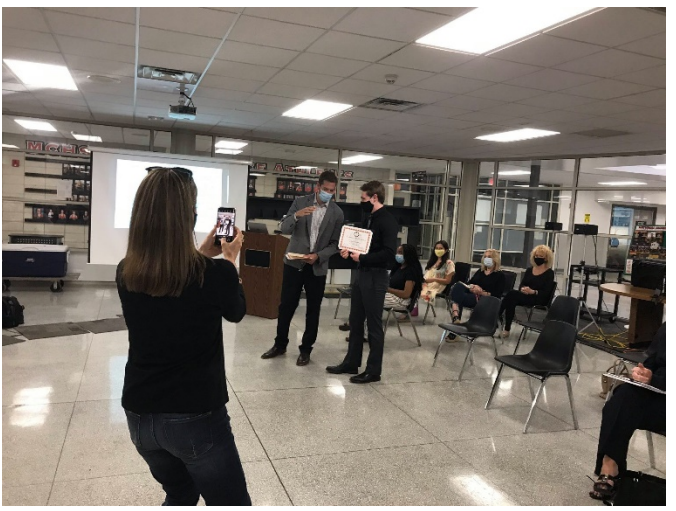
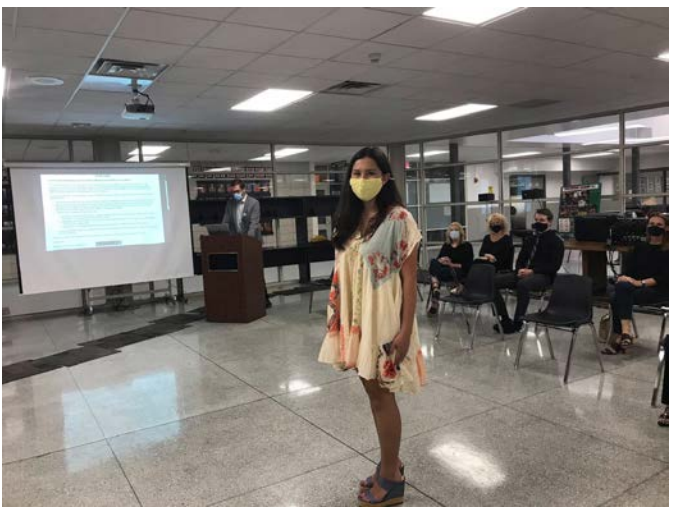
***Passcode:**

[Forgot your passcode? Click here](#)

[Login](#)

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MCHS Board of Education Recognitions:





MINOOKA

COMMUNITY HIGH SCHOOL

District #111

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: anneorjon@me.com

March 10, 2021

Anne Butler
anneorjon@me.com

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On March 5, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...would like to know the names and dates of absences of the Bus Drivers who have asked off on Fridays and Mondays from this past school year.

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



MINOOKA

COMMUNITY HIGH SCHOOL

District #111

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: chrisjohnson1416@gmail.com

December 1, 2020

Christian Johnson
1416 Sherborn Ct S
chrisjohnson1416@gmail.com
8157054726

RE: Freedom of Information Act Request – RESPONSE

Christian Johnson,

On November 23, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...total damages cause from fire damage that occurred on November 19, 2019 at Minooka community high center (Central) campus.

Response: Please find attached the Loss Report through Liberty Mutual Insurance dated 11/20/2020. The bathroom fire claim is highlighted. The total incurred/paid is \$157,018.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



MINOOKA

COMMUNITY HIGH SCHOOL

District #111

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: marino97@att.net

March 5, 2021

Angela Marino
marino97@att.net

RE: Freedom of Information Act Request – RESPONSE

Angela Marino,

On March 1, 2021 Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... requesting a copy of all contracts between MCHS 111 and the Erica Walker Thomas Group. Please make sure that all financial agreements, contracts, and other dealings are included.

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: Jodi.Cohen@ProPublica.org / Jrichards@chicagotribune.com

February 22, 2021

Jodi S. Cohen
ProPublica
(708) 967-5723

Jennifer Smith Richards
Chicago Tribune
(312) 593-0906

RE: Freedom of Information Act Request – RESPONSE

Ken Deloian,

On February 11, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: Jen@smart265.org

April 9, 2021

Jen Weeks
SMART Local 265
205 Alexandra Way
Carol Stream, IL 60188

RE: Freedom of Information Act Request – RESPONSE

Jen Weeks,

On April 8, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: kdeloian@smartprocure.com

October 21, 2020

Ken Deloian
Data Acquisition Specialist
Smartprocure
100 S. Military Trl. Ste 13
Deerfield Beach, FL 33442

RE: Freedom of Information Act Request – RESPONSE

Ken Deloian,

On October 21, 2019, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: steve.landon@farmersinsurance.com

April 16, 2021

Steve P. Landon, SCLA
Senior General Adjuster
National Liability Claims - East Zone
Illinois Farmers Insurance Company
Farmers Insurance Exchange
3333 Warrenville Rd. STE 250 Lisle, IL 60532

RE: Freedom of Information Act Request – RESPONSE

Mr. Steve Landon,

On April 9, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: freedom@irtaonline.org

February 2, 2021

Nathan Mihelich
freedom@irtaonline.org
Illinois Retired Teachers Association
(217) 523-8488

RE: Freedom of Information Act Request – RESPONSE

Nathan Mihelich,

On February 2, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...Please provide the name and email address of any certified staff (teachers, administrators, nurses, counselors, etc.) who are retiring this year.

Response: Beth Militello, bmilitello@mchs.net

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: alexasioux2@aol.com

March 16, 2021

Ms. Lori Lakota
1218 Cambridge Ct.
Alexasioux2@aol.com
(815) 641-3149

RE: Freedom of Information Act Request – RESPONSE

Ms. Lori Lakota,

On March 11, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: Minutes of closed sessions are exempt from inspection under the Freedom of Information Act. Even if they are not exempt, the minutes you have requested have been destroyed because 18 months have passed from the requested date range of 4/1/2019 – 6/1/2019.

GENERAL PROVISIONS

(5 ILCS 140/) Freedom of Information Act.

(5 ILCS 140/7) (from Ch. 116, par. 207)

Sec. 7. Exemptions.

(1) Minutes of meetings of public bodies closed to the public as provided in the Open Meetings Act until the public body makes the minutes available to the public under Section 2.06 of the Open Meetings Act.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: alexasioux2@aol.com

March 19, 2021

Ms. Lori Lakota
1218 Cambridge Ct.
Alexasioux2@aol.com
(815) 641-3149

RE: Freedom of Information Act Request – RESPONSE

Ms. Lori Lakota,

On March 17, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

March 16, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On March 9, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request. Attached to the email please find the 3.2.2021 Task Force Committee Meeting recording.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

Mr. Edwards,

This is a FOIA request for the following information from Minooka high school. 3/9/2021

Request:

.... requesting the exact amount paid to the Native American Guardians Association or anyone representing NAGA. Exactly who paid for this speaker and who recommended NAGA to speak to the Minooka high school mascot taskforce.

Response:

There are no documents responsive to your request.

Request:

.... requesting any and all notes taken during the meeting with the speaker during the time the speaker was addressing the Minooka high school mascot taskforce by:

Mike Brozovich
Brent Edwards
Laura Hrechko
Kenny Lee
John Troy
Bryan Zwemke

Response:

Please see the Task Force Committee meeting minutes from 3.2.2021 below.

Request:

.... requesting any and all correspondence with NAGA, and or any representative of the Native American guardian association by anyone representing Minooka high school and or anyone on the Minooka high school mascot taskforce.

Response:

Please see the following email correspondence below.

Request:

.... The full name of the speaker that represented NAGA and any and all credentials that were provided by the speaker or anyone representing NAGA. This should include tribal affiliation and exactly what tribe the speaker is claiming to represent. This should also include any proof provided to Minooka high school by the speaker that shows actual tribal enrollment.

Response:

Please see the Task Force Committee meeting minutes from 3.2.2021 below.

Request:

.... Any and all verifications that Minooka high school did to verify that the speaker is actually Native American and is a member of a Federally recognized Tribe.

Response:

There are no documents responsive to your request.

Request:

.... Was this speaker and taskforce members recorded? If not then why was this not recorded? If it was recorded then the exact link where it can be viewed.

Response:

Attached to this email please find the 3.2.2021 Task Force Committee Meeting recording via Zip File.

Request:

.... Any and all contact information including anyone that has had any voice, phone, email, or any other communication with anyone from Minooka high school and or any mascot taskforce members from or by the native American Guardians association (NAGA)

Response:

Dr. Kenny Lee – Minooka Community High School Superintendent.

Request:

.... Any and all proof that anyone on the Minooka high school mascot taskforce that claims to be Native has provided to back up the claim of being Native.

Response:

There are no documents responsive to your request.

Request:

.... Any and all verification that Minooka high school has done to verify anyone claiming to be Native on the mascot taskforce is actually Native.

Response:

There are no documents responsive to your request.

Request:

.... Exactly how many participants on the Minooka high school mascot taskforce are actually enrolled tribal members and exactly how many members that claim to be Native are self identifying?

Response:

Please see the Task Force Committee meeting minutes from 3.2.2021 below.



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: jj.sutton85@gmail.com

March 17, 2021

Joe Sutton
jj.sutton85@gmail.com

RE: Freedom of Information Act Request – RESPONSE

Mr. Joe Sutton,

On March 22, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: shammond@shawmedia.com

July 10, 2020

Sean Hammond
Northwest Herald
shammond@shawmedia.com
Office: 815-526-4509
Cell: 708-310-5327

RE: Freedom of Information Act Request – RESPONSE

Sean Hammond,

On July 2, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

September 11, 2020

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On September 3, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

Mr. Edwards,

Good Morning. I hope you are doing great today.

You sent me a response that stated the cultural assessment was done anonymously. Thank you for your reply.

Since this cultural assessment was done anonymously and was separated in to 2 groups of students and staff and was paid for by Tax money.

I am requesting the link or file to see all the responses from each individual response to the survey that was sent out. I am also requesting a copy of the exact survey that was sent out.

I am also requesting any bills, receipts and invoices that Minooka High School ,received from The Walker-Thomas group that pertain to the total cost of the cultural assessment done at Minooka high school. This should include the total final cost of the assessment and any agreements or contracts entered into by Minooka high school and the Walker- Thomas group

I am also requesting a complete list of schools that Minooka high school teams go to for any sports or other activities for school activities.

I would also be requesting a copy of the video made by your dance team including the announcement made during your homecoming game from 2019.

These requests are being made as F.O.I.A requests.

Ted Trujillo
815-883-1039
tedtrujillo@yahoo.com



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

December 4, 2020

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On November 29, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

November 29, 2020

Mr. Edwards,

I am requesting information on the vetting policy and procedures for the Minooka high school mascot taskforce under F.O.I.A.

I am asking for the exact written policy for vetting anyone for any taskforce or committee at Minooka high school. This should include the written policy and procedure including who is involved in this vetting process, all questions that are being asked to every person being vetted, exactly who is performing the vetting process, why exactly are participants being vetted, any and all rules for the vetting process including any and all rules and policies for the Minooka high school mascot taskforce, who was involved in creating these rules and policies for the Mascot taskforce, and an outline of what information is going to be given to the mascot taskforce (including studies on the mascot issue, emails, Native speakers and any other material that is going to be included and used for any determination or recommendations to be made by the task force).

I am also requesting the exact written procedure that will be followed from start to finish and what will happen with the recommendations of the mascot taskforce.

These policies and procedures should have already been made in written form and should be available for anyone to see and have a copy of.

Ted Trujillo
tedtrujillo@yahoo.com



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

January 25, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On January 15, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

February 4, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On January 31, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...requesting any and all notes, emails or any correspondence between Kenny Lee any Board of Education member and or anyone representing Minooka high school with the group known as The Native Americans Guardians Association (NAGA). The dates of this information should run from 6/01/2020 to 2/01/2021. This should include exactly who from Minooka had this communication and exactly who they talked to at NAGA

Response: There are no documents responsive to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

February 4, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On January 31, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... requesting the exact syllabus and or curriculum that will be used for the Native mascot task force at Minooka high school. This should include all dates and times and the names and associations of any and all speakers. This should also include any information that is being used such as studies statements by Tribal nations and the contact for any and all tribal nations and or any organizations where speakers and or any information that is being presented to any member of the native taskforce at Minooka high school. This should also include any and all contact information for speakers and tribal nations that are being included. Including any Names of anyone claiming to be Native that is being used as speakers claiming to be representing any tribal nation or group that are being included in this taskforce. This should also include any names of any task force members that are claiming to be Native.

Response: There are no documents responsive to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

513

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

February 4, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On January 31, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... requesting any and all memos, emails or correspondence (including notes) between Kenny Lee and any and all board members that have anything to do with any aspect of the Minooka high school Native taskforce dated from 6/01/2020 to 2/01/2021 This should include the emails to Kenny Lee from a Board of Education member that decided to show preference to taskforce volunteers per a memo to the Board of Education dated 11/17/2020 and sent by Kenny lee to the board of education. This should include the name of the board member or members that feel preference should be given to mainly white volunteers instead of preference being given to Natives since Natives are the ones who have been harmed by the use of a racist stereotypical Native mascot.

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

February 12, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On February 11, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...requesting the exact definition that Minooka high school is using for "Educate not Eradicate." I am also requesting what exactly is the education program that is going to be used for the Educate part of "Educate not Eradicate" and exactly who will be or is putting together this education program? I am also requesting clarification on the term eradicate in "Educate not Eradicate "and exactly what is being eradicated? Is it Natives that are being Eradicated?

Response: There are no documents responsive to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

516



MINOOKA

COMMUNITY HIGH SCHOOL

District #111

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

March 16, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On March 10, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request. Attached to the email please find the 3.2.2021 Task Force Committee Meeting recording.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

Ted Trujillo FOIA Request 3/10/2021

Mr. Edwards,

Request:

.... requesting the exact amount that Eunice Davidson was paid to speak to the Minooka high school mascot taskforce and exactly who paid for her to speak.

Response:

There are no documents responsive to your request.

Request:

.... requesting any and all contact information for Eunice and any information that she provided to prove any tribal affiliation including proof that she is an enrolled tribal member and exactly what tribe she is claiming to be enrolled with.

Response:

There are no documents responsive to your request.

Request:

.... requesting if she disclosed the fact that she is a NAGA member and if she did disclose this information then exactly who was the person that this disclosure was made to that was representing Minooka high school?

Response:

There are no documents responsive to your request.

Request:

Any and all communication between anyone representing Minooka high school and Eunice Davidson which must include notes from any phone calls faxes emails etc. etc.

Response:

There are no documents responsive to your request.

Request:

The exact link to the recording of Eunice speaking to the Minooka high school mascot taskforce.

Response:

Attached to this email please find the 3.2.2021 Task Force Committee Meeting recording via Zip File.



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District #111

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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

March 19, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On March 15, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request. Attached to the email please find the 3.15.2021 Task Force Committee Meeting recording.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

March 15, 2021

Mr. Edwards,

This is a FOIA request asking for the following information from Minooka high school dated 3/15/2021:

Request:

.... The exact amount charged and or paid to John Kane for speaking to the Minooka high school mascot taskforce on 3/15/2021.

Response:

There are no documents responsive to your request.

Request:

The exact link of where the recording can be found of John Kane talking to the Minooka high school Native taskforce on 3/15/2021

Response:

Attached to this email please find the 3.15.2021 Task Force Committee Meeting recording via Zip File.

Ted Trujillo
tedtrujillo@yahoo.com



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District #111

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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

March 25, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On March 23, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... request for the recording of the Minooka high school mascot taskforce meeting that took place on 3/22/2021.

Response: The attached documents have been provided in response to your request. Attached to the email please find the 3.22.2021 Task Force Committee Meeting recording.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

April 30, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On April 26, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... the sample syllabus that Minooka high school received from the Native American Guardian's Association (NAGA) on their educational program and any and all correspondence that accompanied this sample syllabus to Minooka high school and or Kenny Lee from the Native American Guardians Association (NAGA).

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

May 18, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On May 11, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ... request for any and all recordings of the Native taskforce meeting that occurred on 5/10/2021.

Response: The attached documents have been provided in response to your request. Attached to the email please find the 5.10.2021 Task Force Committee Meeting recording.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

October 20, 2020

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On October 12, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

December 21, 2020

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On December 17, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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District #111

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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

January 5, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On December 22, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...asking for the name of Minooka high schools insurance carrier, policy number and contact information for your insurance carrier. This should include any email addresses, physical address, phone number and the name of a contact at your insurance company.

Response: Insurance Company: Liberty Mutual Insurance Co.
Policy Number: CBP8129995
Bushue HR, Inc.
PO Box 89
Effingham, IL 62401
Phone: 217-342-3046

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

526



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COMMUNITY HIGH SCHOOL

District #111

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

January 5, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On December 22, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: ...asking for any and all information that is going to be given discussed or used in the Native Taskforce. This should include the exact Names of anyone that is going to be speaking and who they represent. Anyone that is being considered as speakers. A copy of any and all information that is being shared looked at or mentioned in any meeting email or any correspondence with anyone associated with the Native taskforce including the B.O.E.

Response: There are no documents responsive to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

January 4, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On December 22, 2020, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111



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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: tedtrujillo@yahoo.com

March 5, 2021

Ted Trujillo
tedtrujillo@yahoo.com
815-883-1039

RE: Freedom of Information Act Request – RESPONSE

Ted Trujillo,

On February 28, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Response: The attached documents have been provided in response to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

Feb 28, 2021

Mr. Lee

I am requesting the exact times and link to the Minooka high school Mascot taskforce meeting on March 2nd.

I am also requesting the exact times and any other links for any other Minooka high school mascot taskforce meetings.

I am asking for the full names of any one that is participating or sitting on the Minooka high school mascot taskforce and any and all information that is being used or presented to the Minooka high school mascot taskforce.

I am also asking for the link of where this meeting was scheduled thru and released to the public. This should include the exact dates and times that the public was informed that these mascot taskforce meetings were and are scheduled. and that they are considered open meeting for Minooka high school.

To make sure that this information is released this is to be considered a F.O.I.A request if need be.

Ted Trujillo
tedtrujillo@yahoo.com

Request:

... requesting the exact times and link to the Minooka high school Mascot taskforce meeting on March 2nd.

Response:

All meetings are posted in accordance to the Illinois Open Meetings Act. Please click on the following link: <https://meetings.boardbook.org/Public/Organization/1417>

Request:

... requesting the exact times and any other links for any other Minooka high school mascot taskforce meetings.

Response:

All meetings are posted in accordance to the Illinois Open Meetings Act. Please click on the following link: <https://meetings.boardbook.org/Public/Organization/1417>
Future meetings have not been scheduled at this time.

Request:

... asking for the full names of any one that is participating or sitting on the Minooka high school mascot taskforce and any and all information that is being used or presented to the Minooka high school mascot taskforce.

Response:

The attached documents have been provided in response to your request.

Request:

... asking for the link of where this meeting was scheduled thru and released to the public. This should include the exact dates and times that the public was informed that these mascot taskforce meetings were and are scheduled. and that they are considered open meeting for Minooka high school.

Response:

The attached documents have been provided in response to your request.



MINOOKA

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Brent Edwards

Director of Community Relations & Freedom of Information Act (FOIA) Officer

Via Electronic Mail: rockettguy@yahoo.com

May 24, 2021

Thomas C. Smith
126 East Peru Street
Princeton, IL 61356

RE: Freedom of Information Act Request – RESPONSE

Thomas Smith,

On May 17, 2021, Minooka Community High School District #111 received a Freedom of Information Act (FOIA) request from you as attached:

Request: See original request attached below.

Response: There are no documents responsive to your request.

If you have any questions regarding the content of this correspondence, please contact me:

- via email at bedwards@mchs.net
- via fax at (815) 467-9733
- via postal mail at the MCHS District #111 Administrative Center, which is located at 26655 W. Eames Street, Channahon, IL 60410

Thank you.

Sincerely,

Brent Edwards
Director of Community Relations
Freedom of Information Act (FOIA) Officer
Minooka Community High School District #111

Brent Edwards
MCHS Administrative Center
26655 W, Eames
Channahon, IL 60410

Mr. Edwards:

This is a FOIA request. I am requesting copies of all photos belonging to the George Bedford collection, a part of the local history collection at MCHS. David Belden is responsible for maintaining these photos which were donated to Minooka Community High School.

Enclosed, as copies of newspaper articles where David Belden identifies himself as a faculty member at MCHS and requests contributions for the local history collection. The George Bedford photos were donated as a result of his requests. Further, Belden references any photos donated as being used by his students at MCHS. Donations are directed to him at MCHS email addresses.

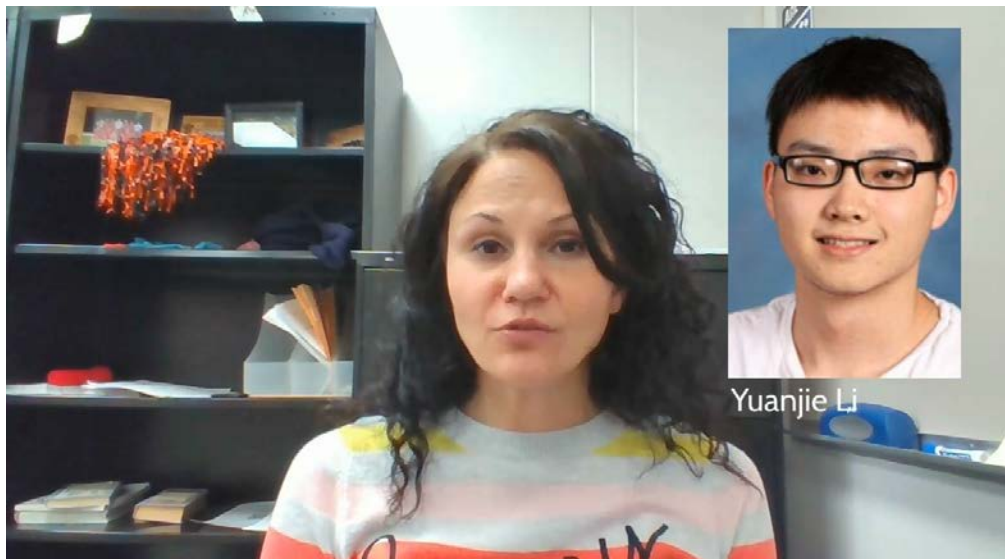
I ask that these photos be scanned to a flash drive. I will gladly pay for the flash drive.

Thank you for your cooperation in this matter. I have included contact information and an address where the materials requested can be sent.

Yours,


Thomas C. Smith
Rockettguy@yahoo.com
126 East Peru Street
Princeton, IL 61356

MCHS Student of the Term Videos



CHANNAHON-MINOOKA ROTARY CLUB
Student of the Month

Congratulations are extended to

Alaina Frazier

for being selected as the 2021

**Channahon-Minooka
Rotary Club
Student of the Month
for JANUARY!**



Each month, the Channahon-Minooka Rotary Club honors one MCTIS senior with exemplary leadership and service mindedness.

Please visit www.channahon-minookarotary.org
to learn more about the Channahon-Minooka Rotary Club.

CHANNAHON-MINOOKA ROTARY CLUB
Student of the Month

Congratulations are extended to

Ella Maxfield

for being selected as the 2021

**Channahon-Minooka
Rotary Club
Student of the Month
for FEBRUARY!**



Each month, the Channahon-Minooka Rotary Club honors one MCTIS senior with exemplary leadership and service mindedness.

Please visit www.channahon-minookarotary.org
to learn more about the Channahon-Minooka Rotary Club.

CHANNAHON-MINOOKA ROTARY CLUB
Student of the Month

Congratulations are extended to

Morgan Moreno

for being selected as the 2021

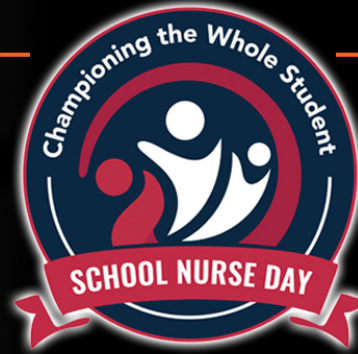
**Channahon-Minooka
Rotary Club
Student of the Month
for MARCH!**



Each month, the Channahon-Minooka Rotary Club honors one MCTIS senior with exemplary leadership and service mindedness.

Please visit www.channahon-minookarotary.org
to learn more about the Channahon-Minooka Rotary Club.

Happy School Nurse Day



#SND2021

From everyone at MCHS, Thank You! #WeAreMinooka

MCHS Class of 2021

Graduation Information



MCHS Parent University

Prepare for your student's high school experience by attending information sessions on the services and opportunities MCHS has to offer!
#mchsproud

A photograph of a sign for MINO COMMUNITY HIGH SCHOOL. The sign is red with white text. The background shows a building with large windows.



#1 Seed

It All Starts Now!

#mchsproud

**Happy
Administrative
Professional
Day**

From everyone at MCHS, Thank You! #mchsproud



Please join all of MCHS as we congratulate Morgan Moreno on being selected as an NHS Scholarship recipient.

Congratulations Morgan!

Congratulations!

#mchsproud



Ramadan Mubarak

April 16

National Librarian

Day!

District Librarian: Marissa Welch

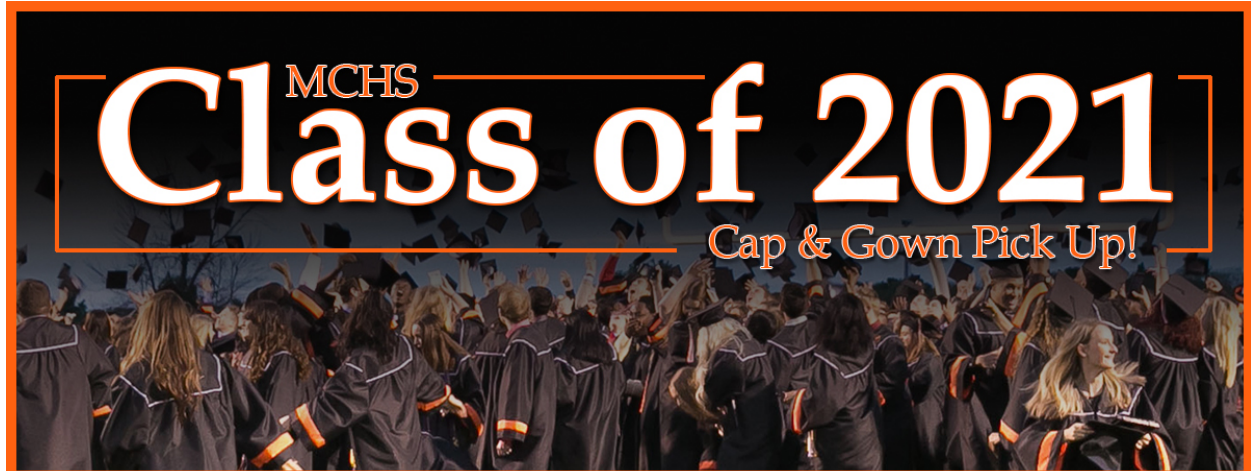
Assistant Librarians:

Sarah Lemke

Kyle Robinson

Valerie Tijerina

From everyone at MCHS, Thank You! #mchsroud



MCHS Class of 2021

Cap & Gown Pick Up!



Happy Easter

from MCHS

Happy Dean Appreciation Week

Central: Susanne Madding & Kevin Murphy
South: Renee Ebel & Pat Watson

From everyone at MCHS, Thank You! #mchsproud

Assistant Principals Week



Jamie Soliman
MCHS Assistant Principal
(South Campus)

#APWeek21

April 5 - 9

National Assistant Principals Week!



Matt Wikoff
MCHS Assistant Principal
(Central Campus)



A MAGICAL NIGHT OF MYSTERY

Masquerade Prom

[Click here for details!](#)

This banner features a dark blue background with two ornate gold and green masquerade masks. The text "A MAGICAL NIGHT OF MYSTERY" is centered in a white, sans-serif font. Below it, "Masquerade Prom" is written in a large, elegant green cursive font. In the bottom right corner, there is a small white link that says "Click here for details!".



PLEASE JOIN US FOR

Lunch & Learns

This banner has a white background with a red brushstroke at the bottom. On the left is an illustration of a stack of books with an apple on top. On the right is an illustration of a row of books on a shelf. The text "PLEASE JOIN US FOR" is in a simple black font, and "Lunch & Learns" is in a large, black cursive font.



Happy
St. Patrick's
Day

This banner has a green background with a large, stylized four-leaf clover in the center. The text "Happy St. Patrick's Day" is written in a white, bold, serif font with a drop shadow effect.



Congratulations
MCHS Cheer
STATE BOUND!

#mchsproud




**Congratulations
Arrowettes!**

**3rd
@
State**

#mchsproud

"Beacon of Hope: School Social Workers – Lighting the Way"



**National
School
Social Workers
Week**

From everyone at MCHS, Thank You! #mchsproud

March 7 - 13 #SSWWeek2021 #BeaconofHope

**Congrats!
On to State!**

#MCHSProud

**7x
Sectional Champs!**



African
American
Read-in

Join the MCHS English & Social Studies
Departments along with event sponsors:

- MCHS Libraries
- Allies in Diversity Club
- MCHS Journalism

Tuesday
February 23, 2021
2-3 PM


**5Essentials
Parent Survey**

This survey gathers data related to five indicators that can predict important student outcomes, including improved attendance and larger test score gains. These five indicators that affect and predict school success are:

- Effective Leaders / Collaborative Teachers
- Involved Families / Supportive Environments / Ambitious Instruction

Start your
survey now!
Click Here.





MCHS Calls E-Learning Remote Learning Day

MCHS would like to know
your game day favorites...



Super Bowl Sunday!




24th Annual Madrigal Dinner

Saturday, February 6th @ 6:00pm - Virtual Event [Click Here: Tickets on sale now!](#)

~ MCHS Reminder ~

Teacher Institute


Friday, January 29, 2021 - NO SCHOOL



NASA DAY OF REMEMBRANCE

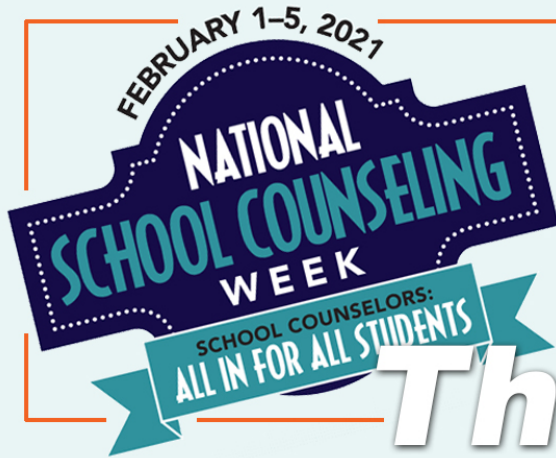
Today we remember Christa McAuliffe, who made history when she became the first teacher selected to go to space as part of NASA's Teacher in Space project.

[Click here to learn more.](#)



"I touch the future. I teach."
Christa McAuliffe

#NationalSchoolCounselingWeek



National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

Thank You!



Special Guests



Dr. Bryan Zwemke
MCHS Building Principal



Jamie Soliman
MCHS Asst. Principal (South Campus)

Wednesday (1/27) at 6:00PM

Facebook: @mchsdistrict111 YouTube: Minooka Community High School



~ Remembering ~

Dr. Martin Luther King, Jr.

No School - January 18, 2021

*"The Time is Always Right
to Do What is Right."*



MCHS
Incoming Freshmen
NIGHT

MCHS
Incoming Freshmen
NIGHT

January 12, 2021

[Click here to find out more about the presentation.](#)

*The presentation has been pre-recorded.

Minooka Community High School
District #111

Classes resume Monday, January 4th, by
following the Hybrid Learning Schedule "**remotely**".

No In-Person learning will occur until Tuesday, January 19, 2021.

Website Maintenance

Happy Hanukkah



December 10th is
Human Rights Day



Click to learn more.



PEARL HARBOR
Remembrance Day

December 7, 2020



Happy
Illinois
Statehood
Day

December 3,
1818



HAPPY
Thanksgiving
WEEK 2020

Thanksgiving Break
November 25-27

~ MCHS Celebrates ~

American Education Week

This week we celebrate our teachers who are making a difference in ensuring that every student receives a quality education.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

[Click here to find out more!](#)

November is Native American Heritage Month

Join MCHS as we honor Indigenous communities and learn from their rich traditions. [Click here to visit Native Knowledge 360° \(NK360°\)](#) providing education with new perspectives on Native American history and cultures.

#ThankABoardMember

Thank you

Perseverance
through Leadership

School Board Members

make
kindness
the norm.®

#WorldKindnessDay

randomactsofkindness.org



Happy Veterans Day

Please join us today for a special "VIRTUAL" VETERANS DAY ASSEMBLY
Live at 12:30pm on our Facebook page!

Facebook: @mchsdistrict111 YouTube: Minooka Community High School

National School Psychology Week

From everyone at MCHS, Thank You! #mchsproud

November 9-13 #SPAW2020





**Reminder: Hybrid students, Group 1 (A-L), will return to in person learning on Wednesday, November 4th while remote students will attend classes through Google Hangouts for their normal B-day schedule.*



Happy Principal Appreciation Day!

		
<i>Dr. Bryan Zwemke</i> MCHS Building Principal	<i>Matt Wikoff</i> Assistant Principal Central Campus	<i>Jamie Soliman</i> Assistant Principal South Campus

#principalappreciationday

From everyone at MCHS, thank you for your leadership! #WeAreMinooka

Please join us as we celebrate

BUS DRIVER *Appreciation Day!*

Thank you for everything you do and keeping our students safe as they travel.

MCHS SAT Testing Tomorrow

Schedule

7:30 AM - 7:50 AM: Report to assigned campus
and go to assigned room.

8:00 AM - 1:00 PM: SAT Testing.
(Dismissal at 1:15 PM)

As a reminder, ALL freshmen, sophomores, and juniors
must check their teachers' Google Classrooms to view
asynchronous work to be completed on October 14th.

**No live instruction will occur.*

MCHS Return to Learn Video



#mchsproud



Happy **National Custodial** Day

*Thank you for keeping MCHS clean and maintained!
We appreciate everything you do!*



Happy **October**

Minooka Community High School
~ Reminder ~



**Friday, October 2nd is a
Remote Learning Planning Day**
No School



Minooka Community High School
Weekly Message



Happy
Constitution
Day

On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. #ConstitutionDay



Does the cost of college frighten you?

PARENTS OF ALL MCHS STUDENTS:

On Tuesday, September 22nd, at 7 p.m.
via ZOOM, the Student Services
Office will sponsor "Conquering College Costs"
for the parents of all MCHS high school students.

(For more information [click here](#) or please contact your child's counselor)

Does the cost of college frighten you?

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via ZOOM, the Student Services
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for the parents of all MCHS high school students.

[Click here for](#)

MCHS Class Ring

information!

Jostens[®]



Women's Equality Day

On this day the U.S. Congress adopts the 19th amendment, also known as the "Susan B. Anthony Amendment," giving women the right to vote.



#WomensEqualityDay

Virtual

2020  2021

Back to School **OPEN HOUSE**

August 25th

6:00PM - 7:30PM

Minooka Community High School District #111

Special Board of Education Meeting
Monday, August 24, 2020 / 1:00PM

Click here for agenda and [Zoom](#) link.



Special Guest

Bryan Zwemke

MCHS Building Principal

**Facebook
LIVE!
with MCHS**

Today at 2:00PM

Facebook page: @mchsdistrict111



Special Guest

Dr. Janel Grzetich

Director of Curriculum &
Instruction



Welcome Back
Minooka Community High School

MCHS
Return to
Learn
2020



#mchsproud



*Please join all of MCHS as we congratulate
Principal Bryan Zwemke on successfully
earning his Doctorate Degree in Education.
Congratulations Dr. Zwemke!*

Congratulations!

#mchsproud

MCHS Return to Learn Survey



Your feedback is an important part of the process to reopen our schools. [Click here to start!](#)

Happy 4th of July!

From everyone at MCHS, have a fun & safe holiday weekend! #WeAreMinooka

M
Happy
Retirement!
Beth Militello
30 Years!

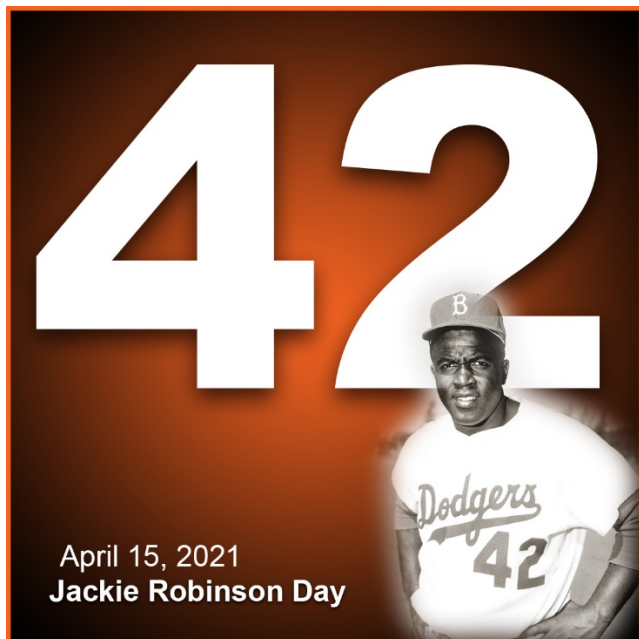




Congratulations!

Sabira Hassan - 3rd place at State for English in the Academic Challenge competition.

The Academic Challenge event is a high school competition that was created and conducted annually by the University of Illinois at Urbana-Champaign College of Engineering WYSE Outreach Program.





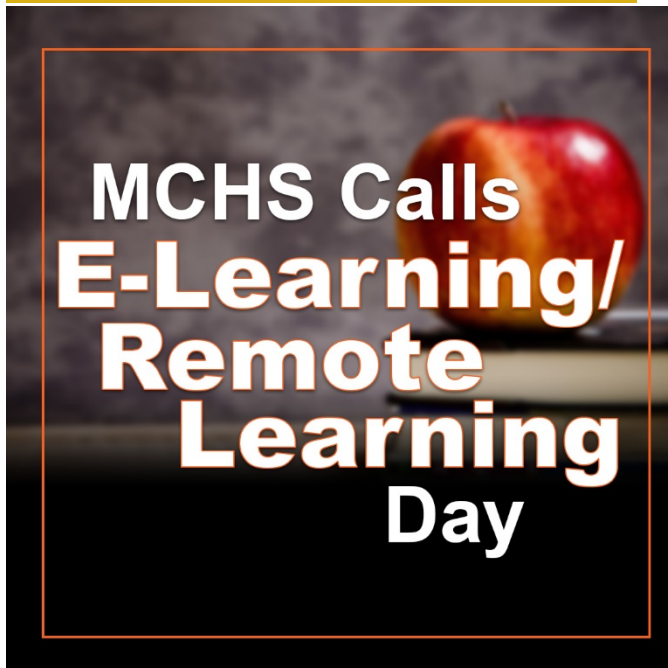
Individual Awards:

- Gabby Kics - *4th place Geometry*
- Charlie Fanning - *1st place Algebra 2*
- Cole Kics - *5th place Algebra 2*
- Samantha Smith - *8th place Algebra 2*
- Hannah Grace Marti - *7th place Pre-Calculus*

Team Awards:

- 2nd place Algebra 2 Team
- 3rd place Freshman/Sophomore 8 Person Team
- 3rd place Jr/Sr 8 Person Team

Math Team Placed 5th Overall!





Justin Jezioreczak (Automotive)
 Olivia Owierczuk (Cosmetology)
 Evan Felgenhauer (Criminal Justice)
 Sasha Lopez (Early Childhood)
 Carlos Estrada (Engineering Technology)
 Nathan Masters (Fire Science)
 Una Lennon Rios (Welding)



Join MCHS The NOOK 111
 Live Streaming Session
 Wednesday, January 27th at 6:00PM.

We will be discussing a variety
 of items for the incoming Class of 2025
 including the MCHS experience,
 curricular support, athletics, and more.

Find us on (Facebook & YouTube)
 Wednesday (1/27) at 6:00PM

Facebook: @mchsdistrict111
 YouTube: Minooka Community High School

Special Guests



Dr. Bryan Zwemke
 MCHS Building Principal



Jamie Soliman
 MCHS Asst. Principal
 (South Campus)



Zachary Meyer (CISCO/IIT)
Megan Hipps (Cosmetology)
Chloe Anderson (Criminal Justice)
Christian Johnson (Engineering Technology)
Caleb Swank (Fire Science)
Alaina Reader (Health Occupations)



**Executive Session
Now In Progress**

We will return soon.

**MCHS
Mascot
Task Force**
Special Committee

Click here to
complete the application.

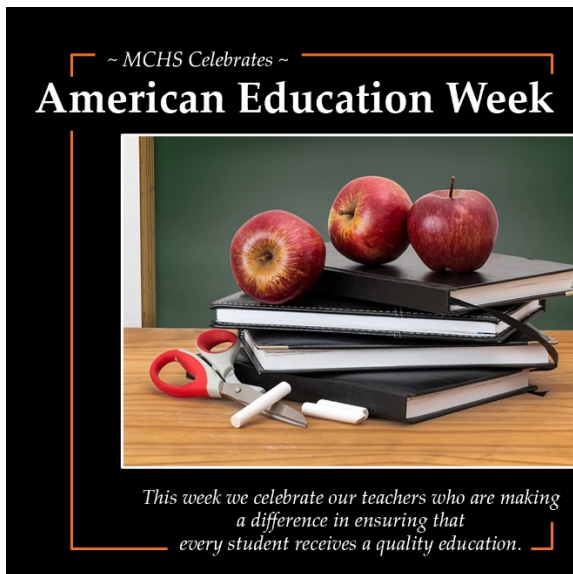
**Happy
Hanukkah**



December 10th is

**Human
Rights
Day**

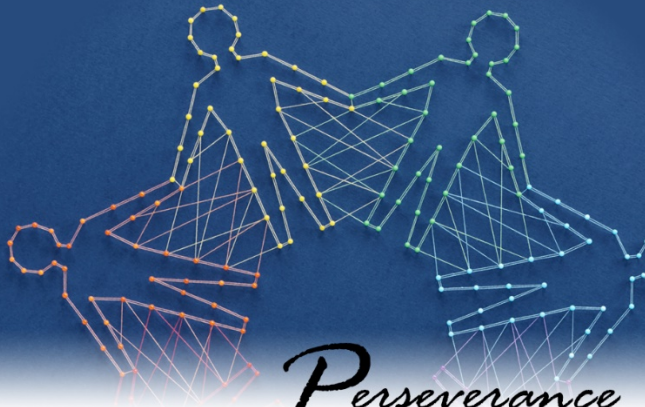




#ThankABoardMember

Thank you

School Board Members



Perseverance
through Leadership



**make
kindness
the norm.®**

#WorldKindnessDay

randomactsofkindness.org

Happy  Veterans Day

Please join us today for a special
“VIRTUAL” VETERANS DAY ASSEMBLY
 Live at 12:30pm on our Facebook page!

Facebook: @mchsdistrict111 YouTube: Minooka Community High School




MCHS Daily Announcements



**Tuesday
 November 3rd
 is Election Day**
 ~ No School ~

***Reminder:**
 Hybrid students, Group 1 (A-L), will return to in person learning on Wednesday, November 4th while remote students will attend classes through Google Hangouts for their normal B-day schedule.

**Happy
 Principal
 Appreciation
 Day!**



Dr. Bryan Zwemke
 MCHS Building Principal

Matt Wikoff
 Assistant Principal
 Central Campus

Jamie Sollman
 Assistant Principal
 South Campus

From everyone at MCHS, thank you for your leadership! #WeAreMinooka

MCHS SAT TESTING Tomorrow

Schedule
7:30 AM - 7:50 AM: Report to assigned campus and go to assigned room.
8:00 AM - 1:00 PM: SAT Testing.
(Dismissal at 1:15 PM)

As a reminder, ALL freshmen, sophomores, and juniors must check their teachers' Google Classrooms to view asynchronous work to be completed on October 14th.
**No live instruction will occur.*

Virtual College Visits

MCHS Congratulates You!

National Merit Scholarship Competition:
 Kellan Moss - Semifinalists
 James Burjek - Commended
 Christopher Karceski - Commended
 Hannah Marti - Commended

Happy Constitution Day

On September 17, 1787,
the delegates to the
Constitutional Convention
met for the last time to sign
the document they had created.

#ConstitutionDay

MCHS Celebrates
National Arts in Education Week



MCHS
**Daily
Certification**
click here



Click here for
**MCHS
Class
Ring**
information!



Jostens®
#WeAreMinooka

Women's Equality Day

On this day the U.S. Congress adopts the 19th amendment, also known as the "Susan B. Anthony Amendment," giving women the right to vote.

#WomensEqualityDay

Facebook LIVE!

with special guests

Dr. Bryan Zwemke
MCHS Building Principal

Dr. Janel Grzetich
Director of Curriculum & Instruction

Today at 2:00PM
Facebook page: @mchsdistrict11

Virtual

2020 **M** 2021

Back to School
OPEN HOUSE
August 25th

Save-the-Date!

AUGUST 2020

Minooka Community High School

To notify the school of your child's absence, please call the attendance line for his/her academic campus at:
Central Campus - (815) 521-2711 South Campus - (815) 521-4133

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 No School Teacher Institute	11 No School Teacher Institute	12 Remote learning planning day no bus pickup day	13 ^A	14 ^B	15
16	17 ^A	18 ^B	19 ^A Board of Education Meeting 8:00 pm	20 ^B	21 ^A	22
23	24	25 ^A	26 ^B	27 ^A	28 ^B	29

MCHS
School Calendar
2020.21



Welcome Back
*Minooka Community
High School*




**Welcome to the
2020-21
School Year!**

[Click here](#)



**MCHS
Return to
Learn
2020**

*Please visit our
COVID-19 / Return to Learn
resource page for the most recent
information and important UPDATES.*



**MCHS
Return to
Learn
Survey**

*Your feedback is an important part
of the process to reopen our schools.
Please take the student survey today!*



Promotional Videos Samples



Hybrid Learning Central Campus Style

31 weeks ago · 2.1K Views



Hybrid Learning at South Campus

31 weeks ago · 1.7K Views

Minooka Community High School District #111
Published by Minooka Chs · January 12 · 🌐

Class of 2025 Incoming Freshmen Night Video

Please enjoy this presentation for the MCHS Class of 2025 Incoming Freshmen. Hear from MCHS Building...
[See More](#)

👍❤️👍 12 7 Comments 854 Views

👍 Like 💬 Comment ➦ Share 🧑🏻

Up Next
We currently don't have any more videos for you

Comments [See All](#)



Let's get ready for some XC Conference racing today!!!
Quick pre-race interview with coaches. @BryanZwemke

32 weeks ago · 816 Views



Minooka Community High School District #111
Published by Minooka Chs · September 14, 2020 ·

MCHS Celebrates National Arts in Education Week

Please join MCHS as we celebrate National Arts in Education Week! The arts are an essential part of ...

See More



619 Views



Up Next

We currently don't have any more videos for you



Minooka Community High School District #111
Published by Minooka Chs · May 18 at 1:49 PM ·

Minooka Community High School Class of 2021 Graduation speeches as recorded on Friday, May 14, 2021....

See More



3 Comments 702 Views



Up Next

We currently don't have any more videos for you



Minooka Community High School 2021 Graduation Practice Video.

283 views · May 18, 2021



Minooka Community High School
385 subscribers



MCHS CAREER & TECHNICAL EDUCATION CLASS ELECTIVES

Minooka Community High School 2021 CTE Class Elective Highlight Video

58 views • Feb 19, 2021

Minooka Community High School 385 subscribers

Career and Technical Education (also known as CTE) is one of the required electives at Minooka Community High School. CTE encompasses 3 divisions of subjects: Family and

MCHS WORLD LANGUAGE MUSIC & ART CLASS ELECTIVES

MCHS World Language, Music, and Art (WLMA) Class Electives 2021

23 views • Mar 1, 2021

Minooka Community High School 385 subscribers

At Minooka Community High School, we offer three World Languages to our students. Students can choose between French, Spanish, and American Sign Language.

GRAD PACKAGE

MCHS invites Jostens to discuss the Class of 2021 Cap & Gown information.

517 views • Nov 19, 2020

Minooka Community High School 385 subscribers

This video discusses how to order the Minooka Community High School Class of 2021 Cap & Gown, Class of '21 apparel, information on Class of '21 Ring orders, and more.

Be
ENGAGED
Get
INVOLVED
Have Fun!

mchs.net/students___parents/class_of_2024

2020 Minooka Freshmen Experience Welcome Video

193 views • Aug 3, 2020

Minooka Community High School 385 subscribers

This Minooka Community High School 2020 Freshmen Experience Video is a welcome from the National Honor Society President and the Student Council President. Welcome to Minooka Community High School!

Welcome
from
the
CTE
Department

mchs.net/students___parents/class_of_2024

2020 Freshmen Experience Welcome from the CTE Department Teachers

43 views • Aug 3, 2020

Minooka Community High School 385 subscribers

This video is a welcome to all incoming freshmen from the teachers in the CTE department.

Video player showing a welcome message from the Math Department. The video title is "MCHS 2020 Freshmen Experience Welcome from the teachers in the Math department." The video has 44 views and was posted on Aug 3, 2020. The channel is Minooka Community High School with 355 subscribers. The video URL is mchs.net/students...parents/class_of_2024.

Video player showing a welcome message from the English Department. The video title is "MCHS 2020 Freshmen Experience Welcome from the Teachers in the English Department." The video has 40 views and was posted on Aug 3, 2020. The channel is Minooka Community High School with 355 subscribers. The video URL is mchs.net/students...parents/class_of_2024.

Video player showing a welcome message from the PE/Health/Drivers Ed Department. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 30 views and was posted 9 months ago. The video duration is 0:39. The video URL is mchs.net/students...parents/class_of_2024.

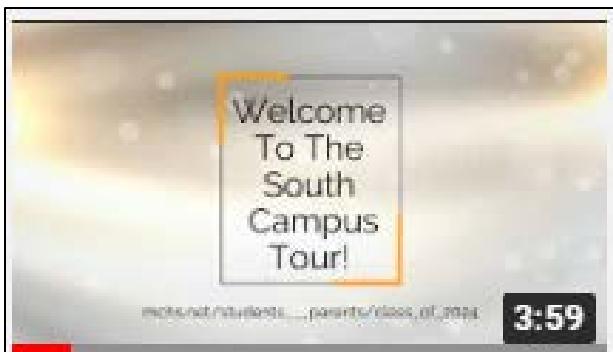
Video player showing a welcome message from the Science Department. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 34 views and was posted 9 months ago. The video duration is 1:07. The video URL is mchs.net/students...parents/class_of_2024.

Video player showing a welcome message from the Social Studies Department. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 33 views and was posted 9 months ago. The video duration is 1:30. The video URL is mchs.net/students...parents/class_of_2024.

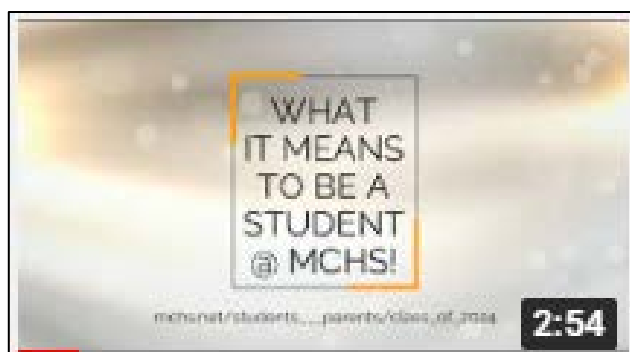
Video player showing a welcome message from the Special Ed Department. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 23 views and was posted 9 months ago. The video duration is 0:39. The video URL is mchs.net/students...parents/class_of_2024.

Video player showing a welcome message from the Student Services Department. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 42 views and was posted 9 months ago. The video duration is 6:58. The video URL is mchs.net/students...parents/class_of_2024.

Video player showing a welcome message from the World Language/Music/Art Dept. The video title is "MCHS 2020 Freshmen Experience Welcome from...". The video has 65 views and was posted 9 months ago. The video duration is 3:39. The video URL is mchs.net/students...parents/class_of_2024.



MCHS 2020 Freshmen Experience South Campus...
73 views · 9 months ago



MCHS 2020 Freshmen Experience Being in High...
36 views · 9 months ago



MCHS 2020 Freshmen Experience Extracurricular...
53 views · 9 months ago



MCHS 2020 Freshmen Experience Shuttle Betwee...
39 views · 9 months ago



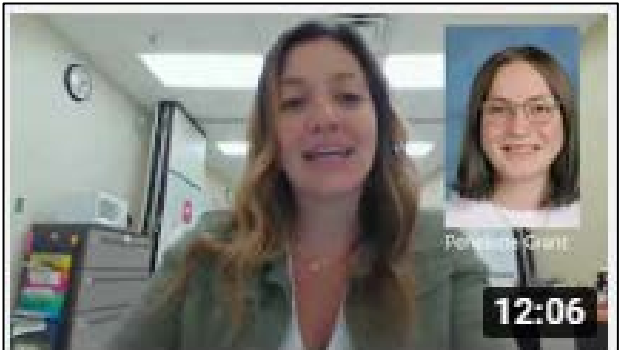
MCHS 2020 Freshmen Experience Time...
35 views · 9 months ago



2020 Freshmen Experience Fight Song Friday Video
131 views · 9 months ago



MCHS Student of the Term (3rd Quarter 2021)
208 views · 2 months ago



MCHS Student of the Term (4th Quarter 2021)
37 views · 2 weeks ago

MCHS Student of the Term
(2nd Quarter 2020)
135 views • 4 months ago



MCHS District #111 @MCHSDistrict111 · May 19
...so this is cool! @BryanZwemke @MCHS_AO #WeAreMinooka

614 views 0:05 / 0:07

10 45

MCHS District #111 @MCHSDistrict111 · May 16
...and that's a wrap for 2nd session. Congratulations Class of 2021!
@BryanZwemke #WeAreMinooka #mchsproud

449 views 0:08 / 0:13

6 36



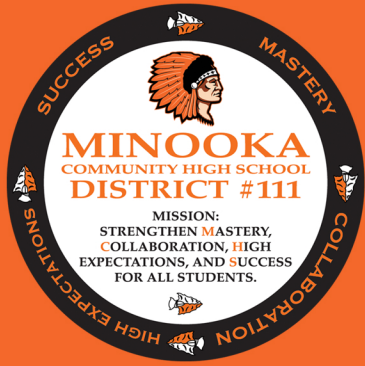
MCHS District #111 @MCHSDistrict111 · Apr 13



...at the season begins!

@BryanZwemke @MCHS_AO #WeAreMinooka



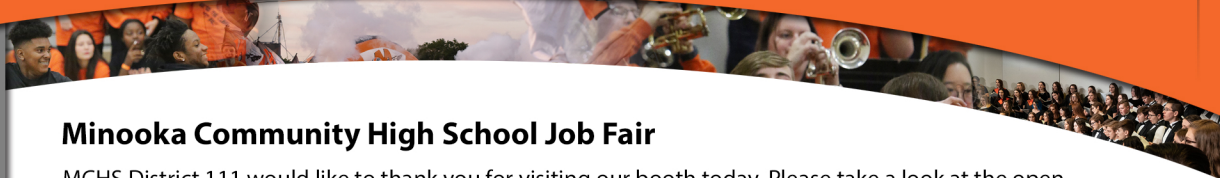


MINOOKA

COMMUNITY HIGH SCHOOL

CENTRAL CAMPUS
301 S. Wabena Avenue
Minooka, IL 60447 | 815.467.2140

SOUTH CAMPUS
26655 W. Eames Street
Channahon, IL 60410 | 815.521.4001



93%

Teacher Retention

Based on the 3-year average percentage of teachers returning to work at this district.

\$14,026

Per Pupil Expenditures

3

Number of schools

Central Campus
South Campus
Project Indian

21:1

Pupil to teacher ratio

This is calculated using the fall enrollment for the school year divided by the number of full-time teachers in the district.

2,641

Number of students

Official counts reflect students enrolled as of the last school day in September of the previous year.

78%

Number of teachers with Masters Degree

Minooka Community High School Job Fair

MCHS District 111 would like to thank you for visiting our booth today. Please take a look at the open positions below and start your journey with us. MCHS offers tuition reimbursement, has a Foundation for Educational Excellence that award grants for teachers to enhance student learning, offers over 50 groups & clubs for student participation, offers AP/Honors/Dual Credit opportunities, and so much more.

*** MCHS Staff Positions**

*** Special Education**

Instructor

*** Career and Technical Education (CTE)**

Business Instructor

*** World Language, Music, and Art**

Art Instructor

*** Social Studies**

History Instructor

*** Dean of Students**

Athletics:

- Boys Golf*
- Girls Golf*
- Boys Tennis*
- Girls Tennis*
- Boys Cross Country*
- Girls Cross Country*
- Boys Volleyball*
- Girls Volleyball*
- Sideline Cheerleading*
- Sideline Poms*
- Football*
- Boys Soccer*
- Girls Soccer*
- Boys Swimming Coop*
- Girls Swimming Coop*
- Boys Bowling*
- Girls Bowling*
- Boys Basketball*
- Girls Basketball*
- Wrestling*
- Cheerleading*
- Competitive Poms/Dance*
- Baseball*
- Softball*
- Boys Track*
- Girls Track*
- Boys Lacrosse*
- Girls Lacrosse*

To view a list of all groups & clubs visit:
www.mchsactivities.net

To apply please visit:
www.roe24.org



MINOOKA COMMUNITY HIGH SCHOOL

Building Principal
Bryan Zwemke
bzwemke@mchs.net

Central Campus Asst. Principal
Matt Wikoff
mwikoff@mchs.net

South Campus Asst. Principal
Jamie Soliman
jsoliman@mchs.net



www.mchs.net

Commendable Summative Designation

93%

Graduation Rate

Graduation rate is calculated based using federal guidance.



24

Average class size

90%

9th grade students on track to graduate

150

Number of Full Time Employed teachers (FTE)

MCHS Area Information:

MCHS District 111 attendance boundaries span across three Illinois counties: Will, Grundy, and Kendall. If you have questions about residency, voter registration, property taxes, etc., please contact the appropriate county clerk's office. A majority of MCHS students live in one of three local villages: Minooka, Channahon, and Shorewood (*a small number of students live in other surrounding communities*). Three different grade school districts currently send students to MCHS District 111: Minooka CCSD 201, Channahon District 17, and Troy District 30C.

MCHS District Information:

Minooka Community High School District 111 is a mid-sized school district located in the far southwest suburbs of Chicago. The district, which encompasses 90+ square miles, is largely comprised of the communities of Minooka and Channahon, and also includes portions of Shorewood and Joliet. MCHS offers students a diverse and comprehensive curriculum that prepares students to pursue a college degree, attend technical school, join the military, enter an apprenticeship program, or join the workforce immediately after high school.



MCHS Teacher Mentoring Program

MCHS is proud to offer a Teacher Mentor Program for all teachers and select staff members who are new to our district. Our program offers a sequential model designed to fit varying needs of new staff members while also giving them some agency in their individual plans.

MCHS Demographics

Percentage of students belonging to a particular racial/ethnic group.
(White - 73%) (Black - 4%) (Hispanic - 18%) (Asian - 1%) (American Indian - 0%)
(Two or More Races - 3%) (Pacific Islander - 0%)

MCHS Departments

- Career and Technical Education
- English
- Math
- Physical Education, Health, and Driver's Education
- Science
- Social Studies
- Special Education
- World Languages, Music and Art



MCHS

2020 Freshmen Experience Week!

This week is dedicated to all incoming freshmen and will provide virtual tours of the school, welcome messages from teachers, and online forums to hear about the exciting things to get ready for during your 4 years at Minooka Community High School. #WeAreMinooka



MONDAY AUG 3

Video:

Welcome videos from National Honor Society President & Student Council President.

Facebook Live Session (2:00pm):

Hear from MCHS Principal, Dr. Bryan Zwemke and Asst. Principal, Jamie Soliman. This is a great time to listen in, have fun, and ask questions.

TUESDAY AUG 4

Video:

Watch and learn a little about the freshmen teachers as they say hello and share a welcome with you.

Facebook Live Session (2:00pm):

Hear from the MCHS Student Services Team featuring our Deans, Social Workers, Counselors and more. You will have a chance to ask questions as well.



WEDNESDAY AUG 5

Video:

Virtual Tour of South Campus - lead by our National Honor Society students.

Facebook Live Session (2:00pm):

This session will focus on all the Activities and Athletics you can be a part of at MCHS. Get involved during your 4 years. Find out how and ask questions!



THURSDAY AUG 6

Video:

Student messages on a variety of topics led by the National Honor Society and other MCHS students.

Facebook Live Session (2:00pm):

Listen and watch as Morgan Moreno and Alaina Frazier discuss what it was like as a freshman and what they have learned during their 4 years at MCHS.



FRIDAY AUG 7

Video:

Friday's are for our Fight Song! Here's your chance to learn it from members of our marching band!

***Where to find the videos and Facebook Live Sessions:**

All the videos will be posted daily on the Class of 2024 webpage located at mchs.net. Watch for updates on our social media channels as well. Please find the Facebook Live Sessions on the district Facebook page: [@mchsdistrict111](https://www.facebook.com/mchsdistrict111)



Scan the QR Code below!



582

Class of 2021

Graduation Program

2021

Senior Graduation Day *May 16th*

Sunday, May 16, 2021:

Class of 2021 Graduation -

MCHS will be conducting two in-person ceremonies by alpha-slice at the MCHS football stadium.

Ceremony #1

1:30 pm. - 2:45 pm. (A-K)

Ceremony #2

4:30 pm. - 5:45 pm. (L-Z)

- > *Approximately 325 students per ceremony.*
- > *Up to 4 guests per graduate will be allowed.
(The limited amount of guests is in alignment with the IDPH recommendation of 25% occupancy of the Football Stadium.)*
- > *Rain date: Monday, May 17, 2021 (4:00PM & 7:00PM)*

During the graduation event please following the recommended social distancing measures expressed by the State of Illinois. As we continue to plan the event, please stay tuned for future updates and directions.

**For additional needs and special circumstances please contact the main office at (815) 467-2140*

583
MINOOKA
COMMUNITY HIGH SCHOOL

#WeAreMinooka

Hold the Rope



#mchsproud

In the summer of 2017 MCHS assistant football coach, Matt Harding, implemented the motto *Hold the Rope* to the MCHS Football team. The idea came from a picture of a man hanging over a cliff with just a rope, and another man holding the other end of the rope with his bare hands to not let the other man fall.

The feeling that Coach Harding wanted to impress upon his players was that no matter what your position was on the team, will you hold the rope for your teammates when needed. To *Hold the Rope* is the ultimate form of brotherhood, unity, and accountability. "If we have a team of players that all hold the rope for the same cause, we will be successful." stated Matt Harding, Head Football Coach for MCHS. "Holding the rope means doing what is right on the field, off the field, and in the classroom." continued Harding.

During the fall of 2018 Coach Harding started inviting members of the MCHS community and other coaches from the surrounding area to speak about what *Hold the Rope* means to them in their individual professional careers. One particular speaker was a member of the United States Military and served 2 tours in Iraq. The speaker shared what it means to *Hold the Rope* from a Military perspective that was deeply impactful to the members on the team.

The motto *Hold the Rope* has created a culture throughout the MCHS Athletic teams, especially the football team, and has found its way into the community as well. Matt Harding, now MCHS Football Head Coach, takes great pride in seeing past players still uphold the motto in their lives after MCHS Football by becoming great members of society, successful in college, working in their careers, and remembering to always *Hold the Rope*.

#WeAreMinooka

MCHS Alumni Videos - Hold the Rope

**Adrian
Paige**

Class of 2018

[Click to play](#)

**Cameron
Cooney**

Class of 2019

[Click to play](#)

**Jalen
Cole**

Class of 2019

[Click to play](#)

**Nick
Schultz**

Class of 2020

[Click to play](#)

Other Hold the Rope Video

584

Coach Joe Headen
Susquehanna Twp. Indians
Pregame
10/18/13

[Click to play](#)

The Minooka Community High School District 111 Board of Education supports and encourages community use of the District's facilities. However, the education of MCHS students is the prime consideration in reviewing requests for the use of the facilities by other groups. Facilities will be made available to the public under conditions consistent with the Illinois School Code and the policies of the Board of Education. Completed applications are to be submitted to the administrative assistant for the Student Activities Director, who is located at MCHS - South Campus in Channahon. Requests are then processed by the Student Activities Director and Athletic Director, and then formally approved or denied by the Facility Usage Coordinator.

Minooka Community High School District 111 and the MCHS District 111 Board of Education reserve the following rights:

- to decide which fees will be applicable,
- to disapprove applications, and;
- to authorize the Superintendent to revoke prior approvals, when he deems necessary or in the best interests of the District.

Please note the following regarding facility usage requests:

- The use of school facilities for school purposes and school-sponsored activities takes precedence over all other uses, and school-sponsored organizations and activities will have first priority for facility use. Non-school entities will not be permitted to use school facilities if the requested use would interfere with school operations or activities.
- Non-school organizations are eligible for non-exclusive use of school facilities. The School District retains the right to use or access the facilities at any time, for school-related purposes.
- Use or rental of a facility does not constitute District endorsement of the organization's or program's theme, product, ideas, activities, or participants.
- **Facility usage fees shall be paid in advance of your event, unless arrangements have been made with District Office.**

FACILITIES AVAILABLE FOR RENTAL

The following locations are available for rental. Additional usage beyond time minimum will be billed on an hourly basis. If there is a location you would like to rent that is not on this list, please contact Anne Seidel at aseidel@mchs.net or call her at 815-521-4108 for more information.

Location	Campus	Seating Capacity	Fee for 3 hours (minimum)
Auditorium	Central	755	\$250
Auxiliary gymnasium	Central/South	350	\$75
Band room	Central	30	\$60
Baseball diamond	Central	N/A	\$60
Bistro	Central	40	\$60
Conference Room (Room 263)	Central	30	\$60
Cafeteria	Central/South	500	\$150
Career Center	Central	40	\$60
Choir Room	Central	40	\$60
Classrooms (per room)	Central/South	30	\$60
Dance Studio	Central/South	30	\$75
Fields (soccer, baseball, softball)	Central	N/A	\$60
Football field* **	Central	585 2,000	\$150

Kitchen***	Central/South	N/A	\$180
Large gymnasium****	Central/South	1,500	\$150
Library	Central/South	200	\$75
Locker rooms (per room)	Central/South	200	\$75
Staff dining room	Central/South	30	\$75
Tennis courts	Central	N/A	\$60
Ticket booth (near stadium)	Central	N/A	\$50
Track	Central	N/A	\$40
Wrestling room	Central	100	\$150

*Football lights will be billed at \$60 per hour. This is in addition to the use charge.

**Lining of the football field will be billed as a one-time fee of \$60 per event. This is in addition to the use charge.

***Use of the kitchen requires a kitchen staff member who must be present for the duration of the use of the kitchen. The rate is to-be-determined. This is in addition to the use charge.

****Use of a large gymnasium for a non-athletic event (determination is made by the district) requires the use of a protective floor tarp, which will be billed as a one-time fee of \$150 per event. This is in addition to the use charge.

FEES FOR SUPPORT STAFF

The following school personnel may be hired by your organization. The wage rates listed below for personnel are per hour. This is in addition to the use charge.

Position	Per-hour charge
Custodian	\$40
Security	\$30
Light board/soundboard technician (student worker)	\$10
General support staff	TBD

HOW THE DISTRICT DETERMINES FACILITY USAGE CHARGES

Minooka Community High School District 111 determines facility usage charges based on the characteristics of the group/organization submitting a facility usage request. **Note: facility usage fees shall be paid in advance of your event, unless arrangements have been made with District Office.**

Category 1

Any inside group, student group, affiliated group of the high school, any conference, or association that the high school is a member. Any booster group associated with the district. Any higher education institution (university, community college, etc.) that houses an MCHS supported cohort program for MCHS staff.

Fees and charges for support staff: There are no fees charged for use of facilities, nor no fees charged for support services.

Category 2

Any government or non-profit organization that operates within the district boundaries (no fee charged for admission to activity). This group includes groups such as Boy Scouts, Girl Scouts, Lions Club, local churches, sender school districts, and village-initiated programs.

Fees and charges for support staff: There are no fees charged for use of facilities, but fees will be charged for custodial services if custodial staff is required outside of established schedules. Actual costs for other support staff required for the event will also be billed per-hour according to the schedule of rates established annually.

Category 3

Non-profit and booster fund raisers or where an admission fee is charged for entrance to event. Examples are craft fairs and fund raisers for booster organizations.

Fees and charges for support staff: There are no fees charged for use of facilities, but fees will be charged at a per-hour rate for custodial services regardless of the time of your event. Actual costs for other support staff required for the event will also be billed per-hour according the schedule of rates established annually.

Category 4

All other organizations or activities that do not fit within the framework of the first three categories. The district reserves the right to limit use of facilities for any activity or to any organization that is counter to its stated mission and goals.

Fees and charges for support staff: Facility fees will be charged according to the established rate. Fees will also be charged at a per-hour rate for custodial and all other support staff positions for the duration of your event.

PROOF OF INSURANCE

The organization or individual using school district facilities is required to furnish Minooka Community High School District 111 with an Owners, Landlords & Tenants Liability Insurance Policy for the entire term of the use of the facilities. The insurance policy limits must be at least \$1,000,000/\$2,000,000. Bodily Injury and \$400,000 Property Damage. In addition, the policy must include Minooka Community High School District 111 as an additional named insured. This policy must be submitted with your completed application. The policy must provide coverage for the facilities to be used and the event to be conducted, including all related activities.

ALCOHOL AND DRUGS

Absolutely no alcoholic drinks, narcotics, controlled substances, or illegal drugs are permitted on school district property.

TOBACCO

The buildings and grounds owned and operated by Minooka Community High School District 111 have been designated as tobacco-free by the Board of Education.

CLEAN-UP

Clean-up is the responsibility of the organization or group using the facilities. School personnel will provide equipment, supplies, and direction as needed. Care should be taken to remove any organization-owned or personal items from the building, to properly dispose of waste material, and to leave facilities, furniture, and equipment in their original location and condition. Custodial personnel will secure the building at the conclusion of the activity. In the event that your group does not satisfactorily clean the facilities, school personnel will do it. However, you will be billed the appropriate per-hour charge.

SCHOOL EQUIPMENT

Special equipment needs must be arranged in advance. The district cannot guarantee any equipment requests that are not made a minimum of one week in advance of your event. Any damage to equipment used will be billed to the organization.

GAMES OF CHANCE

Absolutely no games of chance are to be played or are permitted on school district property.

Please print. Completed requests should be returned to Anne Seidel via email at aseidel@mchs.net or to MCHS - South Campus, which is located at 26655 W. Eames Street in Channahon, IL 60410. Questions? Call 815-521-4108.

1. Today's date: _____
2. Name of your organization: _____
3. Purpose for which facilities are to be used: _____
4. Contact information of individual in charge of event/responsible to MCHS District 111:

_____ (name) _____ (email address)

_____ (phone) _____ (street address)

5. Date(s) being requested: _____
- Start time: _____ End time: _____
- Setup begins: _____ Clean-up ends: _____

Alternate date(s) and/or time(s): _____

6. Campus (check one): South Central
7. Probable event attendance: _____
8. Requested area(s) of facility (please be specific): _____
9. Special assistance needed from school staff (cafeteria, security, audio-visual technician, custodian, etc.):

10. Please indicate if your event will include vendors: NONE Food Products Other _____

You must include a copy of your organization's insurance policy with this application. Please indicate the name of your insurance agency and your policy number below, and attach a copy of your policy.

_____ (name of insurance company) _____ (policy number)

AGREEMENT: I have read and understand the regulations on the attached sheet. On behalf of myself and my organization, I hereby agree to comply with these regulations. The organization and I assume full responsibility for the use of the facilities by the organization (including, but not limited to, responsibility for supervision and liability). In consideration of the use of the facilities, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the organization and I agree to defend, indemnify and hold harmless Minooka Community High School District 111, its Board of Education, and the Board's members, officers, employees and agents, from and against any and all claims, liabilities, demands, costs and expenses, including reasonable attorneys' fees, arising from or in connection with the organization's use of school facilities. The organization understands and agrees that Minooka Community High School District 111 assumes no obligation or responsibility in connection with the organization's use of school facilities. The organization further agrees to pay for the repair of any damage to school facilities, furniture, or equipment arising out of the organization's use of school facilities, whether such damage is accidental or deliberate. I warrant that I have the authority to sign this document on behalf of the organization, and to bind the organization thereby. **I understand facility usage fees shall be paid in advance of my event, unless arrangements have been made with District Office.**

_____ (signature) _____ (date)

OFFICE USE ONLY			
Athletic Director _____	Date _____	Date received _____	Usage fee _____
Student Activities Director _____	Date <u>588</u>	Date approved _____	Waived <input type="checkbox"/> Y <input type="checkbox"/> N Init. _____
Facility Usage Coordinator _____	Date _____	Date notified _____	Ins. Proof <input type="checkbox"/> Y <input type="checkbox"/> N Init. _____

June 2021

7:180 Bullying Report

A report that summarizes results from bullying related incidents was provided in the BOE packet that was distributed on June 10, 2021.

7:305 Concussions

Mr. Tyrell verified with me on Thursday, June 10, 2021 that we are in compliance with the mandates associated with regard to student athlete concussion and head injuries. This means that we must implement the Youth Sports Concussion Safety Act, which mandates that we have a Concussion Oversight Team. We are also in compliance with the requirements set forth by the IHSA. Furthermore, Mr. Tyrell will continue to partner with our athletic trainer, Mr. Highbaugh, and our nurses, Mrs. Babic and Mrs. Daurer to ensure we remain in compliance.

8:10 Connection with the Community

This policy states that annually we will prepare a report of each community engagement initiative and/or prepare a final report of each community engagement initiative. Furthermore, the board will periodically review whether its community engagement initiatives are achieving the purposes and objectives desired, and consider what/if modifications would improve the effectiveness. From there we can determine whether to continue these initiatives.

I tasked Brent with providing a year in review with regard to his community engagement. It is a separate attachment to this document, as it is quite lengthy. Please take some time to review and provide feedback as you desire.

8:20 Community Use of School Facilities

Facility usage is managed by The Office of the Activity Director. That office maintains all room usage, room utilization, and rentals to outside agencies. On some occasions, they do need to consult John Troy with questions about liability issues. I have attached the facility usage request form, as well as the associated regulations for facility use for your perusal.

May 25, 2021

Dr. Kenny Lee, Superintendent
Minooka
4100 Joliet Ave
Lyons, IL 60534

Dear Superintendent:

It was a pleasure working with your board on Monday, May 17, 2021. Enclosed are the notes from our meeting. I edited the language from our work. I hope that I maintained your intent and improved clarity. Please pass these notes along to your Board of Education. Reviewing and approving them at an upcoming meeting emphasizes the importance of this work.

Learning together is a great way to build an effective team. Our work on Monday was just the beginning and I encourage you to hold another session so that we may continue our work. Let me know when I can assist.

Working together will pay dividends in more effective governance and modeling leadership to your community.

Sincerely,

Nakia Hall

Nakia Hall, Ed.D.
Member Services

Enclosure

PLEASE REPLY TO:

☐ 2921 Baker Drive
Springfield, Illinois
62703-5929
217/528-9688
Fax: 217/528-2831

☐ One Imperial Place
1 East 22nd Street
Suite 20
Lombard, Illinois
60148-6120
630/629-3776
Fax: 630/629-3940

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Thomas Neeley
President

Simon Kampwerth Jr.
Vice President

Joanne Osmond
Immediate Past President

Linda Eades
Treasurer

Thomas E. Bertrand, Ph.D.
Executive Director

Minooka

Starting Right Summary

May 17, 2021

Expectations for the Workshop:

- To be on the same page as far as expectations and protocol
- To be transparent between all board members and have good communication
- Be open-minded and respectful of what all board members and admin have to say
- Being new to this, I would like to get comfortable in my new position
- I've already been welcomed to the board and like the clean slate in front of us
- Work together as a group and team with open communication
- Student-first
- Transparency
- Learning processes for open and closed sessions
- One unit
- Establish guidelines to assist the board of education in becoming a cohesive team
- To help our administrative team move our district in a positive direction
- Review expectations and procedures
- Update/change any procedures or expectations after review
- Greater understanding of board practices and procedures
- Forge deep connections with the community
- Greater understanding of board practices and procedures
- Forge deeper connections with the community
- An opportunity for the group to discuss BOE protocols and procedures so we are all on the same page
- A nice opportunity for those of us who have completed this training to "refresh" our practices, as well as an opportunity for our new members to provide input to our practices

Next Steps:

- Display public comment policy and procedures at board meetings
- Add a section on sign-in sheet for community members to indicate they would like a response to their public comment
- Discuss the board self-evaluation at upcoming board meeting to solidify the discussion and also inform the public about the board's commitment to learning
- Board protocols and agreements were viewed as efficient and kept as is.

Administrative Procedures Manual

Minooka CHSD 111 Grundy County

Pending Implementation Copy: June 3, 2021

Edits to be incorporated into the final manual must be provided to the IASB Policy Consultant in a form that clearly shows the edits directed by the Administrative staff, e.g., by writing or printing on the hard copy of the draft. Most edits will be provided verbally at an in-district meeting. Edits may also be provided by phone, facsimile or email.

The electronic version has been provided for use with the following conditions:

1. It **may** be distributed to the appropriate district staff for reading only.
2. It **should not** be posted on the district website for public view.
3. It **should not** be altered in any way.

This manual may be changed at any time at the sole discretion of the Board and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests

The Superintendent completes this checklist whenever the District receives a request to enter into an intergovernmental agreement.

- Acknowledge the receipt of the request to the sender.
- Confer with the School Board President as to when to put the request on an open meeting agenda as a discussion and/or action item.
- Inform the request's sender of approximately when the request will be presented to the Board.
- Investigate the factual context and the impact of granting or not granting the request.
- Determine if the request is for procurement purposes and evaluate whether an intergovernmental agreement would be exempt under 105 ILCS 5/10-20.21.
- Prepare an evaluation of the request and a recommendation that takes into account the Board's priorities in the allocation of resources, including funds, time, personnel, facilities, and the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work.
- Consult the Board attorney for a legal review of the proposed intergovernmental agreement.
- Include the evaluation and recommendation in the appropriate Board meeting packet.

DATED:

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Exhibit - Waiver and Modification Request Resource Guide

Waiver or Modification	Explanation, Special Considerations, and Resources
<p>Exemptions from Unfunded Mandates, 105 ILCS 5/22-60.</p>	<p>Explanation</p> <p>Applies to unfunded or under-funded: (1) mandates in the School Code enacted after 8-20-10, or (2) regulatory mandates promulgated by the Ill. State Board of Education (ISBE) and adopted by rule after 8-20-10, other than those promulgated with respect to 105 ILCS 5/22-60 or statutes already enacted on or before 8-20-10.</p> <p>Allows the District to petition its Regional Superintendent or a Suburban Cook County Intermediate Service Center, whichever is appropriate, to request exemption from implementing the mandate in school(s) in the next school year.</p> <p>Special Considerations</p> <ol style="list-style-type: none"> 1. Whether the significance of the unfunded or under-funded mandate justifies the effort needed to seek an exemption, and 2. The advisability of simultaneously seeking a waiver or modification using Section 2-3.25g (see <i>Explanation</i> section in the row below). <p>Resources</p> <p>ISBE Rules and Waivers division at: www.isbe.net/Pages/Waivers.aspx, (217) 782-5270, or waivers@isbe.net.</p>
<p>School Code Mandates and ISBE Rules, 105 ILCS 5/2-3.25g, amended by P.A. 100-465; 23 Ill.Admin.Code §1.100.</p>	<p>Explanation</p> <p>There are two options for the District (explanations are listed below each option):</p> <p>Option 1: Petition ISBE for a <i>waiver</i> of School Code mandates; ISBE forwards the petition for waiver to the Ill. General Assembly for consideration in its next-scheduled report.</p> <p>Option 2: Petition ISBE for one or more of the following:</p> <ol style="list-style-type: none"> 1. A <i>modification</i> of the mandates in the School Code (this is different than asking for a <i>waiver</i> of mandates in the School Code). 2. A <i>waiver</i> of ISBE administrative rules. 3. A <i>modification</i> of ISBE administrative rules.

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>For Option 1, a <i>waiver of mandates in the School Code</i>, the District must demonstrate that the waiver is necessary to: (a) stimulate innovation; (b) improve student performance; or (c) it can address the intent of the mandate in a more effective, efficient, or economical manner. 105 ILCS 5/2-3.25g, amended by P.A. 100-465, and 23 Ill.Admin.Code §1.100, list and describe mandates from which school districts may not seek a <i>waiver</i> or <i>modification</i>.</p> <p>For Option 2, a <i>modification of the mandates in the School Code</i> and/or a <i>waiver or modification of administrative rules</i>, the District must demonstrate that: (1) it can address the intent of the rule or mandate in a more effective, efficient, or economical manner; or (2) the waiver or modification is necessary to stimulate innovation or improve student performance.</p> <p>The District must also provide certain notices as follows:</p> <ol style="list-style-type: none"> 1. Publish a notice in a newspaper of general circulation within the District of the time, date, place, and general subject matter of a public hearing on the proposed waiver or modification request. This notice must be published at least seven days before the hearing. 2. If there is no newspaper published in the county, give notice in a secular newspaper published in an adjoining county having general circulation within the District. 715 ILCS 5/2, amended by P.A. 100-72, and 715 ILCS 5/5. 3. Post the time, date, place, and general subject matter of the public hearing on the District’s website at least 14 days before the hearing. 4. Notify, electronically or in writing, the affected exclusive bargaining agent(s) and the District’s State legislators of the District’s intent to seek approval of a waiver or modification and of the hearing to be held to take testimony from staff. This notice must occur at least seven days before the hearing, and the affected exclusive bargaining agent(s) shall be allowed to attend the public hearing. 105 ILCS 5/2-3.25g(c-5), amended by P.A. 100-782. <p>Check the ISBE website listed below in the <i>Special Considerations</i> section for changes in notice requirements.</p> <p>Special Considerations</p> <p>The District must develop a plan supporting a waiver or modification request that meets the criteria in 105 ILCS</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>5/2-3.25g. See www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx. 105 ILCS 5/2-3.25g; 23 Ill.Admin.Code §1.100.</p> <p>Resources</p> <p>ISBE rules at:</p> <ul style="list-style-type: none"> 23 Ill.Admin.Code §1.100 (<i>Waiver and Modification of State Board Rules and School Code Mandates</i>) 23 Ill.Admin.Code §1.110 (<i>Appeal Process Under Section 22-60 of the School Code</i>) <p>ISBE waivers at: www.isbe.net/Pages/Waivers.aspx</p> <p>Waiver overview at: www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx</p> <p>Instructions at: www.isbe.net/Pages/Waiver-Application.aspx</p> <p>Application form at: www.isbe.net/documents/33-77_waiver_application.pdf</p>
<p>Physical Education, 105 ILCS 5/27-6, amended by P.A. 100-465.</p> <p>Driver Education, 105 ILCS 5/24.2 and 105 ILCS 5/2-3.25g, amended by P.A. 100-465.</p>	<p>Explanation</p> <p>See the <i>Explanation</i> section in the row above.</p> <p>Special Considerations</p> <p>In addition to the <i>Explanation</i> section above:</p> <ol style="list-style-type: none"> 1. Physical education is managed as a <i>waiver</i> of School Code mandates discussed in the <i>Explanation</i> section above. A waiver of this School Code mandate may be in effect for up to five years. Recent legislative changes removed any cap applicable to renewal of waivers related to physical education. 2. Driver education fee increases require the District to include the proposed amount of the fee increase: (a) in the public notice; and (b) on the District’s website. 105 ILCS 5/2-3.25g(c-5). Note: For a sample school district resolution to increase driver education fees, see 4:140-E3, <i>Resolution to Increase Driver Education Fees</i>. <p>Resources</p> <p>See the <i>Resources</i> section in the row above.</p>
<p>Holidays, 105 ILCS 5/24-2(b).</p>	<p>Explanation</p> <p>Allows the District to hold school or schedule teachers’ institutes, parent-teacher conferences, or staff development on certain holidays without submitting a modification request to and obtaining approval from ISBE.</p> <p>After a public hearing, the District may hold school or schedule teachers’ institutes, parent-teacher conferences,</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>or staff development on:</p> <ol style="list-style-type: none"> 1. The third Monday in January (Dr. Martin Luther King, Jr.'s Birthday); 2. February 12 (President Abraham Lincoln's Birthday); 3. The first Monday in March (Casimir Pulaski Day); 4. The second Monday in October (Columbus Day); and/or 5. November 11 (Veterans Day). <p>Special Considerations</p> <p>The Board must provide notice before the public hearing to both educators and parents/guardians with: (1) the time, date, and place of the hearing; (2) a description of the proposal; and (3) information that testimony from educators and parents/guardians will be taken about the proposal during the hearing.</p> <p>The District must prepare a proposal for recognizing the person(s) honored by the holiday through instructional activities conducted on that day or, if the day is not used for student attendance, on the first school day preceding or following that day. The District may also consider aligning the proposal with Board policies 5:200, <i>Terms and Conditions of Employment and Dismissal</i>; 5:330, <i>Sick Days, Vacation, Holidays, and Leaves</i>; and 6:20, <i>School Year Calendar and Day</i>.</p> <p>Resources</p> <p>See the tab labeled <i>Waivers and modifications no longer needed for legal school holiday requests, most parent-teacher conference schedules</i> on ISBE's website at: www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx.</p>
<p>Parent-Teacher Conferences (Attendance Calculation), 105 ILCS 5/10-19.05(d), added by P.A. 101-12.</p>	<p>The District is allowed to count a parent-teacher conference as a full day of attendance under any of the following configurations:</p> <ol style="list-style-type: none"> 1. A minimum of five clock-hours of parent-teacher conferences; 2. Both a minimum of two clock-hours of parent-teacher conferences held in the evening following a full day of student attendance, and a minimum of three clock-hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences; or 3. Multiple parent-teacher conferences held in the evenings following full days of student attendance, in

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>which the time used for the parent-teacher conferences is equivalent to a minimum of five clock-hours.</p> <p>Special Considerations Any other options for counting a parent-teacher conference as a full day of attendance not covered by the language above will require a waiver request to the General Assembly for its consideration.</p> <p>The above clock-hour requirements do not apply if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7 and the State Superintendent of Education may establish minimum clock-hour requirements under 105 ILCS 5/10-30. 105 ILCS 5/10-19.05(j-5), added by P.A. 101-643.</p> <p>Resources See the tab labeled <i>Waivers and modifications no longer needed for legal school holiday requests, most parent-teacher conference schedules</i> on ISBE's website at: www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx.</p>

DATED:

Pending Implementation

School Board

Exhibit - Resolution to Regulate Expense Reimbursements

WHEREAS, Section 10-20 of the School Code (105 ILCS 5/10-20) grants school boards other powers that are not inconsistent with their duties;

WHEREAS, Section 10 of the Local Government Travel Expense Control Act (50 ILCS 150/, added by P.A. 99-604, eff. 1-1-17) provides that the School Board shall by resolution regulate the reimbursement of all travel, meal, and lodging expenses of officers and employees, including, but not limited to: (1) the types of official business for which travel, meal, and lodging expenses are allowed; (2) maximum allowable reimbursement for travel, meal, and lodging expenses; and (3) a standardized form for submission of travel, meal, and lodging expenses supported with minimum documentation;

WHEREAS, the Board regulates the types of expenses that are allowed in Board Policies 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*;

WHEREAS, based upon the School District’s budget and other financial considerations, the Superintendent has recommended to the Board a maximum allowable reimbursement amount of \$[amount] _____ for Board members and District staff;

WHEREAS, the Board requires submission of appropriate standardized expense forms supported with required written minimum documentation (50 ILCS 150/10 and 20);

WHEREAS, submitted expenses that exceed the Board’s maximum allowable reimbursement amount may be approved by a roll call vote at an open meeting of the Board when an emergency or other extraordinary circumstance exists (50 ILCS 150/10 and 15);

WHEREAS, all Board member expenses must be approved by a roll call vote at an open meeting of the Board (50 ILCS 150/15);

THEREFORE, BE IT RESOLVED, that the Board hereby:

1. Defines and sets the types of allowable expenses through Board policy 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*.
2. Sets the maximum allowable reimbursement for travel, meal, and lodging expenses to an amount not to exceed \$[amount] _____, effective on [date] _____ until the Resolution is rescinded or replaced by the Board.
3. Supersedes its previously adopted *Resolution to Regulate Expense Reimbursements* as of the effective date in paragraph two above.
4. Requires use of Board exhibits 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
5. May approve expenses that exceed the Board’s maximum allowable reimbursement amount by a roll call vote at an open meeting when an emergency or other extraordinary circumstance exists.
6. Must approve its members’ expenses by a roll call vote at an open meeting.

Attested by: _____, Board President

Attested by: _____, Board Secretary

DATED:

Pending Implementation

School Board

Administrative Procedure - Superintendent Committees

The Superintendent or designee creates Superintendent or administrative committees as deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committees reports to the Superintendent or administrator who directs its activities. The Superintendent or designee should consult the Board Attorney (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA. Unless otherwise indicated, the listed Superintendent or administrative committees are optional:

Communicable and Chronic Infectious Disease Program Task Force

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations, and reports directly to the Superintendent or designee. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable. See Board policies 5:40, *Communicable and Chronic Infectious Disease*; and 7:280, *Communicable and Chronic Infectious Disease*.

Task force members include the Superintendent or designee, school medical advisor, a school nurse, and representatives from the School Board, local health department, PTA, the professional staff, and other employee groups.

Communicable and Chronic Infectious Disease Review Team

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.
2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.
3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporarily excused from or returned to his/her work assignment.

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

The review team is guided by the Board's policies, Ill. Dept. of Public Health (IDPH) rules and regulations, and all other applicable State and federal laws. It reports directly to the Superintendent or designee. See also policies 5:40, *Communicable and Chronic Infectious Disease*; and 7:280, *Communicable and Chronic Infectious Disease*. The review team consults the employee's or the student's personal physician and local health department officials before making any recommendations.

The Communicable and Chronic Infectious Disease Review Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

Food Allergy Management Committee

This committee develops and implements the District's Food Allergy Management Program and reports directly to the Superintendent or designee. It monitors the program for effectiveness and establishes a schedule for the Superintendent to report this information to the Board. See policy

7:285, *Food Allergy Management Program*, based upon the *ISBE/IDPH Guidelines* at: www.isbe.net/Documents/food_allergy_guidelines.pdf. See also the modifiable Microsoft® Word version of the *ISBE/IDPH Guidelines* at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx.

Committee members include District-level administrators, Building Principals, the District Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), District 504 Coordinator (see policy 6:120, *Education of Children with Disabilities*), staff members, parents/guardians, community members, and students.

Employee Substance Abuse Prevention Committee

This committee makes recommendations directly to the Superintendent or designee regarding the issues of employee substance abuse and resulting employee conduct standards, and:

1. Cooperates with community and State agencies on substance abuse programs.
2. Gathers information about substance abuse and suggests methods to disseminate it to employees.
3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.
4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high quality performance, which may include but not be limited to:
 - a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what *impaired by* or *under the influence of means*, see:
 - i. Footnote discussions in numbers five and six in policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;
 - ii. 625 ILCS 5/11-501.2 and 5/11-501.9, amended by P.A. 101-27 (chemical and other tests, validity, etc., a/k/a *field sobriety tests*);
 - iii. 410 ILCS 705/10-50(d), added by P.A. 101-27 (an employer may consider an employee to be impaired or under the influence of cannabis if the employer has a *good faith belief* that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others) (**Note:** Consult the Board Attorney about identifying cannabis use)); and
 - iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.
 - b. Implementing a reasonable suspicion and/or drug testing program(s) to enhance the District's ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Board Attorney before implementing any drug-testing program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.
 - c. Addressing expectations for employees in positions of leadership who are perpetually *on call* due to the nature of their positions and responsibilities.

- d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.
- e. Holding employees working directly with students to a higher standard than employees not working directly with students.
5. Recommends a method to explicitly inform employees of the consequences of violating the District's policy.
6. Recommends best practices for discipline of employees who are suspected of or violating the District's policy.

Committee members include the Superintendent or designee, the District's medical advisor/medical review officer, and employee representatives from both professional and educational support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes. See policies 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, and administrative procedure 5:120-AP2, *Employee Conduct Standards*.

Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and community. See policy 4:180, *Pandemic Preparedness; Management; and Recovery*, and its procedures.

Team members may include one or two Board members, administrators, and staff members. It reports directly to the Superintendent or designee.

Sex Equity Committee

This committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education. Committee members may include community representatives, District administrators, teachers, and students. See policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

School Violence Prevention Team

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program. See policy 4:190, *Targeted School Violence Prevention Program*, and procedure 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Anti-bullying program, when and as appropriate. See policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and procedure 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

All Building Principals or their designees must be on this team. Other team members may include the District Safety Coordinator (see procedure 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), law enforcement representatives, Board Attorney, District psychologist(s), mental health workers and/or social service agencies, faith leaders, community members, and students. It reports directly to the Superintendent or designee.

Title I Parent Advisory Committee

This committee is required if the District receives or desires to receive Title I funds. See policy 6:170, *Title I Programs*; procedure 6:170-AP1, E1, *District-Level Parent and Family Engagement Compact*; 20 U.S.C. §§6312(a)(1)(A), 6318(a)(2)(F). The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.
2. Distributing Title I informational materials.
3. Consulting regarding the District's Title I Plan.
4. Supporting the implementation of Board policy 6:170, *Title I Programs*.

Committee members include parents/guardians and family members of Title I children. It reports directly to the Superintendent or designee.

PERA (Performance Educational Reform Act) Joint Committee and the RIF (Reduction in Force) Joint Committee

Each committee listed below is required until its function has been fulfilled; each reports directly to the Superintendent or designee.

1. PERA joint committee. This mandatory committee develops a plan for incorporating data and indicators of student growth into the evaluation plan. The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b). If, within 180 calendar days of the committee's first meeting, the committee does not reach an agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth. The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals. 105 ILCS 5/24A-5.5, added by P.A. 101-591.
2. RIF joint committee. This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

Concussion Oversight Team

The Concussion Oversight Team is required until its function has been fulfilled; it reports directly to the Superintendent or designee. State law requires the team to establish protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury during interscholastic athletic activities. See policy 7:305, *Student Athlete Concussions and Head Injuries*. 105 ILCS 5/22-80(d), amended by P.A. 100-309. The Board must appoint or approve a Concussion Oversight Team. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. If it is not practicable for a physician, athletic trainer and/or nurse to be on the Team and other

licensed health care professionals are not appointed to serve on the Team, the Team may be composed of only one person who need not be a licensed healthcare professional; however, that individual may not be a coach.

Wellness Committee

The Wellness Committee includes at least one representative from each of the following groups: parents, students, representatives of the school food authority, teachers of physical education, school health professionals, a member of the Board, school administrators, and members of the community. It reports directly to the Superintendent or designee. Individuals of this committee will participate in the development, implementation, periodic reviews, and updates of policy 6:50, *School Wellness*. 7 C.F.R. §210.31(d)(1).

Children's Advocacy Center Communication Committee

This committee supports the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, *Abused and Neglected Child Reporting*. It includes the District Nondiscrimination Coordinator, District Safety Coordinator, and at least one representative from each of the following groups: District-level administrators, Building Principals, school personnel, and employees from the accredited Children's Advocacy Center (CAC) that serves the District. The CAC Communication Committee reports directly to the Superintendent or designee. See policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP, *Coordination with Children's Advocacy Center*.

Educational Technology Committee

This committee supports the implementation of policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*. Committee members report directly to the Superintendent and may include the Head of Information Technology, District-level administrators, Building Principals, and teachers. See administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.

Remote Learning Committee

This committee develops a plan for instruction in grades pre-kindergarten through 12 and presents it the Superintendent for approval who then presents it to the Board for adoption when the:

1. Governor declares a disaster due to a public health emergency (20 ILCS 3305/7); and
2. State Superintendent of Education declares a requirement for the District to implement and use Remote Learning Days (RLDs) or Blended Remote Learning Days (BRLDs).

After adoption of the plan by the Board, this committee supervises the implementation of 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, will report directly to the Superintendent or designee, and exists until its function has been fulfilled.

DATED:

School Board

Administrative Procedure - Qualification Based Selection

These procedures describe how the District will procure architectural, engineering, and land surveying services; the Local Government Professional Services Selection Act will control in the event of a conflict. 50 ILCS 510/. The Superintendent will modify these procedures whenever the School Board determines by resolution that an emergency exists and a firm must be selected in an expeditious manner, or the cost of architectural, engineering, and land surveying services for the project is expected to be less than \$40,000. 50 ILCS 510/8, amended by P.A. 100-968. Effective January 1, 2019, this amount will increase annually by a percentage equal to the annual unadjusted percentage increase, if any, as determined by the consumer price index published by the U.S. Department of Labor Bureau of Labor Statistics for all urban consumers (CPI-U), available at: www.bls.gov/regions/new-england/data/consumerpriceindex_us_table.htm.

Actor	Action
Architectural, engineering, or land surveying firms	May annually file a statement of qualifications and performance data with the District. 50 ILCS 510/4.
Superintendent and/or designee	<p>Store statements of qualifications and performance data received from firms engaged in architectural, engineering, or land surveying services.</p> <p>Unless the District has a satisfactory relationship for services with one or more firms, request a statement of interest in the specific project utilizing <i>one or more</i> of the following methods:</p> <ol style="list-style-type: none"> 1. Mail or email notices of the proposed project to firms that have current statements of qualifications and performance data on file. 2. Advertise in a daily newspaper of general circulation in the District. The advertisement must request a statement of qualifications and performance data from those firms which do not have a statement on file with the District, and must state the day, hour, and location that the statements of interest and qualifications and performance data are due. 3. Advertise on the District’s website. The advertisement must include a description of the project and state the time and place for interested firms to submit their letters of interest and statements of qualifications and performance data, as required. 50 ILCS 510/4. <p>Unless the District has a satisfactory relationship for services with one or more firms, evaluate the firms that submitted interest letters, according to criteria for ranking described in the last section of this procedure. The Superintendent and/or designee may conduct discussions with and require public presentations by firms deemed to be the most qualified regarding their qualifications, approach to the project, and ability to furnish the required services. 50 ILCS 510/5.</p> <p>Do not, prior to selecting a firm for contract negotiation, seek formal or informal submission of verbal or written estimates of costs or proposals in</p>

Actor	Action
	<p>terms of dollars, hours required, percentage of construction cost, or any other measure of compensation. 50 ILCS 510/5.</p> <p>Select no less than three firms, who would be most qualified to provide services, and rank them in order of their qualifications. If fewer than three firms submit interest letters and the Board determines that one or both of those firms are so qualified, negotiate a contract as provided herein. 50 ILCS 510/6.</p> <p>Attempt to negotiate a contract at a fair and reasonable compensation, taking into account the estimated value, scope, complexity, and professional nature of the services to be rendered. 50 ILCS 510/5.</p> <p>If unable to agree on a satisfactory contract, terminate negotiations and proceed to negotiate with the firm ranked next in qualifications. 50 ILCS 510/5.</p> <p>If unable to negotiate a satisfactory contract with any of the three originally-selected firms, inform the Board. The District will re-evaluate the services requested, compile a second list of not less than three qualified firms, and continue the process. 50 ILCS 510/5.</p>

Criteria for Ranking Firms

Unless the District has a satisfactory relationship for services with one or more firms, the criteria for evaluating the firms submitting letters of interest may include, but are not limited to:

Required Criteria for Consideration (50 ILCS 510/5)

- Qualifications and ability of professional personnel
- Past record and experience
- Performance data
- Acceptance of District's time and budget requirements
- Location of firm's administrative offices
- Workload

Permissive Criteria for Consideration

- Firm's credit rating
- Firm's financial stability
- Reputation
- Technological resources

LEGAL REF.: 40 U.S.C. §541.
50 ILCS 510/, Local Government Professional Services Selection Act.
105 ILCS 5/10-20.21.

DATED:

School Board

Administrative Procedure - Types of School Board Meetings

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
Regular	<p>Given once a year when the Board adopts its regular meeting schedule. 105 ILCS 5/10-6, 5/10-16.</p> <p>The notice and agenda must be continuously available for public review during the entire 48-hour period before the meeting. Posting on the District's website satisfies the requirement for continuous posting. However, to comply with the legislative intent, posting on the District's website does not replace the posting described in the Agenda column. 5 ILCS 120/2.02.</p>	<p>Post at the District's main office and at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p>	<p>Give to any news media that filed an annual request for such notices. 5 ILCS 120/2.02.</p>	<p>Post the annual schedule of regular meetings and post a public notice of each meeting along with the meeting agenda. 5 ILCS 120/2.02.</p> <p>Post regular Board meeting minutes within ten days after approval; the minutes remain there for at least 60 days. 5 ILCS 120/2.06.</p>
Special	<p>Post a notice at the District's main office or, if no main office exists, at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row.</p> <p>Notice to Board members must be served by mail 48 hours before the meeting or by personal service 24 hours before the meeting. 105 ILCS 5/10-16.</p>	<p>Include with the public notice. 5 ILCS 120/2.02.</p>	<p>Give to any news media that files an annual request. Must also give the same notice as that given Board members if the news media provides an address or telephone number within the District's jurisdiction. 5 ILCS 120/2.02.</p>	<p>Post a public notice of each meeting along with the meeting agenda, at least 48 hours before the meeting. The notice and agenda must remain posted on the website until the meeting is concluded. 5 ILCS 120/2.02.</p>
Emergency	<p>Post the notice at the District's main office or, if no main office exists, at the meeting site, as soon as practicable before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row.</p> <p>No specific notice to Board members is specified, but it is advisable to provide the notice as soon as possible.</p>	<p>No State law requirements.</p>	<p>Same as for special meetings.</p>	<p>Post a public notice. 5 ILCS 120/2.02.</p>

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
Closed	May hold a closed meeting, or close a portion of an open meeting, upon a majority vote of a quorum present, taken at a properly noticed open meeting. 5 ILCS 120/2a.	None required, but only topics specified in the vote to hold the closed meeting may be considered. 5 ILCS 120/2a.	No additional notice required.	Post a public notice. 5 ILCS 120/2.02.
Rescheduled or Reconvened	Post a notice at the District's main office or, if no main office exists, at the meeting site at least 48 hours before the meeting. 5 ILCS 120/2.02. The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row. No notice is needed when an open meeting is reconvened within 24 hours, or when the time and place of a reconvened meeting was announced at the original meeting and the agenda is not changed. 5 ILCS 120/2.02.	Included with any public notice.	Same as for a special meeting.	Post a public notice. 5 ILCS 120/2.02.

DATED:

School Board

Administrative Procedure - Access to and Copying of District Public Records

- A. Legal Citations and Definitions
- B. FOIA Compliance
- C. Availability and Posting Requirements
- D. Fee Schedule
- E. Response to FOIA Requests
- F. Extensions of Time to Respond
- G. Unduly Burdensome Requests
- H. Requests for Commercial Purposes
- I. Managing Requests from a Recurrent Requester
- J. Managing Voluminous Requests
- K. Denials
- L. Consultation with the Board Attorney

A. Legal Citations and Definitions

The legal requirements contained in this procedure are followed by a citation to the controlling statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Ill. Freedom of Information Act (FOIA) (5 ILCS 140/2). For easy reference, some definitions are re-printed in this procedure. The IASB reports on Ill. Public Access Counselor (PAC) opinions concerning FOIA on its [Recent Court and Agency Decisions website](http://www.iasb.com/law/courtdecisions.cfm), located at: www.iasb.com/law/courtdecisions.cfm.

B. FOIA Compliance

The District's Freedom of Information Officer (FOIA Officer) implements the Board policy (2:250, *Access to District Public Records*) and has the duties, without limitation, listed below:

1. Manages the District's compliance with FOIA including without limitation, performing the following duties specified in FOIA, 5 ILCS 140/3.5:
 - a. Receives FOIA requests, ensures that the District responds to requests in a timely fashion, and issues responses to FOIA requests.
 - b. Develops a list of documents or categories of records that will be immediately disclosed upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.
 - c. Upon receiving a request for a public record, (a) notes the date the District received the written request; (b) computes the day on which the period for response will expire and makes a notation of that date on the written request; (c) maintains an electronic or paper copy of a written request, including all documents submitted with the request until the request has been complied with or denied; and (d) creates a file for the retention of the original request, a copy of the response, a record of written communications with the requester, and a copy of other communications.
2. Identifies other staff members to assist with FOIA compliance and delegates specific responsibilities to them. These individuals may include the information technology specialist and department heads.

3. Informs and/or trains staff members concerning their respective responsibilities regarding FOIA. This includes explaining the requirement that all FOIA requests must be immediately forwarded to the FOIA Officer, including those that are received via email.
4. Successfully completes the annual training program developed by the Ill. Public Access Counselor (PAC) in the Ill. Attorney General's office. Each newly appointed FOIA Officer must successfully complete the training program within 30 days after assuming the position.

C. Availability and Posting Requirements

Full access to the District's *public records* is available to any person as provided in FOIA. The FOIA Officer approves all requests for *public records* unless: (1) the requested material does not exist, (2) the requested material is exempt from inspection and copying by FOIA, or (3) complying with the request will be unduly burdensome after extending an opportunity to the requester to reduce the request to manageable proportions.

The FOIA Officer shall:

1. Prominently display at each administrative office and school, and post on the District website, if any, the following:
 - a. A brief description of the District, and
 - b. The methods for requesting information and District public records, directory information listing the FOIA Officer and where requests for public records should be directed, and any fees. 5 ILCS 140/4. This information must be copied and mailed if requested.
2. Maintain and make available for inspection and copying a reasonably current list of all types or categories of records under the District's control. 5 ILCS 140/5. The list below contains the categories of records kept by the District; some of the records within these categories are exempt and, therefore, will not be disclosed in response to a FOIA request.
 - a. Board governance, including without limitation, Board meeting calendar and notices, Board meeting agendas and minutes, Board policy
 - b. Fiscal and business management, including without limitation, levy resolution and certificate of tax levy, audit, line-item budget, grant documents, account statements, accounts payable list, contracts, legal notices, bidding specifications, requests for proposals
 - c. Personnel, including without limitation, employee contact information, salary schedules, staff handbook, collective bargaining agreements, personnel file material
 - d. Students and instruction, including without limitation, accountability documents, calendars, student handbooks, learning outcomes, student school records

D. Fee Schedule

The FOIA Officer establishes a fee schedule (from time-to-time as appropriate) that complies with 5 ILCS 140/6, including each of the following:

1. The fees, except when otherwise fixed by statute, must: (a) be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records, and (b) not exceed that maximum fee amount set by FOIA.
2. Statutory fees applicable to copies of public records when furnished in a paper format are not applicable to those records when furnished in an electronic format.

3. No fee is charged for the first 50 pages of black and white, letter or legal sized copies furnished to a requester.
4. The fee for black and white, letter or legal sized copies shall not exceed 15 cents per page.
5. If the District provides copies in color or in a size other than letter or legal, the fee may not be more than its actual cost for reproducing the records.
6. A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. In setting the reduction's amount, the FOIA Officer considers the amount of materials requested and the cost of copying them.
7. In accordance with 5 ILCS 140/6(a-5), if a voluminous request is for electronic records and the responsive records are:
 - a. Not in a portable document format (PDF), the District charges up to \$20 for not more than two megabytes of data, up to \$40 for more than two but not more than four megabytes of data, and up to \$100 for more than four megabytes of data.
 - b. In a PDF, the District charges up to \$20 for not more than 80 megabytes of data, up to \$40 for more than 80 megabytes but not more than 160 megabytes of data, and up to \$100 for more than 160 megabytes of data.
 - c. In both a PDF and not in a PDF, the District separates the fees and charges the requester under both fee scales.
8. Unless the request is for a commercial purpose or a voluminous request, the costs of any search for and review of the records or other personnel costs associated with reproducing the records are not included in the fee calculation. 5 ILCS 140/6(a).

*Section 6(a) states: "If a request is *not* a request for a *commercial purpose* or a *voluminous request*, a public body *may not* charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." (Emphasis added) This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a *commercial request*. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the Board Attorney.

When responding to a request for commercial purposes, as defined in 5 ILCS 140/2(c-10), the District charges:

- a. Up to \$10.00 for each hour spent by personnel in searching for or retrieving a requested record or examining the record for necessary reductions. No fee is charged for the first eight hours spent by personnel in searching for or retrieving a requested record. 5 ILCS 140/6(f).
- b. The actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage company under contract with the District. 5 ILCS 140/6(f).

Someone making a voluminous request may be charged the fees as described above upon the FOIA Officer's consult with the Board Attorney.

The FOIA Officer provides the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records under 7 and 8 above. 5 ILCS 140/6(a-5) and (f).

E. Response to FOIA Requests

The FOIA Officer must:

1. Comply with or deny a request for inspection or copying within five business days of receiving a records request, unless the time for response is extended. 5 ILCS 140/3. He or she may use forms prepared by the PAC available at:
www.foia.ilattorneygeneral.net/foia_formssampleletters.aspx.
2. Redact any and all exempt portion(s) of requested records containing both exempt and non-exempt material and release the remaining material. 5 ILCS 140/7.
3. Comply with the Personnel Record Review Act (PRRA), 820 ILCS 40/, amended by P.A. 101-531.
 - a. The response to a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age and nature of the responsive record.
 - 1) If the responsive record is more than four years old and is not related to an incident or an attempted incident of sexual abuse or severe physical abuse, the request must be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8, amended by P.A. 101-531.
 - 2) If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse or severe physical abuse, the request cannot be denied. 820 ILCS 40/8, amended by P.A. 101-531.
 - 3) If the responsive record is four years old or less, it must be disclosed (regardless of its nature) and the employee must be notified in writing (first class mail) or by email, if available, on or before the day any such record is released, unless notice is not required under the PRRA. 5 ILCS 140/7.5(q); 820 ILCS 40/7. A notice to the employee is not required if:
 - The employee specifically waived written notice as part of a written, signed employment application with another employer;
 - The disclosure is ordered to a party in a legal action or arbitration; or
 - Information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.
 - b. A request for a performance evaluation(s) must be denied. 820 ILCS 40/11.

F. Extensions of Time to Respond

The District FOIA Officer may extend the time for a response for any of the reasons stated in 5 ILCS 140/3(e)(i-vii), **quoted below**:

- (i) The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
- (ii) The request requires the collection of a substantial number of specified records;
- (iii) The request is couched in categorical terms and requires an extensive search for the records responsive to it;
- (iv) The requested records have not been located in the course of routine search and additional efforts are being made to locate them;

- (v) The requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under 5 ILCS 140/7 or should be revealed only with appropriate deletions;
- (vi) The request for records cannot be complied with by the public body within the time limits prescribed by 5 ILCS 140/3(c) without unduly burdening or interfering with the operations of the public body; or
- (vii) There is a need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request.

If an extension of time for a response is needed, the FOIA Officer must perform one of the following actions within five business days after receipt of the request:

1. Notify the requester that the District is extending its time for response for no longer than 5 business days from the original due date, and identify the reason for the delay and the date on which a response will be made. 5 ILCS 140/3(e) and (f); or
2. Confer with the requester in an attempt to reach an agreement on an extended compliance date. The agreement must be in writing. 5 ILCS 140/3(e).

G. Unduly Burdensome Requests

Before invoking the *unduly burdensome* exemption, the FOIA Officer must confer with the requester in an attempt to reduce the request to manageable proportions. 5 ILCS 140/3(e) and (g). A request may be unduly burdensome due, for example, to the request's breadth. The FOIA Officer must explain to the requester in writing when a request continues to be unduly burdensome, specifying the reason why the request is unduly burdensome.

H. Requests for Commercial Purposes

A request is for *commercial purposes*, according to 5 ILCS 140/2(c-10), if:

[T]he use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

The FOIA Officer responds to a request that appears to be for commercial purposes pursuant to 5 ILCS 140/3.1 by:

1. Asking the requester to identify if the record is for a commercial purpose. See 2:250-E1, *Written Request for District Public Records*. It is unlawful for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the District. 5 ILCS 140/3.1(c).
2. Responding to a request for records to be used for a commercial purpose within 21 working days after receipt. The response must be one of the following: (a) provide an estimate of the time required by the District to provide the records and an estimate of the fees, which the requester may be required to pay in full before copying the requested documents; (b) deny the request pursuant to one or more of the exemptions; (c) notify the requester that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or (d) provide the records requested.

3. Complying with a request, unless the records are exempt from disclosure, within a reasonable period considering the size and complexity of the request, and giving priority to records requested for non-commercial purposes.
4. Collecting a fee as described in subsection **D.** above.

I. Managing Requests from a Recurrent Requester

A request is from a *recurrent requester*, according to 5 ILCS 140/2(g), if:

[A] person that, in the 12 months immediately preceding the request, has submitted to the same public body (i) a minimum of 50 requests for records, (ii) a minimum of 15 requests for records within a 30-day period, or (iii) a minimum of seven requests for records within a seven-day period. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered in calculating the number of requests made in the time period in this definition when the principal purpose of the requests is (i) to access and disseminate information concerning new and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

For purposes of this definition, one *request* may identify multiple records to be inspected or copied.

The District complies with a request from a recurrent requester within a reasonable period considering the size and complexity of the record, unless the records are exempt from disclosure. 5 ILCS 140/3.2(c).

The FOIA Officer responds to a request from a recurrent requester by:

1. Notifying the requester within five business days after receiving a request from a recurrent requester (5 ILCS 140/3.2(b)) that:
 - a. The request is being treated as coming from a recurrent requester under 5 ILCS 140/2(g);
 - b. The reasons the request is being treated as coming from a recurrent requester;
 - c. The District will send an initial response within 21 business days after receipt of the request; and
 - d. The proposed FOIA responses that may be asserted pursuant to 5 ILCS 140/3.2(a). These are the same responses that the District can provide within 21 business days after receipt of a request.
2. Responding within 21 business days after receipt of a recurrent request with one of the following (5 ILCS 140/3.2(a)):
 - a. An estimate of the time required by the District to provide the records and an estimate of the fees, which the requester is required to pay in full before the District copies the requested documents;
 - b. A denial pursuant to one or more of the exemptions;
 - c. Notification that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or
 - d. The records as requested.

J. Managing Voluminous Requests

A *voluminous request*, according to 5 ILCS 140/2(h), means:

[A] request that:

- i. Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
- ii. Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages. *Single requested record* may include, but is not limited to, one report, form, email, letter, memorandum, book, map, microfilm, tape, or recording.

According to 5 ILCS 140/2(h), a *voluminous request* “does not include a request made by news media and non-profit, scientific, or academic organizations if the principal purpose of the request is: (1) to access and disseminate information concerning news and current or passing events; (2) for articles of opinion or features of interest to the public; or (3) for the purpose of academic, scientific, or public research or education.”

The FOIA Officer responds to a voluminous request by:

1. Notifying the requester within five business days after receiving a voluminous request that:
 - a. The District is treating the request as a voluminous request under 5 ILCS 140/3.6.
 - b. The District is treating the request as voluminous for one of the following reasons:
 - 1) Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
 - 2) Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages.
 - c. The requester must respond to the District within ten business days after this response is sent. The requester must specify whether the requester would like to amend the request in such a way that the District will no longer treat the request as a voluminous request.
 - d. If the requester does not respond within ten business days or if the request continues to be a voluminous request following the requester response, the District will respond to the request and assess any fees the District charges pursuant to 5 ILCS 140/6.
 - e. The District has five business days after receipt of the requester’s response or five business days from the last day for the requester to amend the request, whichever is sooner, to respond to the request.
 - f. The District may request an additional ten business days to comply with the request.
 - g. The requester has the right to review the District’s determination by the public access counselor whose address and phone number follows:

Public Access Counselor
Office of the Attorney General
500 S. 2nd Street
Springfield, Illinois 62706
Phone: 1-877-299-3642
 - h. If the requester fails to accept or collect the responsive records, the District will still charge the requester for its response pursuant to 5 ILCS 140/6 and the requester’s failure to pay will be considered a debt due and owing to the District and may be collected in accordance with applicable law.
2. Providing the requester ten business days from the date the District responded to amend the request in such a way that the District will no longer treat it as a voluminous request.

3. If a request continues to be a voluminous request following the requester's reply or the requester fails to reply, responding within the earlier of five business days after the District receives the requester's reply or five business days after the final day for the requester to reply to the District's notification. The District's response must:
 - a. Provide an estimate of the fees to be charged, indicating whether the District requires the person to pay in full before the District copies the requested documents;
 - b. Deny the request pursuant to one or more of the exemptions sent out in FOIA;
 - c. Notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or
 - d. Provide the records as requested.

The District may extend the time for responding by not more than five business days from the final date for the requester to reply to the District's notification for any of the reasons provided in 5 ILCS 140/3(e).

The requester and District may agree in writing to extend the time for compliance for a period to be determined by the parties.

K. Denials

The FOIA Officer will deny a FOIA request for any of the exemptions in 5 ILCS 140/7 or 7.5. He or she will comply with 5 ILCS 140/9 by:

1. Providing the requester with a written response containing: (a) the reasons for the denial, including a detailed factual basis for the application of any exemption claimed; (b) the names and titles or positions of each person responsible for the denial; and (c) information about his or her right to review by the Public Access Counselor (include the address and phone number for the Public Access Counselor), and to judicial review under 5 ILCS 140/11.
2. Specifying the exemption claimed to authorize the denial and the specific reasons for the denial, including a detailed factual basis and a citation to supporting legal authority when the denial is based on the grounds that the records are exempt under 5 ILCS 140/7.
3. Retaining copies of all denial notices in a single central office file that is open to the public and indexed according to the type of exemption asserted and, to the extent feasible, according to the types of records requested. 5 ILCS 140/9(b).

L. Consultation with the Board Attorney

The FOIA Officer may consult with the Board Attorney, as needed, for legal advice concerning compliance with FOIA, including without limitation:

1. Responding to specific requests,
2. Communicating with the Office of the Ill. Attorney General or PAC, or
3. During any judicial proceeding.

LEGAL REF.: 5 ILCS 140/, Freedom of Information Act.

DATED:

School Board

Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules

Legal Citations

Each legal requirement in this procedure is followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Actor	Action
<p>All Staff Members and School Board Members</p>	<p>Maintain all records, as defined and required in the Ill. Local Records Act (LRA). No public record shall be destroyed except as allowed by the LRA.</p> <p><i>“Public record means any book, paper, map, photograph, born-digital electronic material, digitized electronic material, electronic material with a combination of digitized and born-digital material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, or other activities thereof, or because of the informational data contained therein.”</i> 50 ILCS 205/3.</p> <p>Do not destroy any District record, no matter its form, if it is subject to a litigation hold. F.R.C.P. 37(e).</p> <p>In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding to not destroy any electronic records that might be relevant. The receipt of a <i>litigation hold</i> or preservation letter from the Board’s attorney requires all potentially relevant electronic information to be identified, located, and preserved. This includes all email, e-documents, the tapes and servers of discarded systems, and backup data stored elsewhere.</p> <p>Whenever disposing of materials containing <i>personal information</i>, render the <i>personal information</i> unreadable, unusable, and undecipherable. 815 ILCS 530/40; 44 Ill.Admin.Code §4000.40(b).</p> <p>The Personal Information Protection Act (815 ILCS 530/) contains mandates for disposing of materials containing personal information</p>

Actor	Action
	<p>(<i>personal information</i> is defined in 815 ILCS 530/5 as either of the following: (1) an individual’s first name or first initial and last name combined with any of the following data elements, when either the name or data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the name or data elements have been acquired without authorization through a security breach: social security number, driver’s license number or State identification card number, financial account information, medical information, health insurance information, or unique biometric data; or (2) user name or email address, combined with a password or security question and answer that would permit access to an online account, when any of these data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the data elements have been acquired without authorization through a security breach). The Ill. Attorney General is authorized to impose a fine and bring court action for noncompliance. 815 ILCS 530/40.</p>
Superintendent	<p>Assign the following activities to the Records Custodian and Head of Information Technology (IT):</p> <ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records; 2. Develop and maintain a record retention and destruction schedule; and 3. Develop protocols to implement a litigation hold.
Records Custodian and Head of IT	<ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records. <p>Develop and maintain a list of all District records organized in categories and sub-categories, e.g., records relating to business, students, personnel, board meetings, etc. Align this list with the list of District records required by the Freedom of Information Act. 5 ILCS 140/5.</p> <p>Paper records may be easier to locate than electronic records. Electronic records will potentially exist in all of the available clouds, servers, tapes, hard drives, computers, and similar types of electronic devices (e.g., laptops, tablets, smart phones, voicemail, etc.).</p> <p>Prepare a description of how District records stored by means of electronic data processing may be obtained in a form understandable to persons lacking computer knowledge. 5 ILCS 140/5; 44 Ill.Admin.Code §4000.70, <i>Digital Reproduction</i>; 44 Ill.Admin.Code §4000.80, <i>Management of Electronic Records</i>.</p> <p>Such a description may include contact information for a person who can aid in obtaining records stored electronically.</p>

Actor	Action
	<p>Provide for keeping only <i>records</i> and destroying non-records. Avoid filing non-record material with records. Determine what is a non-record, e.g., identical copies of documents maintained in the same file; extra copies of printed or processed materials (official copies of which are retained by the office); blank forms; and personal communications.</p> <p>The goal is to control excessive accumulation of material. Non-record material may be destroyed at any time. 50 ILCS 205/9.</p> <p>Absent a litigation hold, email must be retained only when it contains: (1) evidence of the District’s organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. 50 ILCS 205/3. Email that is conversational, personal, or contains brainstorming may generally be deleted.</p> <p>A consistent email retention policy for use across the District ensures that the necessary emails are being retained and emails that are not required to be preserved are purged on a regular basis.</p> <p>Determine whether each sub-category of documents should be reproduced by photography (44 Ill.Admin.Code §4000.60), microphotographic and electronic microimaging processes (44 Ill.Admin.Code §4000.50), or digitized electronic format (44 Ill.Admin.Code §4000.70).</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the analog/paper version destroyed, provided: (a) the records are reproduced on “a durable medium that accurately and legibly reproduces the original record in all details,” and “that does not permit additions, deletions, or changes to the original document images,” and “if electronic, that are retained in a trustworthy manner so that the records...are accessible and usable for subsequent reference at all times when the information must be retained,” (b) the reproduction is retained for the prescribed retention period, and (c) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of. 50 ILCS 205/7.</p> <p>Use the Ill. Secretary of State publication Guidelines for Using Electronic Records (www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html) and 44 Ill.Admin.Code §§4000.APPENDIX A <i>Sustainable File Formats for Electronic Records - A Guide for Government Agencies</i> (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html), 4000.APPENDIX B <i>Reliable Storage Media for Electronic Records</i></p>

Actor	Action
	<p data-bbox="610 247 1463 344">- <i>A Guide for Government Agencies</i> (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html).</p> <p data-bbox="610 363 1409 426">Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.</p> <p data-bbox="656 445 1463 541">The goal is to ensure that all documents, including electronically created ones, are retained for the required timeframes and are easy to retrieve and produce if necessary.</p> <p data-bbox="610 585 1455 682">2. Develop and maintain a record retention and destruction schedule for submission to the Superintendent and eventually to the Local Records Commission.</p> <p data-bbox="610 701 1430 898">Prepare a list of public records that: (1) are not needed for current business, and (2) do not have sufficient administrative, legal, or fiscal value to warrant their further preservation. Stated differently, identify records that have no administrative, legal, or fiscal value, as this is the criteria the Commission uses to determine whether or not to authorize the records' destruction.</p> <p data-bbox="656 917 1419 980">Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the LRA. 50 ILCS 205/10.</p> <p data-bbox="610 999 1419 1096">Prepare a schedule for record destruction by identifying the length of time a record category or series warrants retention after it has been received or produced by the District.</p> <p data-bbox="656 1115 1455 1415">The ultimate goal is to obtain permission to destroy unnecessary public records. The Local Records Commission must approve the destruction of any public record. 50 ILCS 205/7; 44 Ill.Admin.Code Part 4000 (Local Records Commission for agencies comprising counties of less than 3,000,000 inhabitants); 44 Ill.Admin.Code Part 4500 (Local Records Commission of Cook County). See the Archives Department on the Secretary of State's website: www.cyberdriveillinois.com/departments/archives/databases/home.html</p> <p data-bbox="656 1434 1463 1497">44 Ill.Admin.Code Part 4000.30 details the procedures for compiling and submitting lists and schedules of records for disposal.</p> <p data-bbox="656 1516 1463 1612">The School Code and other statutes (e.g., statutes of limitations) contain mandatory retention timelines. The Board attorney should be consulted.</p> <p data-bbox="656 1631 1446 1728">The e-discovery rules provide a safe harbor for parties during a lawsuit that cannot provide information because it was destroyed as a result of routine practices. F.R.C.P. 37(e).</p>

Actor	Action
	<p>3. Develop protocols to implement a litigation hold.</p> <p>Understand what a <i>litigation hold</i> is.</p> <p>A litigation hold refers to the notification made by the Board’s attorney telling the District to preserve all information that may be relevant to current or anticipated litigation. While it may occur anytime in the legal process, it will usually occur during discovery, the pretrial phase of a lawsuit designed to compel the exchange of information between parties. A litigation hold triggers the need to immediately suspend destruction of electronic and other records relevant to the current or potential claim. F.R.C.P. 37(e).</p> <p>Specify how to implement a litigation hold, i.e.:</p> <ul style="list-style-type: none"> • Who can trigger a litigation hold? • How is a litigation hold communicated? • Who should gather the records? • What records are subject to a litigation hold and who determines this? • In what format should records be gathered? • Where should records be gathered? <p>Identify how to implement a litigation hold for all IT systems, including backup tapes, to ensure they are not deleted or overwritten as part of the normal tape rotation process.</p> <p>Prepare a map of potentially relevant data and otherwise assist the Board attorney in locating all potentially relevant information.</p>
Superintendent	<p>Submit new or revised record retention and destruction lists and schedules to the Local Records Commission for approval.</p> <p>Disseminate the record retention schedule, along with instructions, to all affected staff members and Board members.</p> <p>Immediately inform the Records Custodian and Head of IT whenever a record must be preserved because: (1) it may be relevant to present or future litigation, or (2) the Board Attorney has notified the District to preserve a record, including electronic information (<i>litigation hold</i>).</p> <p>Authorize and/or order the destruction of District records after ensuring that the following steps have been performed:</p> <ol style="list-style-type: none"> 1. The Local Records Commission approved a schedule for continuing authority to destroy District records after the expiration of the applicable period. 2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a <i>litigation hold</i>.

Actor	Action
	<p>3. Thirty days prior to disposal or destruction of any records, regardless of physical format or characteristics, submit a Local Records Disposal Certificate to the Commission and dispose only after a copy of that certificate has been reviewed and approved by the Chairman and returned to the District. The original copy of that Local Records Disposal Certificate is kept in the files of the Commission, and the duplicate copy approved and returned by the Chairman must be retained by the District. 44 Ill.Admin.Code §§4000.40(c), 4500.40(c).</p> <p>4. In the case of records with scheduled retention of less than one year, a single Local Records Disposal Certificate for more than one disposal event within a given year may be used. Local Records Disposal Certificates submitted with this intent must include a schedule of proposed records disposal in addition to the normally required information. The District must wait to dispose of records until receipt of approval from the Commission, as required in number 3, above. 44 Ill.Admin.Code §§4000.40(d), 4500.40(d).</p> <p>5. For records that have been damaged by water, fire, smoke, insects or vermin, mold or some other natural disaster that poses a health or safety risk to employees, the District may apply to the Commission for permission to dispose of those records ahead of their scheduled disposal date. The request must include a Local Records Disposal Certificate accompanied by the District's explanation of why the records need early disposal. The Commission may grant the request only after physically reviewing the damaged records. 44 Ill.Admin.Code §§4000.40(e), 4500.40(e).</p>
<p>Links to Web-based Record Management Resources:</p> <p>Cook County Local Records Commission Meetings</p> <p>Cook County Local Records Commission Rules (44 Ill.Admin.Code Part 4500)</p> <p>Downstate Local Records Commission Meetings</p> <p>Rules of the Downstate Local Records Commission (44 Ill.Admin.Code Part 4000)</p> <p>Ill. School Student Records Act (105 ILCS 10/, amended by P.A. 101-161, eff. 1-1-20)</p> <p>Local Records Act (50 ILCS 205/)</p> <p>Local Records Disposal Certificate</p>	

LEGAL REF.: Federal Rules of Civil Procedure, Rules 16, 26 and 37.
5 ILCS 140/, Freedom of Information Act.
50 ILCS 205/, Local Records Act.
105 ILCS 10/, Ill. School Student Records Act.
815 ILCS 530/, Personal Information Protection Act.
820 ILCS 40/, Ill. Personnel Record Review Act.
44 Ill.Admin.Code Part 4000, Local Records Commission.
44 Ill.Admin.Code Part 4500, Cook County Local Records Commission.

DATED:

Pending Implementation

School Board

Exhibit - Written Request for District Public Records

All requests to inspect and/or to obtain a copy of a District record must be made in writing. This form is provided for convenience – its use is not required. Please submit all requests to the District’s Freedom of Information Act (FOIA) Officer. Copying fees, if any, must be paid before copies will be provided. The FOIA Officer can give you an estimate of the copying fees, if any.

Name of individual(s) requesting District records	Email address
Address	Telephone number
City	State
Zip	Date of request

Please check if this request of records is being made for a commercial purpose. 5 ILCS 140/2(c-10) states: “*Commercial purpose* means the use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.” 5 ILCS 140/3.1(c) states: “It is a violation of FOIA for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body.”

Please check if a fee waiver or reduction is being requested. 5 ILCS 140/6(c) states: “Documents shall be furnished without charge or at a reduced charge, as determined by the public body, if the person requesting the documents states the specific purpose for the request and indicates that a waiver or reduction of the fee is in the public interest. Waiver or reduction of the fee is in the public interest if the principal purpose of the request is to access and disseminate information regarding the health, safety and welfare or the legal rights of the general public and is not for the principal purpose of personal or commercial benefit.”

Please indicate your reason for requesting a fee waiver: _____

Record description <i>(Please be specific)</i>	<i>Check if you are requesting:</i>		
	Electronic Copy <i>(Specify format)</i>	Inspection	Copy

DATED:

School Board

Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records

The District’s Freedom of Information Officer designates the public records that are listed in this table as being immediately available to the public. The records that are asterisked (*) are posted on the District’s website and may be immediately inspected, downloaded, printed, and/or copied. Any asterisked public record is also immediately available for inspection or copying upon request at the District’s administrative office during its regular business hours, provided any applicable fees are paid. Records not asterisked (*) will be provided within five business days as allowed by the Freedom of Information Act, provided any applicable fees are paid.

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year *Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded *Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded	5 ILCS 120/2.02.
*Official open meeting minutes that are posted within 10 days of the Board’s approval and remain posted for at least 60 days	5 ILCS 120/2.06(b).
*Description of the District and its records including: <ol style="list-style-type: none"> 1. Summary of the District’s purpose 2. Functional subdivisions 3. Total amount of operating budget 4. Number and location of all of its separate offices 5. Approximate number of full- and part-time employees (see also, salary and benefits information report for the Superintendent, administrators, and teachers, District’s Statement of Affairs) 6. Identification and membership of the Board 7. Brief description of the methods whereby the public may request information and public records 8. Directory information for the Freedom of Information Officer 	5 ILCS 140/4. The District must prominently post the list at each administrative office and make it available for inspection and copying.

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
<p>9. Address where requests for public records should be directed</p> <p>10. Fees</p>	
<p>*A hyperlink to an email address(es) for members of the public to communicate with members of the Board</p>	<p>50 ILCS 205/20. The hyperlink must be easily accessible from the District's home page.</p>
<p>Annual budget for current fiscal year, itemized by receipts and expenditures</p>	<p>105 ILCS 5/17-1.2. This may be accomplished using Ill. State Board of Education (ISBE) <i>School District Budget Form (50-36)</i> or the summary pages from it. The District must notify its students' parents/guardians when the budget is web-posted along with its website address.</p>
<p>*District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year)</p>	<p>105 ILCS 5/10-17a, amended by P.A.s 100-364, 100-448, 100-807, and 100-1121. Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must: (1) present them at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5). The District also must send a written notice home to parents/guardians stating: (1) that the Report Cards are available on the website, (2) the website's address, (3) that a printed copy will be sent upon request, and (4) the telephone number to request a printed copy. <u>Id.</u></p>
<p>*A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative</p>	<p>105 ILCS 5/10-20.44. There is no statutory timeline for web-posting. Each year, in conjunction with the submission of the Statement of Affairs to ISBE, before Dec. 1, the District must submit to ISBE an annual report on all contracts over \$25,000 awarded during the previous fiscal year.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
*Contract(s) with any commercial driver training school(s) for driver education	105 ILCS 5/27-24.2, amended by P.A. 100-465. The District is required to web-post this document if it has a website. If the District has no website, it must make the contract available upon request.
Annual Statement of Affairs	105 ILCS 5/10-17. The District is not required to web-post this document. It must, annually by Dec. 1, submit the Statement to ISBE for posting on ISBE's website, have copies of the Statement available in the main administrative office, and publish a summary of the Statement in a newspaper of general circulation published in the District.
<p>*Explanation of the data elements of <i>covered information</i> that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency.</p> <p>*A description of the procedures that parents/guardians may use to carry out their rights under 105 ILCS 85/33(c)(1), (2), & (3) added by P.A. 101-516, eff. 7-1-21, including the right to:</p> <ol style="list-style-type: none"> 1. Inspect and review their child's covered information 2. Request a paper or electronic copy of their child's covered information 3. Request corrections for factual inaccuracies contained in their child's covered information. 	<p>105 ILCS 85/27(a)(1), added by P.A. 101-516, eff. 7-1-21.</p> <p>The explanation of data elements of covered information must be clear and understandable by a layperson and cover the following: (1) how the District uses the covered information; (2) to whom or what entities the District discloses the covered information; and (3) for what purpose the District discloses the covered information.</p> <p>The explanation of data elements and description of parent rights procedures must be updated by Jan. 31 and July 31 each year, as needed.</p>
<p>*A list of operators with whom the District has written agreements and the following for each operator:</p> <ol style="list-style-type: none"> 1. Copy of the agreement 2. Business address 3. List of any subcontractors to whom covered information may be disclosed or a link to a page on the operator's website that clearly lists the subcontractors 	<p>105 ILCS 85/27(a)(2) & (3), added by P.A. 101-516, eff. 7-1-21.</p> <p>The District must post new operator contracts and an explanation of the data elements of covered information disclosed to the operator (see immediate row above) within 10 business days after entering into the contract. 105 ILCS 85/27(c), added by P.A. 101-516, eff. 7-1-21.</p> <p>This list must also be updated by Jan. 31 and July 31 each year, as needed.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
<p>*A list of <i>breaches</i> of covered information maintained by the school or an operator involving 10% or more of the District’s student enrollment. The list must include:</p> <ol style="list-style-type: none"> 1. Number of students whose covered information was involved in the breach, unless the breach involved personal information as defined in the Personal Information Protection Act, 815 ILCS 530/5, in which case the number of students involved may not be disclosed. 2. Date, estimated date, or estimated date range of the breach 3. Name of the operator, if applicable 	<p>105 ILCS 85/27(a)(5), added by P.A. 101-516, eff. 7-1-21.</p> <p>The District must update breach information by Jan. 31 and July 31 each year, and it must remain on the District’s website for at least five years after the District adds it to the list. Breaches that occurred (or were estimated to have occurred) prior to 7-1-21 or breaches that were posted more than five years prior to updating the current list do not need to be posted.</p>
<p>*Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>*Information developed as a result of the evaluation and assessment of the bullying policy’s outcomes and effectiveness</p>	<p>105 ILCS 5/27-23.7(b)(10) and (11).</p>
<p>*Contact information for the District’s Title IX Coordinator(s) and Board policies 2:260, <i>Uniform Grievance Procedure</i>; and 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i></p>	<p>34 C.F.R. §106.8.</p>
<p>*Training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators</p>	<p>34 C.F.R. §106.45(b)(10)(i)(D).</p> <p>Naming only the training provider and course does not meet this requirement. The U.S. Dept. of Education (DOE) requires training materials be publicly available “so that a district’s approach to training Title IX personnel may be transparently viewed by the [district’s] educational community and the public, including for the purpose of holding a [district] accountable for using training materials that comply with [Title IX] regulations.” 85 Fed. Reg. 30254. Consult the board attorney regarding this requirement; making training materials of third-party consultants publicly available may violate their intellectual property rights. The DOE acknowledged the potential for intellectual property violations, suggesting that districts either “secure permission from the consultant to publish the training materials” or create</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	their own training materials. 85 Fed. Reg. 30412.
*Board policy 7:20, <i>Harassment of Students Prohibited</i> , and age-appropriate explanations of its contents in student handbook(s)	105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-418. The District must have an <i>age-appropriate</i> policy on sexual harassment (1) in the student handbook(s), (2) posted on the District's website, and (3) posted in any other area where policies, rules and standards of conduct are posted in each school.
*Board policy 7:290, <i>Suicide and Depression Awareness and Prevention</i>	105 ILCS 5/2-3.166.
*Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes without limitation vacation days, sick days, bonuses, annuities, and retirement enhancements	105 ILCS 5/10-20.47. Annually on or before Oct. 1: (1) the information must be presented at a regular Board meeting and posted on the District's website, and (2) after the Board meeting at which the information was presented, the Report must be provided to ISBE.
*Information regarding a Severance Agreement entered into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination	50 ILCS 205/3c, added by P.A. 100-1040. Within 72 hours of Board approval, the District must post: (1) the name/title of person receiving payment under the severance agreement, (2) the amount of payment, (3) that the employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as applicable, and (4) the date, time, and location of the meeting at which the agreement was approved. Note: The Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2), added by P.A. 100-895, prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for <i>misconduct</i> by the board, which includes sexual harassment and/or discrimination. <u>Id.</u> at 415/5. For more discussion about the

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	reconciling these laws, see f/n 6 in policy 2:260, <i>Uniform Grievance Procedure</i> .
<p>*As an employer that participates in the Ill. Municipal Retirement Fund (IMRF), a compensation report for employees who have a total compensation package that exceeds \$75,000 per year; <i>total compensation package</i> means salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>As of PRESS Issue 105 (Aug. 2020), IASB has not received a response from the Ill. Attorney General’s office to its request for guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>5 ILCS 120/7.3.</p> <p>The report must be posted within six business days after the District approves a budget. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>*As an employer that participates in the IMRF, a compensation report for employees who have a total compensation package that is equal to or in excess of \$150,000 per year; <i>total compensation package</i> means payment by the employer to the employee for salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>As of PRESS Issue 105, IASB has not received a response from the Ill. Attorney General’s office to its request for guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>5 ILCS 120/7.3.</p> <p>The report must be posted at least six days before the District approves an employee’s total compensation package that is equal to or in excess of \$150,000. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>A description of activities to address intergroup conflict (an optional program authorized by Sec. 27-23.6)</p>	<p>105 ILCS 5/27-23.6(c).</p>
<p>*Names of Board members who have completed professional development leadership training</p>	<p>105 ILCS 5/10-16a requires the District to post on its website the names of all Board members who have completed professional development leadership training. The web-posting may be expanded to log all Board members’ training and development activities.</p> <p>5 ILCS 120/1.05(b) and (c) require each Board member to complete training on the Open Meetings Act. After completing the training, each Board member must file a copy of their certificate of completion with the Board.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	105 ILCS 5/24-16.5 requires each Board member to complete a training program on performance evaluations before voting on a dismissal based on a performance evaluation pursuant to the Performance Evaluation Reform Act.
Immunization data reported to ISBE by each Nov. 15	105 ILCS 5/27-8.1(6). By Dec. 1, the District must annually make the immunization <i>data</i> that it must report to ISBE each year publicly available. The data, not its format, must be identical to the data reported to ISBE. Boards have control over the method(s) used to make this data publicly available. One method is to instruct the reader to ask for the data directly from ISBE.
Information on mental health issues and local treatment resources	The Ill. House of Representatives encouraged this in HR 478 (5-31-15).
All reliable assessments, scored by entities other than the District that are administered in each of the District's schools.	105 ILCS 5/22-82(b). These must be made available to parents and/or guardians through the District's website or paper handouts.
*The District's Remote and/or Blended Remote Learning Day Plan.	105 ILCS 5/10-30(6), added by P.A. 101-643.

DATED:

Pending Implementation

School Board

Exhibit - Recurrent Requester Notification

The District Freedom of Information Officer completes this form on District letterhead.

Name of record(s) requester

Date of receipt of request

Contact information

You are notified that your request for a District record(s) is being treated as a request from a recurrent requester, as defined in Section 2(g) of the Freedom of Information Act.

Your request is being treated as a request from a recurrent requester because, in the 12 months immediately preceding this request, you have submitted to the District one or more of the following:

- 1. A minimum of 50 requests for records
- 2. A minimum of 15 requests for records within a 30-day period
- 3. A minimum of seven requests for records within a 7-day period

You will be provided an initial response to your request for documents within 21 business days following the date the District received your request.

In that response, you will receive one of the following responses, whichever is appropriate:

- 1. An estimate of the time required by the District to provide the records requested and an estimate of the fees to be charged, which you must pay in full before the District copies the requested documents; or
- 2. A denial of the request pursuant to one or more of the exemptions set out in the Freedom of Information Act; or
- 3. A notification that the request is unduly burdensome and an extension of an opportunity for you to reduce the request to manageable proportions; or
- 4. Provision of the records requested.

Name of Freedom of Information Officer (Printed)

Telephone or email contact information

Freedom of Information Officer (Signature)

Date of Recurrent Requestor Notification

DATED:

School Board

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

All complaints are to be investigated, even when the complainant requests that nothing be done or is anonymous.

Step 1: Before the Investigation

- A. School employees must immediately report a suspicion of child abuse or neglect to the Illinois Department of Child and Family Services in compliance with State law and policy 5:90, *Abused and Neglected Child Reporting*. Reporting is required before proceeding further with the investigation.
- B. Consistent with policy 2:260, *Uniform Grievance Procedure*, the Superintendent appoints at least one District Complaint Manager to administer the complaint process. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. A Complaint Manager investigates: (1) complaints filed under policy 2:260, *Uniform Grievance Procedure*, and (2) allegations of employee misconduct (for student misconduct allegations, see **Step 1: C.**, below).
- C. The appropriate Building Principal or designee investigates all allegations of student misconduct.
- D. Anyone with a complaint or making an allegation of misconduct should be referred to a Complaint Manager of their choosing or a Building Principal without delay.
- E. A Complaint Manager or Building Principal (hereafter referred to as *investigator*) investigates all complaints or allegations of misconduct, except that, depending on the circumstances, the Superintendent or School Board may appoint a special investigator. Whenever the Superintendent deems necessary, an attorney may serve as a special investigator. See *considerations* under **Step 1: F.**, below. The investigator should not have any involvement with the complainant or the alleged wrongdoer outside of the investigation. The Superintendent ensures that investigators have sufficient authority and resources, including access to the Board Attorney.
- F. The Board Attorney provides information and advice regarding the investigation process, including without limitation:
 1. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) are education records for purposes of the federal Family Education Rights and Privacy Act (FERPA) and/or school student records as defined in the Ill. School Student Records Act (105 ILCS 10/, implemented by 23 Ill.Admin.Code §375.10)?
 2. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) are subject to disclosure pursuant to a Freedom of Information Act (FOIA) request? A PAC opinion, binding on the parties, found that a city's investigatory records of an employee were not private or adjudicatory records and must be disclosed pursuant to a FOIA request (PAC Opinion 13-110).

3. Whether to record conversations, and if so, how to obtain and document consent under the criminal eavesdropping statute? 720 ILCS 5/14-1 et seq. prohibits recording a conversation in which someone has a reasonable expectation of privacy without the consent of all parties.
4. Whether the Board Attorney should participate in or conduct the investigation? Whether an outside attorney should serve as a special investigator? Considerations include:
 - a. The U.S. Supreme Court has held that a private attorney temporarily retained by government to perform an investigation of an employee is entitled to seek qualified immunity from suit under Section 1983. Filarsky v. Delia, 566 U.S. 377 (2012).
 - b. The FOIA exemption for communications between a public body and its attorney is available in only limited situations. See PAC Opinion 14-02 interpreting 5 ILCS 140/7(m).
 - c. Documents prepared by attorneys conducting an investigation under the prospect of litigation will not be subject to discovery during a subsequent lawsuit. Sandra TE v. South Berwyn School Dist., 600 F. 3d 612 (7th Circuit 2010) (when attorneys, as attorneys, perform a factual investigation, their documents are protected by the attorney-client privilege and the work-product doctrine).
- G. The investigator provides a fair opportunity for both sides to be heard.
- H. The investigator begins by carefully reading the complaint, and reviewing applicable Board policies, administrative procedures and manuals, laws, regulations, and collective bargaining agreements.
- I. The investigator develops a plan, including:
 1. Witness list
 2. Order of interviews
 3. Questions for witnesses
 4. Physical evidence needed, e.g., records, documents, reports, photos, and letters
- J. The investigator makes logistical arrangements, e.g., determine interview location and the need for photographs and/or a video or audio recording.
- K. If the investigator encounters an issue with legal ramifications outside of his/her understanding, either before or during the investigation, he/she consults the Board Attorney before proceeding further on that legal issue, as well as any other areas of the investigation it impacts.

Step 2: Investigator Responsibilities During the Investigation

- A. Typically, the complainant is interviewed first, then the subject of the investigation, and, finally, all witnesses. The following applies to all interviews:
 1. When possible, ensures that statements are written, dated, and signed by the person being interviewed. Does not audio or video record statements without first obtaining the Board Attorney's advice concerning legal prerequisites and treatment of the recordings.
 2. Asks open-ended questions and does not suggest answers to questions.

3. Records important details, essentially who, did what, to whom, when, and how done and, if appropriate, why?
 4. Is objective and nonjudgmental; does not prejudge an alleged wrongdoer's guilt. Never show outrage or dismay.
 5. Asks for the names of any other witnesses.
 6. Deals with emotional outbursts and anger by patiently explaining that details are needed for an accurate investigation.
 7. If a witness cannot be interviewed, records the reason.
- B. While confidentiality should be maintained, does not make promises of confidentiality or anonymity. Only the Superintendent may promise confidentiality or anonymity.
 - C. Keeps the Superintendent informed, but does not discuss the investigation with Board members in order to avoid the appearance of prejudice or unfairness.
 - D. Obtains copies of all relevant written or electronic communications. Originals are not needed, but records how to get them.
 - E. Collects physical evidence and photographs. Keeps a record of when, and where, or from whom physical evidence was gathered.
 - F. Documents any information about the interview that is relevant, or may become relevant, including the person's demeanor, gestures, accuracy of memory, and overall credibility.
 - G. During the investigation, keeps the investigation file separate from personnel or student record files. In a subsequent hearing, the opposing side may be able to view the investigation file. Records relating to a public body's adjudication (hearing) of employee grievances or disciplinary cases are exempt from FOIA public records requests under 5 ILCS 140/7(1)(n). However, the exemption does not extend to the final outcome of cases in which discipline is imposed.

Step 3: Investigator's Actions Following the Investigation

- A. Reports to the Superintendent or designee the investigation results, that is, the matters investigated, facts, conclusions, and recommendations. Prepares a written report if appropriate or requested.
 1. Answers who, what, when, where, why, and how.
 2. Bases factual findings on whether an incident's occurrence is more likely than not. Identifies as many factual findings as possible to support a conclusion. In a "he said, she said" scenario, a decision can be based on the credibility of the parties and witnesses. Includes in the report any findings that are inconclusive.
 3. Makes a determination regarding credibility of specific evidence, that is, how believable is it and why by explaining the basis for the determination. Credible evidence is capable of belief by a reasonable person.
- B. Is prepared to testify as to the fairness of the investigation, the authenticity of the evidence, and the contents of the investigation report.

DATED:

School Board

Administrative Procedure – Nondiscrimination Coordinator and Complaint Manager

The Nondiscrimination Coordinator directs the District's compliance with federal and State laws governing discrimination and harassment in the workplace. The Complaint Manager administers the complaint process in Board policy 2:260, *Uniform Grievance Procedure*.

Superintendent Responsibilities

- A. Appoints individuals to serve as a Nondiscrimination Coordinator and Complaint Manager whose skill set suggest they could effectively fulfill the responsibilities identified in this procedure. One individual may serve in both capacities. The Superintendent may serve in either capacity. If possible, at least two Complaint Managers are appointed, one of each gender.
- B. Identifies individuals to supervise the performance of the Nondiscrimination Coordinator and Complaint Manager. The supervisor must understand the responsibilities of each role and have authority to take action. If possible, a different individual is assigned to supervise each role as a control measure, e.g., the Human Resources Manager supervises the Nondiscrimination Coordinator's performance and the Superintendent supervises the Complaint Manager's performance.
- C. Requires each Nondiscrimination Coordinator and/or Complaint Manager to possess or obtain:
 1. In-depth knowledge of Board policies as well as rules and conduct codes for students and employees.
 2. General knowledge of State and federal laws concerning equal employment and educational opportunities.
 3. Ability to:
 - a. Communicate effectively, both orally and in writing, and to establish rapport with others;
 - b. Plan, implement, evaluate, and report activities conducted;
 - c. Be both consistent and flexible as circumstances warrant; and
 - d. Analyze, clarify, and mediate differences of opinion.
- D. Facilitates the effective performance of the Nondiscrimination Coordinator and Complaint Managers by:
 1. Providing them with clear expectations concerning their roles and responsibilities.
 2. Communicating to employees and students their functions and responsibilities.
 3. Providing them resources and professional development opportunities.
 4. Providing them access to the Board Attorney for legal advice concerning their responsibilities.

Nondiscrimination Coordinator Responsibilities

- A. Directs the District's efforts to provide equal employment and educational opportunities and prohibit the harassment of employees, students, and others. Manages compliance with Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 7:10, *Equal Educational*

- Opportunities; 7:20, Harassment of Students Prohibited; 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185, Teen Dating Violence Prohibited.*
- B. Develops and manages a program that will fully inform all employees and students about the District's commitment to equal employment and educational opportunities and a harassment-free environment. A component of this program is to inform employees and students about Board policies and administrative procedures.
 - C. Provides ongoing consultation, technical assistance, and information services regarding compliance requirements and programs.
 - D. Assists the Human Resources Manager with monitoring compliance with the recordkeeping and notice requirements contained in federal and State laws concerning discrimination and harassment in schools and the workplace.
 - E. Maintains grievance and compliance records and files.
 - F. Makes recommendations for action by appropriate decision makers.
 - G. Establishes a positive climate for nondiscrimination compliance efforts. This effort includes encouraging individuals to come forward with suggestions and complaints.

Complaint Manager Responsibilities

- A. Implements and administers the grievance process contained in Board policy 2:260, *Uniform Grievance Procedure*.
- B. Manages complaints alleging a violation of any Board policy or procedure listed in the next section.
- C. Assists complainants and potential complainants by, among other things, providing consultation and information to them.
- D. Attempts to resolve complaints without resorting to the formal grievance process provided in Board policy 2:260, *Uniform Grievance Procedure*.
- E. Informs potential complainants, complainants, and witnesses that the District prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.
- F. Receives formal complaints and notifies relevant individuals of the ensuing process.
- G. Investigates complaints or appoints a qualified individual to undertake the investigation on his or her behalf. Each complaint shall be investigated promptly, thoroughly, and impartially, and as confidentially as possible.
- H. For each formal complaint, prepares a comprehensive written report describing the: (a) complaint, (b) investigation, and (c) findings and recommendations. Provides the report to the Superintendent or School Board if the Superintendent is an alleged responsible party.
- I. Receives a request from a complainant to appeal the Superintendent's resolution of the complaint and promptly forwards all relevant material to the Board.
- J. Monitors compliance with all requirements and time-lines specified in Board policy 2:260, *Uniform Grievance Procedure*.

Applicable Policies and Procedures

Section 2

2:260 Uniform Grievance Procedure

- 2:260-AP2 Nondiscrimination Coordinator and Complaint Manager
- 2:265 Title IX Sexual Harassment Grievance Procedure
- 2:265-AP1 Title IX Sexual Harassment Response
- 2:265-AP2 Formal Title IX Sexual Harassment Complaint Grievance Process

Section 5

- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:20-AP Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

Section 6

- 6:120 Education of Children with Disabilities
- 6:140 Education of Homeless Children
- 6:140-AP Education of Homeless Children
- 6:170 Title I Programs
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs

Section 7 - Students

- 7:10 Equal Educational Opportunities
- 7:10-AP1 Accommodating Transgender Students or Gender Non-Conforming Students; Inclusion
- 7:20 Harassment of Students Prohibited
- 7:20-AP Harassment of Students Prohibited
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:190 Student Behavior

Section 8 - Community Relations

- 8:70 Accommodating Individuals with Disabilities
- 8:110 Public Suggestions and Concerns

Resources

U.S. Equal Employment Opportunity Commission, www.eeoc.gov.

“Enforcement Guidance and Related Documents,” U.S. Equal Employment Opportunity Commission, www.eeoc.gov/policy/guidance.html.

“Sex Discrimination Frequently Asked Questions,” U.S. Dept. of Education, Office for Civil Rights, www2.ed.gov/about/offices/list/ocr/frontpage/faq/sex.html .

“Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties,” Office for Civil Rights, www.ed.gov/about/offices/list/ocr/docs/shguide.html.

DATED:

School Board

Administrative Procedure – Title IX Sexual Harassment Response

The District responds to all reports of alleged sexual harassment in violation of Title IX regardless of whether the Complainant or Title IX Coordinator pursues a Formal Title IX Sexual Harassment Complaint. Use this procedure to implement the District’s required response to reports of sexual harassment that may violate Title IX.

Responses must include: Training, Reporting, an Initial Meeting with the Complainant and Complaint Analysis, Consideration of a Formal Title IX Sexual Harassment Complaint, Consideration of Removal of the Respondent, and Recordkeeping. Procedures for each of these responses are outlined below.

Formal Title IX Sexual Harassment Complaints are processed using 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Glossary of Terms

Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

Training

Actor	Action
Superintendent or Designee	Ensures: <ol style="list-style-type: none"> 1. All District employees receive training on the definition of sexual harassment, the scope of the District’s education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator. 2. An individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or informal resolution process facilitator receives training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially. 3. Title IX investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. 4. Title IX decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant to the allegations. 5. Public availability of all training materials for the Title IX Coordinator, investigators, decision-makers, and any informal resolution facilitators by posting them on the District’s website, if any, or otherwise making them available upon request for inspection by members of the public. 34 C.F.R. §106.45(b)(10)(i)(D). See 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>.

Reporting

Actor	Action
All District employees	<p>Upon receiving knowledge of a sexual harassment allegation:</p> <ol style="list-style-type: none"> 1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)). 2. Promptly forward all reports of sexual harassment to the Title IX Coordinator. <p>Note: Employees may receive knowledge of a sexual harassment allegation via an anonymous report. 85 Fed. Reg. 30132.</p>

Initial Meeting with the Complainant; Complaint Analysis

Actor	Action
Title IX Coordinator	<p>Upon receiving knowledge of a sexual harassment allegation, promptly contacts the Complainant to (34 C.F.R. §106.44(a)):</p> <ol style="list-style-type: none"> 1. Discuss the availability of supportive measures; 2. Consider the Complainant’s wishes with respect to supportive measures; <p>Note: If a Complainant desires supportive measures, the District should keep the Complainant’s identity confidential (including from the Respondent) unless disclosing the Complainant’s identity is necessary to provide a particular supportive measure, e.g., no contact order. 85 Fed. Reg. 30133.</p> <ol style="list-style-type: none"> 3. Inform the Complainant that supportive measures are available regardless of whether the Complainant files a Formal Title IX Sexual Harassment Complaint; and 4. Explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint, including 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>. <p>Maintains the confidentiality of the sexual harassment allegation, to the greatest extent practicable.</p> <p>Analyzes the sexual harassment allegation under the following Board policies:</p> <ul style="list-style-type: none"> • 2:260, <i>Uniform Grievance Procedure</i> • 5:20, <i>Workplace Harassment Prohibited</i> • 5:90, <i>Abused and Neglected Child Reporting</i> • 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i> • 7:20, <i>Harassment of Students Prohibited</i> • 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> • 7:185, <i>Teen Dating Violence Prohibited</i> • 7:190, <i>Student Behavior</i> <p>Answers the following questions:</p>

	<ol style="list-style-type: none"> 1. Does another appropriate method exist for processing and reviewing the sexual harassment allegation? 2. If yes, does that other method govern the District’s response in addition to or at the exclusion of policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>? <p>See 2:265-E, <i>Title IX Sexual Harassment Glossary of Terms</i>, for a discussion of sexual harassment governed by laws other than Title IX. Consult the board attorney for guidance.</p>
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Consideration of a Formal Title IX Sexual Harassment Complaint

A Formal Title IX Sexual Harassment Complaint may be filed by the Complainant with the Title IX Coordinator in person, by mail, or by email, by using the contact information required to be listed for the Title IX Coordinator under 34 C.F.R. §106.8(a), and by any additional method designated by the District. The Formal Title IX Sexual Harassment Complaint must contain the Complainant’s physical or digital signature, or otherwise indicate that the Complainant is the person filing it.

When the Title IX Coordinator signs a Formal Title IX Sexual Harassment Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. 34 C.F.R. §106.30.

Actor	Action
Title IX Coordinator	<p>When a Complainant Does NOT File a Formal Title IX Sexual Harassment Complaint:</p> <p>Assesses the sexual harassment allegation to determine whether the circumstances justify overriding the Complainant’s choice and signing a Formal Title IX Sexual Harassment Complaint.</p> <p>“If a grievance process is initiated against the wishes of the complainant, that decision should be reached thoughtfully and intentionally by the Title IX Coordinator [and] not [be] an automatic result that occurs any time [the District] has notice that a complainant was allegedly victimized by sexual harassment.” 85 Fed. Reg. 30131. Consult the board attorney for guidance.</p> <p>The District’s Every Student Succeeds Act (ESSA) obligations may require the Title IX Coordinator to sign a Formal Title IX Sexual Harassment Complaint initiating a grievance process against an employee-respondent, even when the Complainant does not wish to file a Formal Title IX Sexual Harassment Complaint; e.g., the District wishes to investigate allegations in order to determine whether it has probable cause of employee sexual misconduct that affect its ESSA obligations.</p> <p>When a Complainant Files, or the Title IX Coordinator Signs, a Formal Title IX Sexual Harassment Complaint:</p> <p>Proceeds to and follows 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in conjunction with any response required by this procedure.</p>

Consideration of Removal of the Respondent

Actor	Action
Title IX Coordinator	<p>Emergency Removal of Respondent-Student:</p> <p>If the Respondent is an identified student, considers whether the Respondent-student should be removed from the District’s education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(c).</p> <p>Before removing a Respondent-student on an emergency basis, conducts an individualized safety and risk analysis to determine whether removal is justified by an immediate threat to the physical health or safety of any student or other individual arising from the sexual harassment allegations. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p> <p>If the Respondent-student is removed on an emergency basis:</p> <ol style="list-style-type: none"> 1. Provides the Respondent-student with written notice and an opportunity to challenge the decision immediately following the removal; and 2. Follows requirements set forth in 105 ILCS 5/10-22.6. <p>Administrative Leave for Respondent-Employee:</p> <p>If the Respondent is identified and is a non-student employee, in conjunction with the Assistant Superintendent for Human Resources, considers whether the Respondent-employee should be placed on administrative leave in accordance with 34 C.F.R. §106.44(d), relevant District policies and procedures, and any applicable collective bargaining agreements. See Board policies 5:240, <i>Suspension</i>, and 5:290, <i>Employment Termination and Suspensions</i>.</p> <p>Note: While Title IX regulations do not impose a time limit on the duration of an emergency removal (85 Fed. Reg. 30230), time limits may apply based upon District policies and procedures, any applicable collective bargaining agreements, and other laws and regulations, e.g., the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, 105 ILCS 5/10-22.6.</p>

Recordkeeping

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven years, records of any actions and supportive measures taken and provided in response to the report of sexual harassment, regardless of whether a Formal Title IX Sexual Harassment Complaint was filed. 34 C.F.R. §106.45(b)(10)(ii). Ensures that records document:</p> <ol style="list-style-type: none"> 1. Why the District’s response to the sexual harassment allegation was not deliberately indifferent, e.g., was deliberately concerned and appropriate; 2. The supportive measures the District took to restore or preserve equal access to its education program or activity; and 3. If the District did not provide Complainant with supportive measures, why not providing them was clearly reasonable in light of the circumstances. <u>Id.</u> <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p>

	See 7:340, <i>Student Records</i> , along with 7:340-AP1, <i>School Student Records</i> , and 7:340-AP2, <i>Storage and Destruction of School Student Records</i> , addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.
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DATED:

Pending Implementation

School Board

Administrative Procedure – Formal Title IX Sexual Harassment Complaint Grievance Process

This procedure implements the District’s investigation and response process to a Formal Title IX Sexual Harassment Complaint after a decision to pursue one has been made using 2:265-AP1, *Title IX Sexual Harassment Response*. See 34 C.F.R. Part 106. Use this procedure to comply with 34 C.F.R. §106.45, *Grievance process for formal complaints of sexual harassment*. Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

This procedure contains a **Table of Contents** and lettered **Sections**.

Table of Contents

- A. Overview of 34 C.F.R. §106.45 Grievance Process
- B. Notice of Allegations
- C. Consolidation of Formal Title IX Sexual Harassment Complaints
- D. Dismissal of Formal Title IX Sexual Harassment Complaint
- E. Informal Resolution of Formal Title IX Sexual Harassment Complaint
- F. Investigation of Formal Title IX Sexual Harassment Complaint
- G. Determination Regarding Responsibility; Remedies
- H. Appeals
- I. Recordkeeping

Sections

A. Overview of 34 C.F.R. §106.45 Grievance Process

The District treats Complainants and Respondents engaging in the Formal Title IX Sexual Harassment Complaint Grievance Process (Grievance Process) equitably and adheres to the following guidelines:

1. Presumption of Non-Responsibility. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Process. 34 C.F.R. §106.45(b)(1)(iv).
2. Grievance Process Required Before Imposing Sanctions. The District complies with this Grievance Process before imposing any disciplinary sanctions or other actions against a Respondent. 34 C.F.R. §106.45(b)(1)(i).
3. Supportive Measures. The District may provide counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to Complainants and/or Respondents. 34 C.F.R. §106.45(b)(1)(ix). See 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, for the definition of *supportive measures*.
4. Evidence Considered. All relevant evidence – including both inculpatory and exculpatory evidence – is objectively evaluated. Credibility determinations are not based on a person’s status as a Complainant, Respondent, or witness. The District does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, e.g., attorney-client privilege, doctor-patient privilege, or spousal privilege, unless the person holding such privilege has waived the privilege. 34 C.F.R. §106.45(b)(1)(ii) and (x).

5. Standard of Proof. All determinations are based upon the *preponderance of evidence* standard. 34 C.F.R. §106.45(b)(1)(vii).
6. Right to Appeal. Each party may appeal any determination as described in **Section H. Appeals**, below. 34 C.F.R. §106.45(b)(1)(viii); 34 C.F.R. §106.45(b)(8)(i).
7. Timeline. This Grievance Process is concluded within 90 school business days after receipt of a Formal Title IX Sexual Harassment Complaint. As used in this Grievance Process, *school business days* means days on which the District's main office is open. For good cause, this Grievance Process may be temporarily delayed or extended for a limited time only if the Complainant and the Respondent are provided written notice of the delay/extension and the reasons for it. Good cause may include: the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. 34 C.F.R. §106.45(b)(1)(v).
8. Disciplinary Sanctions and Remedies. Following a determination of responsibility, the District may implement recommended disciplinary sanctions, up to and including: discharge, for a Respondent-employee; expulsion, for a Respondent-student; and termination of any existing contracts and/or prohibition from District property and activities, for a third-party Respondent. 34 C.F.R. §106.45(b)(1)(vi).

Where a determination of responsibility for sexual harassment is made against a Respondent, remedies designed to restore or preserve equal access to the District's education program or activities are provided to a Complainant. Remedies may include the same individualized services described in Supportive Measures, above. Unlike Supportive Measures, however, remedies may be disciplinary or punitive, and they may burden the Respondent. 34 C.F.R. §106.45(b)(1)(i). The District may implement remedies up to and including the recommended disciplinary sanctions described above. 34 C.F.R. §106.45(b)(1)(vi).

9. Training Requirements. The District ensures certain training requirements are met. At a minimum, any individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or any person designated by the District to facilitate an informal resolution process will:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent; and
 - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and Grievance Process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially (including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias).

Any individual designated by the District as an investigator receives training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any individual designated by the District as a decision-maker receives training on issues of relevance of questions and evidence, including training about when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant to the allegations. 34 C.F.R. §106.45(b)(1)(iii).

B. Notice of Allegations

Upon signing a Formal Title IX Sexual Harassment Complaint or receiving a Formal Title IX Sexual Harassment Complaint filed by a Complainant, the Title IX Coordinator:

1. Provides written notice to all known parties of the following information:

- a. This procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, including any available informal resolution process.
 - b. The allegations of sexual harassment potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX sexual harassment, and the date and location of the alleged incident, if known.
 - c. That the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Grievance Process.
 - d. That all parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
 - e. That all parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Title IX Sexual Harassment Complaint (including evidence the District does not intend to rely on in determining responsibility, and inculpatory or exculpatory evidence) so that each party can meaningfully respond to the evidence before the investigation concludes.
 - f. That the District's behavior policies prohibit knowingly making false statements or knowingly submitting false information during the Grievance Process.
2. Provides a second written notice to all known parties if, during the investigation, the District decides to investigate allegations not included in the first written notice.
 3. Decides whether to personally conduct the investigation or appoint a qualified investigator. If the Title IX Coordinator appoints a qualified investigator, provides written notice of the appointment to the Investigator.

When the Complainant's Identity Is Unknown

If the Complainant's identity is unknown, e.g., where a third party reports that a Complainant was victimized by sexual harassment but does not reveal the Complainant's identity, or a Complainant reports anonymously, the Grievance Process may proceed if the Title IX Coordinator determines it is necessary to sign a Formal Title IX Sexual Harassment Complaint, even though the written notice provided in **Section B.1**, above, will not include the Complainant's identity. 85 Fed. Reg. 30133. If the Complainant's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. *Id.* at f/n 594.

When the Respondent's Identity is Unknown

If the Respondent's identity is unknown, e.g. where a Complainant does not know the Respondent's identity, the Grievance Process shall proceed because an investigation might reveal the Respondent's identity, even though the written notice provided in **Section B.1**, above, will not include the Respondent's identity. If the Respondent's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. 85 Fed. Reg. 30138.

C. Consolidation of Formal Title IX Sexual Harassment Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate Formal Title IX Sexual Harassment Complaints alleging sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party. 34 C.F.R. §106.45(b)(4).

D. Dismissal of Formal Title IX Sexual Harassment Complaint

After an investigation, if the Title IX Coordinator determines that the conduct alleged would not constitute Title IX sexual harassment even if proved, did not occur in the District's education

program or activity, or did not occur against a person in the United States, then the Title IX Coordinator dismisses the Formal Title IX Sexual Harassment Complaint with regard to that conduct for purposes of Title IX sexual harassment only. Such a dismissal does not preclude action under another applicable District policy or procedure.

At any time during the investigation, the Title IX Coordinator may dismiss the Formal Title IX Sexual Harassment Complaint, or any allegations contained in it, if any of the following occur:

1. The Complainant notifies the Title IX Coordinator in writing that he or she wants to withdraw the Formal Title IX Sexual Harassment Complaint or any allegations contained in it;
2. The Respondent is no longer enrolled or employed by the District; or
3. Specific circumstances prevent the District from gathering enough evidence to reach a determination as to the Formal Title IX Sexual Harassment Complaint or allegations in it.

Upon dismissal, the Title IX Coordinator promptly sends simultaneous written notice to the parties of the dismissal, reason(s) for the dismissal, and the right to appeal the dismissal. 34 C.F.R. §106.45(b)(3).

E. Informal Resolution of Formal Title IX Sexual Harassment Complaint

At any time prior to reaching a determination regarding responsibility, the District may facilitate informal resolution of a Formal Title IX Sexual Harassment Complaint, such as mediation, that does not involve a full investigation and adjudication, provided that the District (34 C.F.R. §106.45(b)(9)):

1. Provides the parties written notice disclosing:
 - a. The allegations;
 - b. Informal resolution process requirements, including the circumstances where parties are precluded from resuming a Formal Title IX Sexual Harassment Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Grievance Process for the Formal Title IX Sexual Harassment Complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties’ voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

F. Investigation of Formal Title IX Sexual Harassment Complaint

The Investigator or Title IX Coordinator follows these steps when investigating the allegations in a Formal Title IX Sexual Harassment Complaint.

Actor	Action
Investigator or Title IX Coordinator	During an investigation and throughout the Grievance Process (34 C.F.R. §106.45(b)(5)): 1. Ensures that the burden of proof and burden of gathering evidence rest on the District and not the parties involved. 34 C.F.R. §106.45(b)(5)(i).

Actor	Action
	<ol style="list-style-type: none"> 2. Provides an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. 34 C.F.R. §106.45(b)(5)(ii). 3. Refrains from restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. 34 C.F.R. §106.45(b)(5)(iii). 4. Provides the parties the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice (who may, but is not required to, be an attorney). 34 C.F.R. §106.45(b)(5)(iv). 5. Provides, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate. 34 C.F.R. §106.45(b)(5)(v). 6. Provides the parties an equal opportunity to inspect and review any evidence obtained during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence). 34 C.F.R. §106.45(b)(5)(vi). 7. Prior to the completion of the investigative report, sends to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy and provides each party with 10 school business days to submit a written response. <u>Id.</u> 8. Upon receipt of a party’s written response to the evidence, reviews the response and sends a copy to the other party in an electronic format or a hard copy. <p>Prepares an investigative report summarizing all relevant evidence. 34 C.F.R. §106.45(b)(5)(vii).</p> <p>Sends to each party and the party’s advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response. <u>Id.</u></p> <p style="padding-left: 40px;">Note: This step must occur at least 10 school business days before the Initial Decision-Maker’s determination regarding responsibility. <u>Id.</u></p> <p>At the conclusion of the investigation, sends to the Initial Decision-Maker in an electronic format or hard copy:</p> <ol style="list-style-type: none"> 1. The Formal Title IX Sexual Harassment Complaint; 2. All evidence gathered during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence); and 3. The investigative report.

G. Determination Regarding Responsibility; Remedies

<p>Initial Decision-Maker</p>	<p>The Superintendent or designee acts as the Initial Decision-Maker for all Formal Title IX Sexual Harassment Complaints, unless it involves allegations against the Superintendent or designee or against a Board Member. In such cases, an outside consultant, e.g., an attorney or retired school administrator, acts as the Initial Decision-Maker.</p> <p>Reviews Investigative Report and Corresponding Materials; Opportunity for Parties to Submit Questions</p> <p>Reviews all materials received from the Investigator.</p> <p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, written, relevant questions that a party wants asked of any party or witness. 34 C.F.R. §106.45(b)(6)(ii). In the written notice, informs the parties that:</p> <ol style="list-style-type: none"> 1. Questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant, unless they: are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent. <u>Id.</u> 2. Any questions must be submitted to the Initial Decision-Maker within five (5) school business days. <p>Reviews any questions received from each party for submission to any party or witness.</p> <p>Determines which questions to forward to any party or witness for answers. If any proposed questions are excluded as not relevant, provides the proposing party with a written explanation of the decision to exclude a question as not relevant. <u>Id.</u></p> <p>Forwards relevant questions to any party or witness with instructions to submit answers to the Initial Decision-Maker within five (5) school business days.</p> <p>Upon receipt of answers to questions, provides each party with copies of them. <u>Id.</u></p> <p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, additional, limited follow-up written, questions that a party wants asked of any party or witness. <u>Id.</u> Informs the parties that any questions must be submitted to the Initial Decision-Maker within five (5) school business days.</p> <p>Upon receipt of answers to the additional questions, provides each party with copies of them. <u>Id.</u></p> <p>Determination and Written Notice of Determination</p> <p>Basing all decisions on the <i>preponderance of evidence</i> standard, simultaneously issues to the parties a written determination regarding responsibility that (34 C.F.R. §106.45(b)(7)(ii)):</p> <ol style="list-style-type: none"> 1. Identifies the allegations potentially constituting Title IX sexual harassment; 2. Describes the procedural steps taken from the receipt of the Formal Title IX Sexual Harassment Complaint through the determination,
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	<p>including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;</p> <ol style="list-style-type: none"> 3. Contains findings of fact supporting the determination; 4. Contains conclusions regarding the application of the District's policies and procedures to the facts; 5. Contains a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any recommended disciplinary sanctions for the District to impose on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and 6. Outlines the District's procedures and permissible bases for the Complainant and Respondent to appeal.
Title IX Coordinator	Implements any remedies for the Complainant as ordered by the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(iv).

H. Appeals

The determination regarding responsibility becomes final either on the date that the Appellate Decision-Maker provides the parties with the written decision of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. 34 C.F.R. §106.45(b)(7)(iii).

Actor	Action
Complainant or Respondent	<p>Within 10 school business days after receiving the either the Initial Decision-Maker's written determination regarding responsibility or the notice of dismissal of Formal Title IX Sexual Harassment Complaint, makes a written request to the Title IX Coordinator appealing the determination/dismissal based on:</p> <ol style="list-style-type: none"> 1. Procedural irregularity that affected the outcome. 2. New evidence now available that could affect the outcome but that was not reasonably available at the time the determination. 3. The Title IX Coordinator, Investigator, or Initial Decision-Maker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome. 34 C.F.R. §106.45(b)(8)(i). <p>Note: The District may offer appeals on additional bases, so long as they are offered equally to both parties. 34 C.F.R. §106.45(b)(8)(ii). Consult the board attorney before offering additional appeal bases, as they may overlap with or impact related proceedings that occur separately from this Grievance Process, e.g., a student expulsion hearing or teacher dismissal hearing to impose recommended disciplinary sanctions as a result of this Grievance Process.</p>
Title IX Coordinator	<p>Upon receiving an appeal from one party:</p> <ol style="list-style-type: none"> 1. Notifies the other party in writing that an appeal has been filed. 2. Provides both parties five (5) school business days to submit a written statement in support of, or challenging, the outcome.

Actor	Action
	<p>3. Promptly forwards all materials relative to the appeal to the Appellate Decision-Maker.</p> <p>Note: The District must ensure that the Appellate Decision-Maker is not the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Board may, but is not required to, hear and decide the appeal; it is a suggestion that aligns with the appeal provisions in policy 2:260, <i>Uniform Grievance Procedure</i>, and with Ill. State Board of Education sex equity regulations requiring districts to “provide for final appeal of grievance decisions made at the system level to the system’s governing board.” 23 Ill.Admin.Code §200.40(c)(1). If the Board acts as the Appellate Decision-Maker, the Board must receive the training in Section A.9, above.</p> <p>Note: Some school attorneys recommend that the appeal not go to the Board, so that the Board’s objectivity is not called into question if it needs to conduct a hearing related to recommended disciplinary sanctions resulting from the Grievance Process. Districts should discuss their options with their board attorney.</p>
Appellate Decision-Maker	<p>Within 30 school business days, affirms, reverses, or amends the written determination regarding responsibility or the notice of dismissal.</p> <p>Within five (5) school business days after its decision, simultaneously issues a written decision to both parties that describes the result of the appeal and the rationale for the result. 34 C.F.R. §106.45(b)(8)(iii)(E), (F).</p>

I. Recordkeeping

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven (7) years, records of (34 C.F.R. §106.45(b)(10)(i)):</p> <ol style="list-style-type: none"> 1. The sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore/preserve equal access to the District’s education program or activity; 2. Any appeal and its result; 3. Any informal resolution and its result; and 4. All materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution. <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p>

	See 7:340, <i>Student Records</i> , along with 7:340-AP1, <i>School Student Records</i> , and 7:340-AP2, <i>Storage and Destruction of School Student Records</i> , addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.
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DATED:

Pending Implementation

School Board

Exhibit – Title IX Sexual Harassment Glossary of Terms

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Glossary of Terms

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to any District employee or to the District’s Title IX Coordinator. Assumption of knowledge based solely on the District’s status as an employer or other presumption under law does not constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the Respondent. *Notice* as used here includes, but is not limited to, a report or complaint of sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. 34 C.F.R. §§ 106.30, 106.8(a).

Appellate Decision-Maker – An individual or group, e.g., a Board-appointed appeal examiner or the Board, which reviews an appeal of the Initial Decision-Maker’s determination regarding responsibility or a dismissal of a Formal Title IX Sexual Harassment Complaint (defined below). The Appellate Decision-Maker cannot be the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Appellate Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Consent – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person’s manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is under age; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

Note: 34 C.F.R. §106.30, added at 85 Fed. Reg. 30574, states that Title IX recipients are not required to adopt a particular definition of consent with respect to sexual assault; however, in its 2020 Title IX rulemaking, the U.S. Dept. of Education (DOE) stated that “recipients must clearly define consent and must apply that definition consistently.” 85 Fed. Reg. 30125. **Consult the Board Attorney if the District would like to customize this definition.**

Education Program or Activity – Includes locations, events, or circumstances in the United States over which the District exercised substantial control over both the Respondent and the context in which the sexual harassment occurred. 34 C.F.R. §106.44(a).

Note: Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). The District’s Title IX obligations extend to off-campus sexual harassment incidents “if the off-campus incident occurs as part of the [district]’s ‘operations’ pursuant to 20 U.S.C. 1687 and 34 CFR 106.2(h)” or if the District “exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a).” 85 Fed. Reg. 30196. No single factor is determinative of whether the District exercised *substantial control* or whether an incident occurred as part of the District’s *operations*. *Id.* at 30197. *Operations* may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in, the District’s operations. *Id.* at 30202. **Consult the Board Attorney for further guidance.**

Formal Title IX Sexual Harassment Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation. At the time of filing a Formal Title IX Sexual Harassment Complaint, a Complainant must be participating in or attempting to participate in the District’s education program or activity with which the Formal Title IX Sexual Harassment Complaint is filed.

Note: Whether a Complainant is *attempting to participate* is a fact-specific inquiry. For example, a Complainant who has graduated may still be attempting to participate in an education program where he or she intends to remain involved in alumni programs or activities. 85 Fed. Reg. 30138.

Consult the Board Attorney for further guidance.

Initial Decision-Maker – An individual designated by the Title IX Coordinator to reach an initial determination regarding responsibility in a Formal Title IX Sexual Harassment Complaint (defined above) by applying the standard of proof set forth in 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. See 85 Fed. Reg. 30054. The Title IX Coordinator cannot be the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(i). The Initial Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Investigator – The Title IX Coordinator or an individual designated by the Title IX Coordinator to investigate a *Formal Title IX Sexual Harassment Complaint* (defined above) according to 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. The Investigator must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Respondent – An individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. 34 C.F.R. §106.30.

Sexual Harassment Governed by Laws Other Than Title IX – The District must also address sexual harassment that does not meet the definition of Title IX sexual harassment, including but not limited to

sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies to determine if they require additional action by the District in addition to or at the exclusion of policy 2:265, *Title IX Sexual Harassment Grievance Procedure*:

- 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.
- 5:20, *Workplace Harassment Prohibited*. This policy prohibits employees from engaging in sexual harassment.
- 5:90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children's Advocacy Center.
- 5:120, *Employee Ethics; Conduct; and Conflict of Interest*. This policy sets forth high standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.
- 7:20, *Harassment of Students Prohibited*. This policy prohibits all sexual harassment of students.
- 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 stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.
- 7:185, *Teen Dating Violence Prohibited*. This policy prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.
- 7:190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.

Title IX Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. §106.30):

- A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).
 - *Sexual assault* means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI), and includes rape, fondling, incest, and statutory rape. 20 U.S.C. §1092(f)(6)(A)(v); 34 C.F.R. Part 668, Appendix A to Subpart D. For more information regarding the FBI UCR Program, see www.fbi.gov/services/cjis/ucr/.

- *Dating violence* means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(10).
- *Domestic violence* includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(8).
- *Stalking* means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 U.S.C. §12291(a)(30).

DATED:

Pending Implementation

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E = EXHIBIT**

3:60-E	Event Reporting and Notice and Reporting Requirements for Building Principals Concerning School Safety and Security
3:70-AP	Succession Plan

Pending Implementation

General School Administration

Exhibit - Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security

The Building Principal shall comply with all State law reporting and notice requirements for Principals. Compliance with the State law reporting and notice requirements is required by Board policy 3:60, *Administrative Responsibility of the Building Principal*, in its mandate to “perform all duties as described in State law.” The specific statute identified in the following tables should be checked for current requirements. The lists of required reports and notices may not be exhaustive.

Events Requiring Reports Concerning School Safety and Security	Resources
<p>A student or other person poses a clear and present danger to himself, herself, or others.</p> <p>This report is made to the Ill. Dept. of State Police (ISP) within 24 hours after the Principal makes this determination.</p> <p>This report is required by the Firearm Concealed Carry Act (430 ILCS 66/105), and the Mental Health and Developmental Disabilities Code (405 ILCS 5/6-103.3). The Principal may delegate making reports concerning students, but not otherwise.</p> <p><i>Clear and present danger</i> is defined in 430 ILCS 65/1.1, as a person who:</p> <ul style="list-style-type: none"> (1) communicates a serious threat of physical violence against a reasonably identifiable victim or poses a clear and imminent risk of serious physical injury to himself, herself, or another person as determined by a physician, clinical psychologist, or qualified examiner; or (2) demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official. <p>ISP rules implementing this duty to report are found in 20 Ill.Admin.Code §1230.120(b), and state:</p> <ul style="list-style-type: none"> b) Law enforcement officials and school administrators shall report determinations of a clear and present danger directly to the Department [ISP]. The Department shall make a form and instruction for the reporting available to law enforcement 	<p>The ISP has posted information and instructions at: www.dhs.state.il.us/page.aspx?item=38026#a_toc2.</p> <p>The reporting form is at: www.isp.state.il.us/docs/2-649.pdf.</p> <p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:340, <i>Student Records</i></p> <p>7:340-API, <i>School Student Records</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>officials and school administrators on its website.</p> <p>1) Clear and present danger reporting shall be used by the Department to identify persons who pose an actual, impending, or imminent threat of substantial bodily harm to themselves or another person that is articulable and significant or who will be likely to act in a manner dangerous to public safety or contrary to the public interest if they were granted access to a weapon.</p> <p>2) Clear and present danger reporting shall be made consistent with the Family Educational Rights and Privacy Act (20 USC 1232g) to assist the Department with protecting the health and safety of the public by denying persons who present a clear and present danger from having lawful access to weapons.</p>	
<p>A student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability.</p> <p>This report is made to the Ill. Dept. of Children and Family Services (DCFS) immediately upon suspicion or receipt of knowledge. The DCFS Child Abuse Hotline is 800/25-ABUSE or 217/524-2606.</p> <p>In addition to the Principal, all school personnel are required to make this report. A staff member should inform the Principal if he or she made a report; the Principal should inform the Superintendent of any report made.</p> <p>This report is required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), and the Dept. of Human Services Act (20 ILCS 1305/). A knowing and willful failure to make the report to DCFS is a Class A misdemeanor for the first violation and a second or subsequent violation is a Class 4 felony. 325 ILCS 5/4.</p>	<p>Information and directions are available from DCFS at: www.state.il.us/dcfsc/child/index.shtml.</p> <p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>7:190-AP6, <i>Administrative Procedure - Guidelines for Investigating Sexting Allegations</i></p>
<p>Child pornography is discovered on electronic and information technology equipment.</p> <p>This report is made immediately to local law enforcement, or the National Center for Missing and Exploited Children’s CyberTipline 800/843-5678 or online at: www.CyberTipline.com.</p> <p>According to 325 ILCS 5/4.5,</p> <p><i>Electronic and information technology equipment</i></p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>means, equipment used in the creation, manipulation, storage, display, or transmission of data, including internet and intranet systems, software applications, operating systems, video and multimedia, telecommunications products, kiosks, information transaction machines, copiers, printers, and desktop and portable computers. (Italics added.)</p> <p>An electronic and information technology equipment worker or the worker's employer is required to make this report by 325 ILCS 5/4.5.</p> <p>Failure to make this report is a business offense subject to a fine of \$1,001. <i>Id.</i> at 5/4.5(e).</p>	
<p>Hazing resulted in bodily harm to any person.</p> <p>This report is required when a Principal or other school personnel or volunteer observes hazing.</p> <p>This report is made to the Superintendent or other supervising authority or, in the event of death or great bodily harm, to law enforcement. 720 ILCS 5/12C-50.1. The statute does not provide a deadline for making the report, but making the report immediately is prudent.</p> <p>Failure to report hazing is a Class B misdemeanor and if the hazing resulted in death or great bodily harm the failure to report is a Class A misdemeanor. <i>Id.</i> at 5/12C-50.1(c).</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>7:190, <i>Student Behavior</i></p>
<p>The person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of enrolling the student.</p> <p>The Superintendent or designee is required to make this report. The report is made to local law enforcement. 325 ILCS 50/5(b)(2) and 325 ILCS 55/5(b).</p> <p>This report is required by the Missing Children Records Act (325 ILCS 50 /), and the Missing Children Registration Law (325 ILCS 55/).</p>	<p>7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p> <p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>
<p>The District receives notification from the ISP of the disappearance of a student currently or previously enrolled.</p> <p>The Superintendent or designee is required to make this report. The report must include flagged records pertaining to the student or knowledge about where the student may be located. 105 ILCS 50/5(a) and 325</p>	<p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>ILCS 55/5(a).</p> <p>This report is required by the Missing Children Records Act (325 ILCS 50/), and the Missing Children Registration Law (325 ILCS 55/).</p>	
<p>A drug violation occurred on school property, including any conveyance used to transport students, or within 1000 feet of the school.</p> <p>The Principal or designee is required to make this report. This report is made to the municipal police dept. or office of the county sheriff of the municipality or county where the school is located within 48 hours of becoming aware of the drug violation.</p> <p>105 ILCS 127/2 sets forth specific drug violations that will trigger this duty to report; however, best practice suggests reporting any drug violation. This report is required by the School Reporting of Drug Violations Act (105 ILCS 127/).</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p>
<p>The safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by illegal gang activity.</p> <p>If this occurs, the Principal is required to utilize the resources of proper law enforcement agencies. 105 ILCS 5/10-21.4a.</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:190, <i>Student Behavior</i></p>
<p>A student committed a criminal offense.</p> <p>The Superintendent or designee is required to make this report. This report is made to local law enforcement agencies as part of a reciprocal reporting system between the School District and local law enforcement agencies. No specified time period is stated in the statute. A reciprocal reporting system is required by 105 ILCS 5/10-20.14.</p>	<p>2:150, <i>Committees</i></p> <p>7:190-AP3, <i>Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students</i></p>
<p>A person on school grounds possesses a firearm.</p> <p>This report is made to a local law enforcement agency immediately after receiving a report of a person on school grounds possessing a firearm. The Principal may delegate the making of this report.</p> <p>This report is required by 105 ILCS 5/10-27.1A. A knowing and willful failure to make the report is a petty criminal offense for the first violation and a second or subsequent violation is a Class C</p>	<p>7:190, <i>Student Behavior</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
misdemeanor. <u>Id.</u> at 5/10-27.1A(a).	
<p>A student engaged in aggressive behavior.</p> <p>The Superintendent or designee is required to make this report. This report is made to the parent/guardian of a student who engaged in aggressive behavior including, without limitation, bullying. 105 ILCS 5/10-20.14(d). No specific time period is stated in the statute.</p>	<p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>7:190, <i>Student Behavior</i></p> <p>7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i></p>

Required Notices Concerning School Safety and Security	Resources
<p>Human Trafficking Hotline.</p> <p>The Superintendent or designee ensures the Ill. Dept. of Human Services' notice is posted in conspicuous and accessible locations such as administrative offices or other locations in view of school employees.</p> <p>This notice is required by the Human Trafficking Resource Center Notice Act (775 ILCS 50/, amended by P.A. 100-671, eff. 1-1-19).</p>	<p>Notice available for download at: www.dhs.state.il.us/page.aspx?item=82023.</p>
<p>Lead in Drinking Water.</p> <p>If samples from any drinking water lead test performed in any District school(s) exceed five parts per billion, the Superintendent or designee provides notification of the sampling results to the parents or guardians of all enrolled students.</p> <p>This notification is required by 225 ILCS 320/35.5(c)(3).</p>	<p>4:170, <i>Safety</i></p>
<p>Sex Offender Information is Available.</p> <p>This notice is provided to the parents/guardians of students at either registration or parent-teacher conferences.</p> <p>Either a Principal or teacher shall notify the parents/guardians that information about sex offenders is available on the ISP website. 730 ILCS 152/120(g).</p> <p>This notice is required by the Sex Offender Community Notification Law (730 ILCS 152/120).</p>	<p>4:170, <i>Safety</i></p> <p>4:175-API, <i>Criminal Offender Notification Laws; Screening</i></p> <p>4:175-API, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i></p>

DATED:

General School Administration

Administrative Procedure - Succession Plan

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person, and so on, in order through the list. The designated individual shall communicate with the School Board President in cases of importance and/or emergency.

Superintendent

Kenneth Lee

John Troy

Bryan Zwemke

Assistant Principals Jamie Soliman and Matt Wikoff

Assistant Principal opposite campus

Building Principal

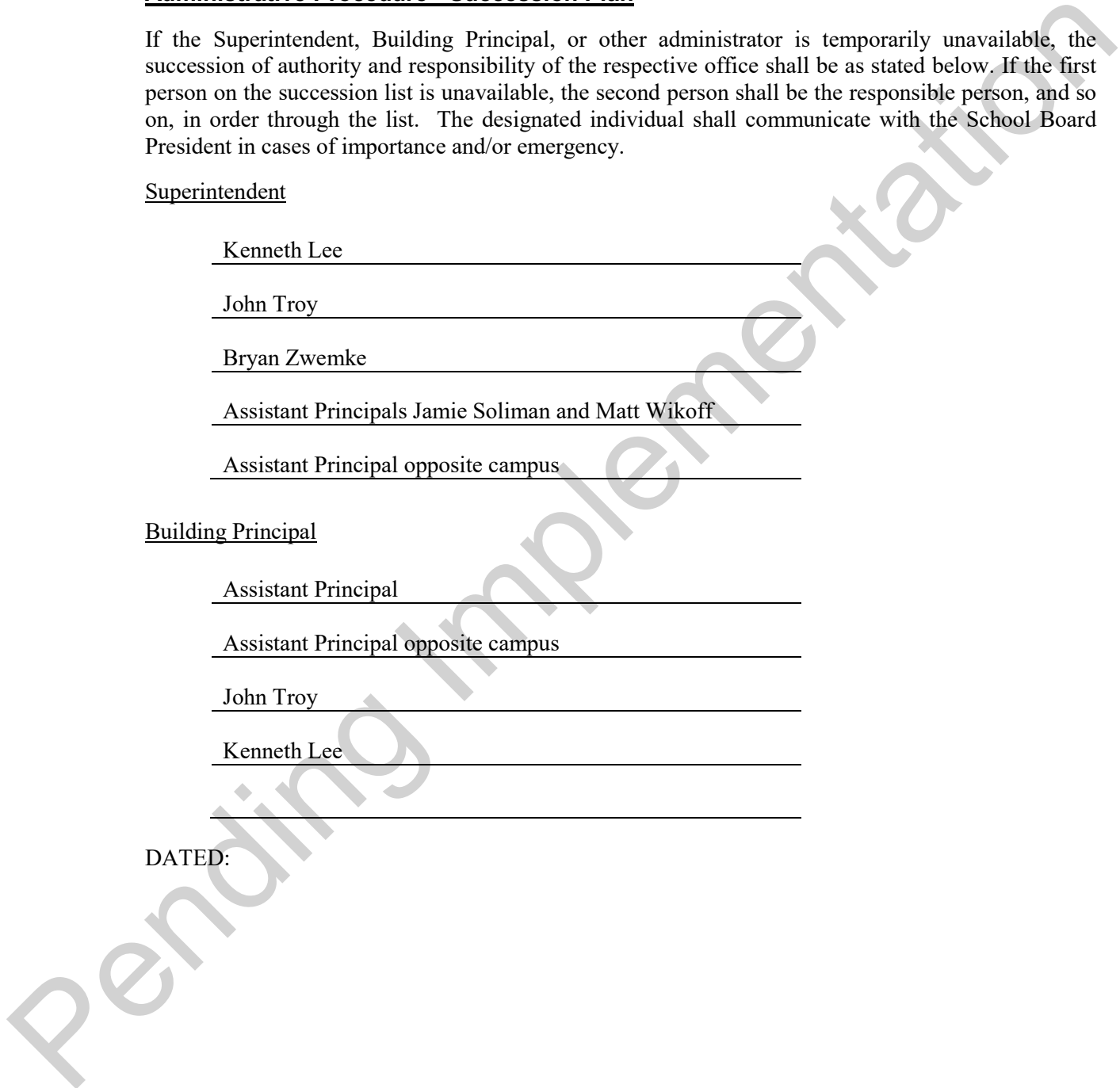
Assistant Principal

Assistant Principal opposite campus

John Troy

Kenneth Lee

DATED:



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Pending Implementation

Operational Services

Administrative Procedure - Protecting the Privacy of Social Security Numbers

Much of the District’s collection, storage, use, and disclosure of social security numbers apply to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide social security numbers. When student social security numbers are involved, consult the Board attorney about the intersection of the Identity Protection Act (5 ILCS 179/), the Family Educational Rights and Privacy Act (20 U.S.C. §1232g), and the Ill. School Student Records Act (105 ILCS 10/).

Actor	Action
<p>Superintendent and business manager, and their designees</p>	<p>Identify the approved purposes for collecting SSNs, including:</p> <ol style="list-style-type: none"> 1. Employment matters, e.g., income reporting to IRS and the IL Dept. of Revenue, tax withholding, FICA, and Medicare. 2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, and veterans’ programs. 3. Filing insurance claims. 4. Internal verification or administrative purposes. 5. Other uses authorized and/or required by State law including, without limitation, in the following circumstances (5 ILCS 179/10(c)): <ol style="list-style-type: none"> a. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities; b. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and c. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act. <p>Identify a method for documenting the need and purpose for the SSN before its collection. 5 ILCS 179/10(b)(1).</p> <p>Inform all employees of the District’s efforts to protect the privacy of SSNs. See Exhibit 4:15-E1, <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i>.</p> <p>While State law does not specifically require this step, the law contains mandates applicable to all employees that they need to know. Moreover, this letter provides an opportunity to increase awareness of the confidential nature of SSNs.</p> <p>Maintain a written list of each staff position that allows or requires access to SSNs.</p> <p>The existence of a written list, even though not required, is important for recordkeeping and accountability purposes.</p> <p>Require that employees who have access to SSNs in the course of performing their duties be trained to protect the confidentiality of SSNs. 5 ILCS 179/35(a)(2).</p> <p>Direct that only employees who are required to use or handle information or documents that contain SSNs have access to such information or documents. 5</p>

Actor	Action
	<p>ILCS 179/35(a)(3).</p> <p>Require that SSNs requested from an individual be provided in a manner that makes the SSN easily redacted if the record is otherwise required to be released as part of a public records request. 5 ILCS 179/35(a)(4).</p> <p>Require that, when collecting SSNs or upon request, a <i>statement of the purpose(s)</i> for which the District is collecting and using the SSNs be provided. 5 ILCS 179/35(a)(5). See Exhibit 4:15-E2, <i>Statement of Purpose for Collecting Social Security Numbers</i>.</p> <p>Require that, when employees who are required to use or handle information or documents that contain SSNs learn of a breach, they:</p> <ol style="list-style-type: none"> 1. Notify District administrators immediately, and 2. Ensure that notifications to the proper individuals occur. <p>Enforce the requirements in Board policy 4:15, <i>Identity Protection</i>, and this procedure.</p>
Records Custodian and Head of Information Technology (IT)	<p>Develop guidelines for handling social security numbers in electronic systems. These guidelines should address:</p> <ol style="list-style-type: none"> 1. The display of SSNs on computer terminals, screens, and reports; 2. The security protocol for storing SSNs on a device or system protected by a password or other security system and for accessing SSNs that are included in part of an electronic database; 3. The security protocol for deleting SSNs that are stored in electronic documents or databases; and 4. Alternate mechanisms for integrating data other than the use of SSNs.
Staff Development Head	<p>Design and execute a training program on protecting the confidentiality of SSNs for employees who have access to SSNs in the course of performing their duties.</p> <p>The training should include instructions on the proper handling of information that contains SSNs from the time of collection through the destruction of the information. 5 ILCS 179/35(a)(2).</p>
Assistant Superintendents, Directors, Building Principals, and/or Department Heads	<p>Require each staff member whose position allows or requires access to SSNs to attend training on protecting the confidentiality of SSNs.</p> <p>Instruct staff members whose positions allow or require access to SSNs to:</p> <ol style="list-style-type: none"> 1. Treat SSNs as confidential information. 2. Never publically post or display SSNs or require any individual to verbally disclose his or her SSN. 3. Dispose of documents containing SSNs in a secure fashion, such as, by shredding paper documents and by deleting electronic documents as instructed by the IT Department. 4. Use SSNs as needed during the execution of their job duties and in accordance with the training and instructions that they received. <p>Instruct staff members whose positions do <u>not</u> require access to SSNs to notify a supervisor and/or the IT Department whenever SSNs are found in a document or other material, whether in paper or electronic form.</p>
Freedom of	Redact every SSN before allowing public inspection or copying of records

Actor	Action
Information Officer	responsive to a FOIA request. 5 ILCS 179/15.
Employees	<p>Do not collect, use, or disclose another individual's SSN unless directed to do so by an administrator.</p> <p>If the employee is in a position that requires access to SSNs: Treat SSNs as confidential information and follow the instructions learned during training.</p> <p>If the employee is <u>not</u> in a position that requires access to SSNs: Notify his or her supervisor and/or the IT Department whenever the employee comes across a document or other material, whether in paper or electronic form, that contain SSNs.</p>

DATED:

Pending Implementation

Operations

Administrative Procedure – Treatment of Personally Identifiable Information Under Grant Awards

This procedure implements identification, handling, storage, access, disposal, and the overall confidentiality of personally identifiable information under grant awards in the subhead **Treatment of Personally Identifiable Information Under Grant Awards** in Board policy 4:15, *Identity Protection*. Use it when the District is a recipient of a federal grant award or State grant award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and, as a result, must handle personally identifiable information (defined below) in its administration of the award.

Definitions

Personally identifiable information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books and public Web sites. This type of information is considered to be Public PII and includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII (or *protected personally identifiable information*) whenever additional information is made publicly available, in any medium and from any source, that, when combined with other available information, could be used to identify an individual. 2 C.F.R. §200.79.

Protected personally identifiable information (Protected PII) is a subset of PII; it means an individual's first name or first initial and last name in combination with any one or more types of information, including, but not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, or educational transcripts. Protected PII does not include personally identifiable information that is required by law to be disclosed. 2 C.F.R. §200.82.

Safeguarding Requirement

GATA and 2 C.F.R. §200.303(e) require grant recipients to take reasonable measures to safeguard (1) *protected personally identifiable information*, (2) other information that the awarding or pass-through agency designates as sensitive, such as *personally identifiable information*, and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively referred to in this Procedure as *sensitive information*).

The Superintendent or designee will ensure that the District:

1. Implements reasonable security measures, such as physical and technological safeguards, for the protection of sensitive information that meets or exceeds industry standards designed to protect such information from unauthorized access, destruction, use, modification, or disclosure.
2. Complies with all applicable laws, such as the Identity Protection Act (5 ILCS 179/) (IPA), Personal Information Protection Act (815 ILCS 530/10) (PIPA) and Student Online Personal Protection Act (105 ILCS 85/27, added by P.A. 101-516, eff. 7-1-21) (SOPPA) in the event of a breach of sensitive information.
3. Notifies, if appropriate, members of the school community impacted by a breach when notification is not specifically required by law.

4. Educates staff members involved in the administration of grants that in addition to federal regulation 2 C.F.R. §200.303(e) and the terms of a specific award, multiple laws may apply to personally identifiable information, depending upon the type of information/record including: IPA (5 ILCS 179/), PIPA (815 ILCS 530/), Family Educational Rights and Privacy Act, (20 U.S.C. 1232g), Ill. School Student Records Act (105 ILCS 10/), SOPPA (105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21), Personnel Record Review Act (820 ILCS 40/), and Local Records Act (50 ILCS 205/3).
5. Consults with the Board Attorney as needed to ensure compliance.

Relevant Board Policies and Administrative Procedures for Handling of Sensitive Information

The following Board policies and procedures also address and govern the District's identification, handling, storage, access, disposal, and overall confidentiality of certain types of sensitive information:

1. 2:220, *School Board Meeting Procedure*, and Exhibit, 2:220-E8, *School Board Records Maintenance Requirements and FAQs*, address storage, access, and destruction of meeting minutes, including closed meeting minutes and verbatim recordings.
2. 2:250, *Access to District Public Records*, addresses providing access to public records in response to Freedom of Information Act requests and the preservation and destruction of public records under the Local Records Act. 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*, also addresses the preservation and destruction of public records under the Local Records Act.
3. 4:15, *Identity Protection*, specifically requires the District to safeguard sensitive information under grant awards.
4. 4:80-AP1, *Internal Controls Checklist*, requires the District to protect assets, including technology and electronic systems from loss or misuse.
5. 5:120-AP2, *Employee Conduct Standards*, requires all District staff members to respect the confidentiality of student and personal records and other information covered by confidentiality agreements.
6. 5:130, *Responsibilities Concerning Internal Information*, requires all District employees to maintain the integrity and security of all internal information and the privacy of confidential records.
7. 5:150, *Personnel Records*, and 5:150-AP, *Personnel Records*, address the identification, storage, and access to personnel records.
8. 6:235, *Access to Electronic Networks*, requires all users of the District's electronic networks to maintain the confidentiality of student information
9. 6:235-AP1, *Acceptable Use of District's Electronic Networks*, requires all users of the District's electronic networks to take steps to safeguard their integrity and security.
10. 7:340, *Student Records*, along with 7:340-AP1, *School Student Records*, and 7:340-AP2, *Storage and Destruction of School Student Records*, address the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.

Disposal of Sensitive Information

When disposal of sensitive information is authorized by law and/or Board policy, the Superintendent or other administrator overseeing the administration of the grant award will ensure the District follows the disposal standard under the Personal Information Protection Act (815 ILCS 530/40) and renders the information unreadable, unusable, and undecipherable.

Training for Employees and Contractors

District employees and contractors responsible for the administration of a federal or State award for the District will receive training on the safeguarding of sensitive information.

The Superintendent or designee will ensure:

1. Employees receive training upon their assignment to perform work under the award and then on a bi-annual basis thereafter, until the award is concluded or an employee's involvement in the award is complete, whichever is earlier. The training shall include education on this procedure and the District's policies and procedures listed above that govern the District's handling of sensitive information for various types of information/records.
2. Documentation of employee training on the handing of personally identifiable information is maintained, including the dates(s) of the training and attendance/completion of the training.
3. District contractors performing work under the grant award regularly receive training from the District or other comparable training on the management of sensitive information.

Resources

Ill. State Board of Education –

Checklist for Protection of Personally Identifiable Information, available at www.isbe.net/Pages/Audit-and-Monitoring-Review-Requirements-and-Tools.aspx.

U.S. Dept. of Education –

Privacy Technical Assistance Center's Protecting Student Privacy Service, at www.studentprivacy.ed.gov.

Ill. Attorney General –

www.illinoisattorneygeneral.gov/consumers/hotline.html#dbreport.

DATED:

Operational Services

Exhibit - Letter to Employees Regarding Protecting the Privacy of Social Security Numbers

On District Letterhead

Date

Re: Protecting the Privacy of Social Security Numbers (SSNs)

The Illinois Identity Protection Act, 5 ILCS 179/, contains requirements applicable to school districts and their employees. This letter’s purpose is to help you understand the protections and requirements of this law.

In implementing this law and the Board’s policy, I am seeking to:

1. Increase the awareness of the confidential nature of the SSN and the risk of identity theft related to unauthorized disclosure;
2. Have every employee understand that he or she is prohibited from collecting, displaying, or using another individual’s SSN unless authorized by a member of the District administrative staff; and
3. Ensure the use of consistent protocol regarding SSNs throughout the District.

I have copied below sections of the Identity Protection Act that must be followed by every school employee. I have also attached the School Board’s policy 4:15, *Identity Protection*. Please carefully read these documents. You will be contacted if you are scheduled to receive training on the protocol for collecting, using, maintaining, and disclosing SSNs.

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal, in accordance with District policy and procedures.

Sincerely,

Superintendent

Attachment #1: Relevant Sections from the Identity Protection Act, 5 ILCS 179/

Section 10. Prohibited Activities.

- (a) Beginning July 1, 2010, no person or State or local government agency may do any of the following:
 - (1) Publicly post or publicly display in any manner an individual's social security number.
 - (2) Print an individual's social security number on any card required for the individual to access products or services provided by the person or entity.
 - (3) Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted.
 - (4) Print an individual's social security number on any materials that are mailed to the individual, through the U.S. Postal Service, any private mail service, electronic mail, or any

similar method of delivery, unless State or federal law requires the social security number to be on the document to be mailed. Notwithstanding any provision in this Section to the contrary, social security numbers may be included in applications and forms sent by mail, including, but not limited to, any material mailed in connection with the administration of the Unemployment Insurance Act, any material mailed in connection with any tax administered by the Department of Revenue, and documents sent as part of an application or enrollment process or to establish, amend, or terminate an account, contract, or policy or to confirm the accuracy of the social security number. A social security number that may permissibly be mailed under this Section may not be printed, in whole or in part, on a postcard or other mailer that does not require an envelope or be visible on an envelope without the envelope having been opened.

- (b) Except as otherwise provided in this Act, beginning July 1, 2010, no person or State or local government agency may do any of the following:
 - (1) Collect, use, or disclose a social security number from an individual, unless (i) required to do so under State or federal law, rules, or regulations, or the collection, use, or disclosure of the social security number is otherwise necessary for the performance of that agency's duties and responsibilities; (ii) the need and purpose for the social security number is documented before collection of the social security number; and (iii) the social security number collected is relevant to the documented need and purpose.
 - (2) Require an individual to use his or her social security number to access an Internet website.
 - (3) Use the social security number for any purpose other than the purpose for which it was collected.
- (c) The prohibitions in subsection (b) do not apply in the following circumstances:
 - (1) The disclosure of social security numbers to agents, employees, contractors, or subcontractors of a governmental entity or disclosure by a governmental entity to another governmental entity or its agents, employees, contractors, or subcontractors if disclosure is necessary in order for the entity to perform its duties and responsibilities; and, if disclosing to a contractor or subcontractor, prior to such disclosure, the governmental entity must first receive from the contractor or subcontractor a copy of the contractor's or subcontractor's policy that sets forth how the requirements imposed under this Act on a governmental entity to protect an individual's social security number will be achieved.
 - (2) The disclosure of social security numbers pursuant to a court order, warrant, or subpoena.
 - (3) The collection, use, or disclosure of social security numbers in order to ensure the safety of: State and local government employees; persons committed to correctional facilities, local jails, and other law-enforcement facilities or retention centers; wards of the State; and all persons working in or visiting a State or local government agency facility.
 - (4) The collection, use, or disclosure of social security numbers for internal verification or administrative purposes.
 - (5) The disclosure of social security numbers by a State agency to any entity for the collection of delinquent child support or of any State debt or to a governmental agency to assist with an investigation or the prevention of fraud.
 - (6) The collection or use of social security numbers to investigate or prevent fraud, to conduct background checks, to collect a debt, to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act, to undertake any permissible purpose that is enumerated under the federal Gramm-Leach-Bliley Act, or to locate a missing

person, a lost relative, or a person who is due a benefit, such as a pension benefit or an unclaimed property benefit.

- (d) If any State or local government agency has adopted standards for the collection, use, or disclosure of social security numbers that are stricter than the standards under this Act with respect to the protection of those social security numbers, then, in the event of any conflict with the provisions of this Act, the stricter standards adopted by the State or local government agency shall control.

Section 15. Public inspection and copying of documents.

Notwithstanding any other provision of this Act to the contrary, a person or State or local government agency must comply with the provisions of any other State law with respect to allowing the public inspection and copying of information or documents containing all or any portion of an individual's social security number. A person or State or local government agency must redact social security numbers from the information or documents before allowing the public inspection or copying of the information or documents.

Section 20. Applicability.

- (a) This Act does not apply to the collection, use, or disclosure of a social security number as required by State or federal law, rule, or regulation.
- (b) This Act does not apply to documents that are recorded with a county recorder or required to be open to the public under any State or federal law, rule, or regulation, applicable case law, Supreme Court Rule, or the Constitution of the State of Illinois. Notwithstanding this Section, county recorders must comply with Section 35 of this Act.

Section 25. Compliance with federal law.

If a federal law takes effect requiring any federal agency to establish a national unique patient health identifier program, any State or local government agency that complies with the federal law shall be deemed to be in compliance with this Act.

Section 30. Embedded social security numbers.

Beginning December 31, 2009, no person or State or local government agency may encode or embed a social security number in or on a card or document, including, but not limited to, using a bar code, chip, magnetic strip, RFID technology, or other technology, in place of removing the social security number as required by this Act.

Section 45. Violation.

Any person who intentionally violates the prohibitions in Section 10 of this Act is guilty of a Class B misdemeanor.

DATED:

Operational Services

Exhibit - Statement of Purpose for Collecting Social Security Numbers

This Statement of Purpose is being given to you because you have been asked by the School District to provide your social security number (SSN) or because you requested a copy of this Statement.

You are being asked for your SSN for one or more of the following reasons:

- Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
- Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
- Filing insurance claims.
- Internal verification or administrative purposes.
- Other: _____

In addition, State law authorizes and/or requires the District to use or disclose your SSN in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

DATED:

Pending Implementation

Operational Services

Exhibit - Statement for Employee Manual or District Website Describing the District's Purpose for Collecting Social Security Numbers

The School District treats social security numbers (SSNs) confidentially. It uses SSNs for one or more of the following reasons:

1. Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
3. Filing insurance claims.
4. Internal verification or administrative purposes.

In addition, State law authorizes and/or requires the District to use or disclose SSNs in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

DATED:

Operational Services

Administrative Procedure - Preparing and Updating Disclosures

This sample administrative procedure has been adapted and printed with the express permission of Chapman and Cutler LLP. Chapman and Cutler LLP is pleased to provide this sample procedure as an example of factors issuers should consider under current law in preparing policies and procedures for post-issuance compliance with federal securities laws and regulations. It is intended to provide general guidance with the understanding that the provision of the sample procedure does not constitute the rendering of legal advice by Chapman and Cutler LLP or the establishment of an attorney-client relationship with any user of the sample procedure. Reference to this sample procedure should not be considered a substitute for consultation with your legal advisors. Readers should understand that the application of relevant statutory and regulatory provisions can vary based on specific facts and that changes in law or facts may impact the applicability of the sample procedure. Chapman and Cutler LLP assumes no obligation to update the sample procedure to reflect changes in law or practice.

Pursuant to the District's responsibilities under the securities laws, including its continuing disclosure undertakings (*Undertakings*) under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended, and the Securities and Exchange Commission's statements in enforcement actions, it is necessary and in the District's best interest that the District comply in all material respects with federal securities laws regarding its (i) preliminary and final official statements or offering circulars and any supplements or amendments thereto (collectively, the *Official Statements*), disseminated by the District in connection with any bonds, notes, certificates or other obligations, (ii) Annual Financial Information, as required by and defined in the Undertakings (the *Annual Financial Information*) to be filed with the Municipal Securities Rulemaking Board's (MSRB) Electronic Municipal Market Access (EMMA) system, and (iii) notices of Material Events or Reportable Events, each as defined in the Undertakings, and any other required or voluntary disclosures to EMMA (each, an *EMMA Notice*). These procedures are designed to enable the District to create accurate disclosures with respect to its (i) Official Statements, (ii) Annual Financial Information, and (iii) EMMA Notices, which are collectively referred to herein as *Disclosures*.

In response to these interests, the District hereby adopts the following procedures:

- A. *Disclosure Officer*. Consistent with Board Policy 4:40, *Incurring Debt*, the Superintendent (*Disclosure Officer*) is hereby designated as the officer responsible for the procedures related to Disclosures as hereinafter set forth (collectively, *Disclosure Procedures*).
- B. *Disclosure Procedures: Official Statements*. Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the District, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:
 1. The District shall select (a) the working group for the transaction, which group may include outside professionals such as disclosure counsel, a municipal advisor, and an underwriter (the *Working Group*), and (b) the member of the Working Group responsible for preparing the first draft of the Official Statement.
 2. The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done to determine that the Official Statement does not include any untrue statement of a material fact or omit a material fact necessary to make the statements made in the Official Statement not misleading. Particular attention shall be paid to the accuracy of all descriptions, significant information, and financial data regarding the District. Examples include confirming that information relating to the District, including but not limited to demographic changes, the addition or loss of major employers, the addition or loss of major taxpayers or any other material information within the knowledge of the

Disclosure Officer, is included and properly disclosed. The Disclosure Officer shall also be responsible for ensuring that the financial data presented with regard to the District is accurate and corresponds with the financial information in the District's possession, including but not limited to information regarding bonded indebtedness, notes, certificates, outstanding leases, tax rates or any other financial information of the District presented in the Official Statement.

3. After completion of the review set forth in 2, above, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such staff and officials of the District as the Disclosure Officer deems necessary and appropriate, and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant with the requirements set forth in 2, above.
 4. The Disclosure Officer shall continue to review subsequent drafts of the Official Statement in the manner set forth in 2 and 3, above.
 5. If, in the Disclosure Officer's reasonable judgment, the Official Statement does not include any untrue statement of a material fact or omit a material fact necessary to make the statements made in the Official Statement not misleading, the Official Statement may, in the reasonable discretion of the Disclosure Officer, be released for dissemination to the public; *provided, however*, that the use of the Official Statement must be ratified, approved, and authorized by the Board.
- C. *Disclosure Procedures: Annual Financial Information.* The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to these procedures:
1. By December 20th of each year (the same being at least 30 days prior to the last date on which the Annual Financial Information is required to be disseminated pursuant to the related Undertaking) the Disclosure Officer shall begin to prepare (or hire an agent to prepare) the Annual Financial Information. The Disclosure Officer shall also review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information (*Financial Statements*). In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects. For example, if disclosure of events that occurred subsequent to the date of the Financial Statements would be necessary to clarify, enhance or correct information presented in the Financial Statements, in order to make the Annual Financial Information, taken as a whole, correct and complete in all material respects, disclosure of such subsequent events should be made.
 2. If, in the Disclosure Officer's reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete in all material respects, the Disclosure Officer shall file the Annual Financial Information with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.
- D. *Disclosure Procedures: Reportable Events.* The Disclosure Officer will prepare (or hire an agent to prepare) Reportable Event Disclosure and file the same with EMMA (or confirm that such filing is completed by an agent hired by the District for such purpose) in a timely manner (not in excess of 10 business days after the occurrence of the Reportable Event). Incurrence of a Financial Obligation, if material, or agreement to covenants, events of default, remedies, priority

rights, or other similar terms of a Financial Obligation, any of which affect security holders, if material, is a Reportable Event. Upon the incurrence of any Financial Obligation, as such term is defined in the Undertaking, the Disclosure Officer shall review such Financial Obligation and assess whether such Financial Obligation is material. If, in connection with such Financial Obligation, the District has agreed to any covenant, event of default, remedy, priority right or other similar term which affects security holders, the Disclosure Officer shall further review such term and assess whether the same is material. The Disclosure Officer shall prepare a summary of such review. If, in the Disclosure Officer's reasonable judgment, following consultation with financial or legal professionals as necessary, such Financial Obligation and/or term of such Financial Obligation is deemed material, the Disclosure Officer shall file a summary of such Financial Obligation (or the entire financing document, provided that confidential or sensitive information may be redacted to the extent such redaction does not prevent all material terms from being disclosed) with EMMA not in excess of ten business days after the incurrence of such Financial Obligation. (This paragraph (d) shall only apply if the District has entered into an Undertaking on or after February 27, 2019.)

E. *Disclosure Procedures: EMMA Notices.* Whenever the District determines to file an EMMA Notice, or whenever the District decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice pursuant to these procedures:

1. The Disclosure Officer shall prepare (or hire an agent to prepare) the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.
2. In the case of a disclosure required by an Undertaking, the Disclosure Officer shall determine whether any changes to the EMMA Notice are necessary to make the document compliant with the Undertaking.
3. If, in the Disclosure Officer's reasonable judgment, the EMMA Notice is correct and complete and, in the case of a disclosure required by an Undertaking, complies with the Undertaking, the Disclosure Officer shall file the EMMA Notice with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

F. *Additional Responsibilities of the Disclosure Officer.* The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:

1. Maintaining appropriate records of compliance with these Disclosure Procedures (including proofs of EMMA filings) and decisions made with respect to issues that have been raised;
2. Evaluating the effectiveness of the procedures contained in these Disclosure Procedures; and
3. Informing the Board when substantive revisions or modifications are made to these Disclosure Procedures.

G. *General Principles.*

1. All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.
2. The process of revising and updating the Disclosures should not be viewed as a mechanical insertion of current numbers. While it is not anticipated that there will be major changes in the form and content of the Disclosures at the time of each update, the Disclosure Officer should consider whether such changes are necessary or desirable to make sure the Disclosure does not make any untrue statement of a material fact or omit a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading at the time of each update.

3. Whenever the District releases information, whether in written or spoken form, that may reasonably be expected to reach investors, it is said to be “speaking to the market.” When speaking to the market, District officials must be sure that the released information does not make any untrue statement of a material fact or omit a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading.
4. While care should be taken not to shortcut or eliminate any steps outlined in these Disclosure Procedures on an ad hoc basis, the review and maintenance of the Disclosures is a fluid process and recommendations for improvement of these Disclosure Procedures should be solicited and regularly considered.
5. The Disclosure Officer is authorized to request and pay for attendance at relevant conferences or presentations or annual training sessions conducted by outside counsel, consultants or experts in order to ensure a sufficient level of knowledge for the effective administration of these Disclosure Procedures.

LEGAL REF.: 15 U.S.C. §77a et seq., Securities Act of 1933.
15 U.S.C. §78a et seq., Securities Exchange Act of 1934.
17 C.F.R. §240.15c2-12.

DATED:

Operational Services

Administrative Procedure - Insufficient Fund Checks

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the \$25.00 returned check fee. **Note:** Some banks have increased return check fees to \$27-35, but 810 ILCS 5/3-806 continues to state \$25. Consult with the Board Attorney about increasing the returned check fee amount.
2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter, and shall include notice of liability for the costs and expenses. A written demand is necessary to become eligible for any costs and expenses in excess of the amount of the \$25.00 collection fee. 810 ILCS 5/3-806.
3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee will contact the Board Attorney to discuss further collection action.

DATED:

Operational Services

Administrative Procedure - Local Debt Recovery Program Implementation Procedures

The following procedure implements the **Delinquent Debt Recovery** section in policy 4:45, *Insufficient Fund Checks and Debt Recovery*. The Superintendent must ensure that individuals or entities owing money to the District receive notice and due process before the debt is certified to the Illinois Office of the Comptroller (IOC) for an offset. The District cannot use the services of the IOC without first entering into an Intergovernmental Agreement (IGA) with it.

Implementing a uniform District-wide delinquent debt recovery process requires consultation with the Board Attorney. Making determinations about which delinquent debts to recover through the IOC’s Local Debt Recovery Program has not been litigated and raises many complex legal and practical issues.

Modify this procedure based upon the District’s specific implementation needs. It relies heavily upon Building Principals to (1) be uniformly trained and (2) train their building-level staff members who are responsible for collecting money owed to the school and/or the District.

Actor	Action
Superintendent	<p>Establishes a District-wide Delinquent Debt Recovery Committee to operate as a Superintendent committee and should consider including the following individuals on the Committee:</p> <ol style="list-style-type: none"> 1. District’s School Business Official(s) and District Bookkeeper, 2. Building Principals (Building Principals are mandatory for the successful implementation of notice and due process), and 3. Building-level staff members responsible for managing bills, collection and recording of payments, and fee waiver processing. <p>Consults the Board Attorney about implementing a District-wide process for delinquent debt recovery with the goal of entering into an IGA with, and once entered into, certifying unsatisfied debts to the IOC for offset. Issues to address include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Aligning the delinquent debt recovery process to the District’s policy 4:140, <i>Waiver of Student Fees</i>. Note: The relevant staff must check the adopted board policy to ensure that this procedure and the student fee waiver policy, procedures and applications for fees are aligned. See f/ns of 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i>. 2. Uniform training for Building Principals about the District’s procedures for the recovery of delinquent debt. <p>Ensures uniform District-wide training with the Board Attorney for the Delinquent Debt Recovery Committee about the requirements of the IOC’s debt recovery program.</p> <p>Informs Building Principals when delinquent debt should be referred to</p>

	<p>the District's Business Office for recovery through the IOC. This includes training about types of debt: student, parent, vendor, school lunch account (105 ILCS 123/, added by P.A. 100-1092), etc., along with training about how to determine whether a particular delinquent debt should be pursued and ultimately recovered through the IOC. Note: These determinations may trigger the Constitution's Equal Protection Clause. As a general rule, school officials can avoid constitutional problems and still recover delinquent debt by using uniform rules that do not discriminate against a specific group.</p> <p>Documents training for Building Principals about implementing District-wide delinquent debt recovery procedures.</p>
School Business Official or designee	<p>Manages the process to seek offset from the IOC pursuant to the IGA and District-wide delinquent debt recovery processes.</p>
Building Principal	<p>Requests permission from the Superintendent to consult the Board Attorney about implementing building-specific procedures that align with both (a) the District's IGA with the IOC, (b) policies 4:45, <i>Insufficient Fund Checks and Debt Recovery</i>, and 4:140, <i>Waiver of Student Fees</i>. Informs individuals or entities owing money to the District that their payments are overdue and need to be paid.</p> <p>Follows the District's procedures and training for the recovery of delinquent debt.</p> <p>Ensures uniform training about the District's procedures for the collection of debt for building-level staff members who manage bills, collection and recording of payments, and fee waiver processes.</p> <p>Documents training(s) about implementing District-wide delinquent debt recovery procedures for building-level staff who manage collection of debt owed to the District.</p> <p>Upon determining further recovery action is necessary, refers delinquent debt to the District's Business Office.</p>

DATED:

Operational Services

Exhibit - Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)

This cover page documents the steps the District must take before recovering a delinquent debt through an offset (deduction) of a future payment the State makes to an individual responsible for the delinquent debt. An Intergovernmental Agreement (IGA) between the IOC and the District must be in place before the District may seek an offset to satisfy a delinquent debt. Consult the Board Attorney for assistance in implementing a District-wide delinquent debt recovery program that will satisfy the requirements necessary to enter into an IGA with the IOC, e.g., the Superintendent should ensure that the District uses a uniform process to seek offset from the IOC. After completing a step, the responsible staff person must record the date, initial the step, and put all material into the claim folder.

Confidential Inter-Office Information

Definitions

Business Office means the District department that provides the District’s fiscal and business management.

Change in status means, without limitation, payments received other than through a successful offset, the filing of a bankruptcy petition, the death of the debtor, or the expiration of the ability for the debt to remain subject to an offset, as provided for in the Intergovernmental Agreement (IGA).

Claim means the demand for payment of a delinquent debt.

Claim folder means the folder containing material for an individual claim; it includes this cover page, the documentation of the Building Principal or designee’s notifications of debt and request(s) for payment, the Notice of Claim, relevant supporting information, and any material or explanation received from the Debtor.

Debtor means the person or entity responsible for satisfying a delinquent debt.

IOC means Illinois Office of the Comptroller.

Notice of Claim means Exhibit 4:45-E2, *Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge.*

Offset means a deduction of the amount of a debt owed to the District from a future payment that the State makes to an individual or entity that is responsible to satisfy the debt.

Debtor _____ Contact information _____

When the District enters the IOC Program through an IGA, and the District decides a Claim will be referred to the IOC, the following steps will be documented:

Step	Date	Initials
Building Principal sent written documentation referring a claim for further recovery proceedings. This documentation is placed in the claim folder.		
Superintendent or designee has inspected the Building Principal’s written documentation above (including 105 ILCS 123/, added by P.A. 100-1092, requirements if the debt involves school lunch accounts) and agrees that the claim should be referred for recovery through the IOC. Note: Consult the Board Attorney. Treating claims differently, i.e., referring some and not others, may		

Step	Date	Initials
trigger the Constitution's Equal Protection Clause.		
District sent the Notice of Claim; certified mail, return receipt requested. For unpaid meal charges, District staff have followed procedures to prevent meal charges from accumulating and made reasonable efforts to collect all funds due to the District on a regular basis before the end of the school year (105 ILCS 123/, added by P.A. 100-1092). Note: While certified mail is not required, it is a best practice to send regular and certified, first-class mail.		
Receipt showing certified delivery of the Notice of Claim on _____.		
Receipt of the Debtor's challenge to the claim. <i>If no challenge is received by the deadline in the Notice of Claim, send the claim folder to the Superintendent's office for review and continued processing.</i>		
Receipt of Debtor's written explanation and/or any documentation.		
Arrangements made for informal proceeding with Debtor; scheduled for _____. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person		
Informal proceeding held with Debtor. <input type="checkbox"/> Telephone or <input checked="" type="checkbox"/> In-person Attendees: _____ _____		
<p>Decision of the Business Office</p> <p>Business office <u>[name]</u>, found that the claim should be considered: <input type="checkbox"/> Satisfied or <input type="checkbox"/> Enforceable for the following reason(s) (<i>check boxes below that apply</i>):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debtor asserted waiver of student fees as a challenge to paying the claim. <input type="checkbox"/> 4:140-E1, <i>Application for Fee Waiver</i> was provided to Debtor and documented in the claim folder. <input type="checkbox"/> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> is placed in folder. <input type="checkbox"/> Debtor asserted application for meal benefits as a challenge to paying the claim. <ul style="list-style-type: none"> <input type="checkbox"/> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i> was provided to Debtor and is documented and placed in the claim folder. <input type="checkbox"/> Documentation of the student's eligibility for free and reduced-price food services is documented and placed in the claim folder. <input type="checkbox"/> Debtor fee waiver request or application for meal benefits request was: <ul style="list-style-type: none"> <input type="checkbox"/> Granted or <input type="checkbox"/> Denied. <p>If denied, did Debtor appeal the denial? <input type="checkbox"/> Yes or <input type="checkbox"/> No. Note: Fee waivers and/or eligibility for free and reduced-price food services satisfy a claim.</p>		
Business office <u>[name]</u> , forwarded the claim folder to the Superintendent's office.		

Step	Date	Initials
<p>If the Business office found that the claim is satisfied, the Superintendent or designee notified the Debtor that the claim is considered satisfied. He or she closed this claim folder and checked the “claim is satisfied” box above.</p>		
<p>Review by Superintendent or designee If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding: <input type="checkbox"/> Satisfied. Debtor sent a notification on _____. <input type="checkbox"/> Enforceable. Debtor notified on _____ that the claim must be paid by _____ to void further collection efforts.</p>		
<p>Certification of Past Due Debt to the IOC The Superintendent or designee certifies the debt as required in the terms of the IGA between District and the IOC.</p>		
<p>Offset Processing with the IOC The Superintendent or designee updates a Debtor’s records as required by the terms of the IGA between the District and the IOC and/or 105 ILCS 123/, added by P.A. 100-1092.</p>		

DATED:

Pending Implementation

Operational Services

Exhibit - Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge

Print on district letterhead or on form with district name and address.

The information in this Notice of Claim is confidential; disclosure is limited to staff members who have a business need to be informed.

Section 1 - Notice of Claim and Intent to Seek Payment of a Delinquent Debt. *The District completes this section and sends the entire Notice of Claim to the person or entity that is the subject of the claim.*

To: _____
Name Address

Our records show that you owe the School District \$ _____ for: *[Describe the reason for the debt and date(s) incurred]* _____

After attempts at the school-building level to notify you of this debt and obtain payment and/or after reasonable efforts to notify you of your unpaid school lunch fees, your debt has been referred to the District’s Business Office. This debt is past due and legally enforceable. Unless this debt is paid on or before _____, the District will seek collection to the fullest extent of the law. That means that you may see a decrease in a future payment(s) that the State makes to you by the amount of the debt that you owe the District, plus a recovery fee until your debt is paid.

You may challenge this claim any time before _____ by completing Section 2 below and returning this *Notice of Claim* to the Superintendent’s office. If you challenge the debt, you will be invited to an informal proceeding in which the District Business Office will describe the claim and you can explain why you believe the claim is invalid and/or the amount is wrong. A decision finding the debt enforceable will be automatically reviewed by me or my designee (who is not a subordinate of the individual making the enforceability finding).

Superintendent Date

Section 2 - Challenge. *The individual or entity who wants to challenge the claim must complete this section and return the entire Notice of Claim to the Superintendent’s office.*

I am challenging the claim. *Please check all that apply.*

- I am submitting with this Notice of Claim a written explanation of why I believe the claim is invalid or the amount is wrong.
- I would like to explain why I believe the claim is invalid or the amount is wrong during an informal proceeding by telephone or at a meeting in the District office.
- I am requesting a copy of this Challenge to my Notice of Claim.

Individual or entity challenging the claim Date

Contact Number

Section 3 - Findings. *The Business Office completes this section and forwards the entire Notice of Claim to the Superintendent's office along with relevant supporting information and any material or explanation received from the individual or entity challenging the claim.*

The Business Office finds that this debt should be considered: **Satisfied.**
 Enforceable.

Business Office

Date

Section 4 - Review of Findings and Response to Challenge. *The Superintendent or designee who reviewed the findings completes this section and sends a copy of the Notice of Claim to the person or entity who challenged the claim.*

- This debt is satisfied.**
- Your challenge is denied.** You must pay the debt by _____ to avoid further collection efforts.

Superintendent

Date

Section 5 - Certification of Past Due Debt to the Ill. Office of the Comptroller (IOC). *The Superintendent or designee who reviewed the findings completes the process of certifying to the IOC Local Debt Recovery Program that the District has provided the Debtor with the due process necessary to begin the IOC Offset process pursuant to an existing Intergovernmental Agreement with the IOC and/or the requirements of 105 ILCS 123/, added by P.A. 100-1092.*

DATED:

Operational Services

Exhibit - School District Payment Order

This statutory order authorizes the Treasurer to pay a School Board-approved bill or obligation before the meeting minutes are officially approved. Several items may be attached to this form.

Order Date: _____

The Treasurer, _____, of _____ School

District in _____ County, shall pay to the order of _____

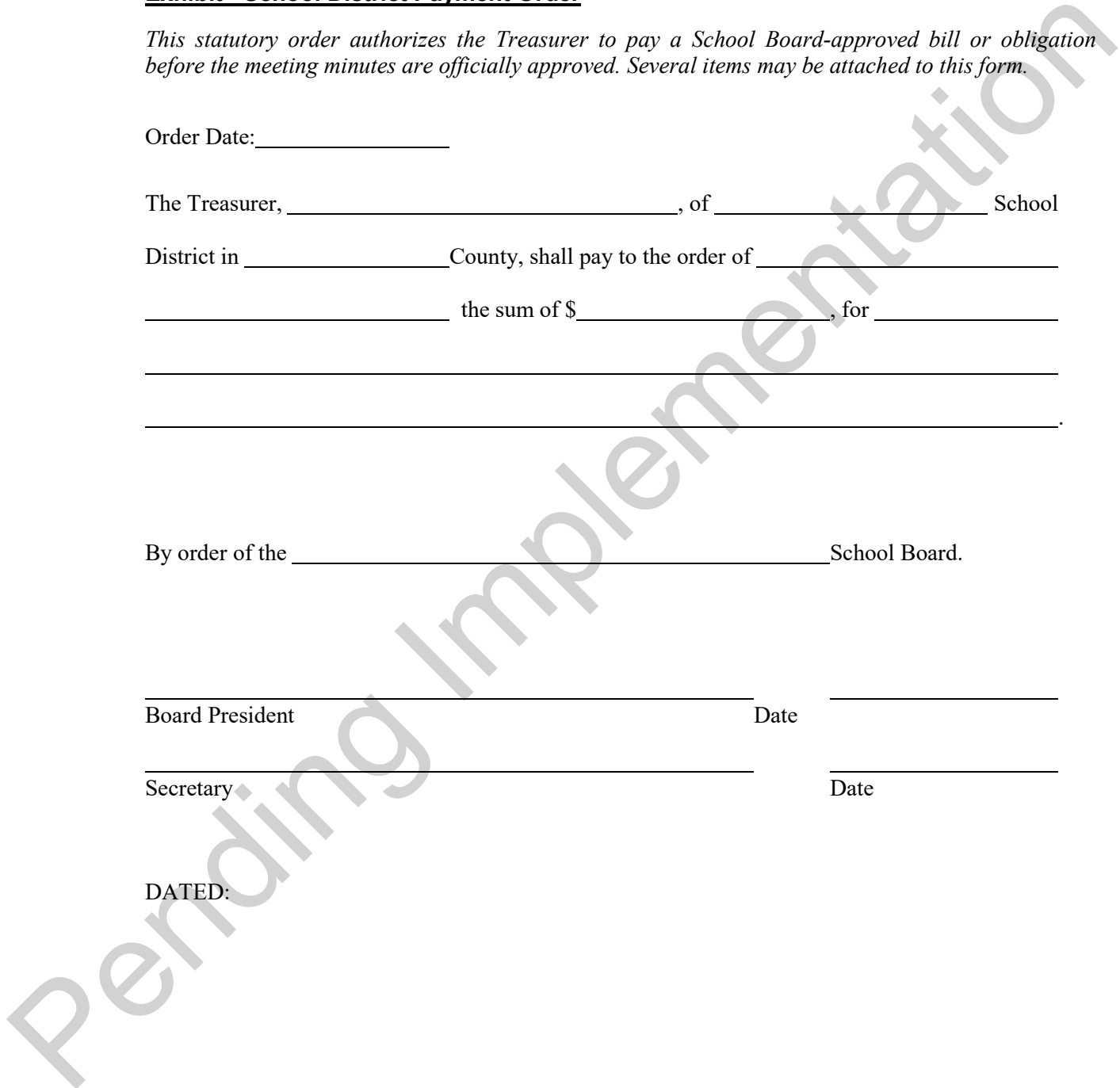
_____ the sum of \$ _____, for _____

By order of the _____ School Board.

Board President Date _____

Secretary Date _____

DATED: _____



Operational Services

Administrative Procedure - Controls for the Use of District Credit and Procurement Cards

This procedure implements, and is subject to, Board policy 4:55, *Use of Credit and Procurement Cards*. The business office shall oversee the following controls:

Issue District credit and/or procurement cards to only authorized individuals.

1. Require prior authorization before issuing a card to any individual. Review and ensure compliance with policy 2:125, *Board Member Compensation; Expenses*, before issuing Board members a card.
2. Have cardholders sign 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.
3. Instruct cardholders:
 - a. In the proper use of cards, and;
 - b. How to document purchases, including the need to: (a) present an itemized receipt in addition to a credit or procurement card receipt for each item, (b) indicate the date, purpose, and nature of the charge on the receipt, and (c) identify the names of individuals for whom expenditures were incurred on the receipt.

Monitor that credit and/or procurement cards are being used for appropriate purchases.

1. Prohibit the use of District credit or procurement cards for personal expenses. Two problems prevent personal use pending later reimbursement – there is no guarantee of reimbursement and the practice is a *de facto* loan available only to certain employees.
2. Do not use cards that allow cash advances or cash back from purchases.
3. Establish reasonable credit limits for each purchase, transaction, and/or the balance total on each card. Reduce the limits on existing cards if necessary. Require prior authorization for purchases above these limits.
4. When a card is used for *emergency purposes*, require that the user clearly document the emergency situation that justified the need.
5. Block certain types of vendors or purchases using Merchant Category Codes – these categorize businesses by the products or services they provide. Request that the card issuer prohibit charges from dry cleaners, health or beauty spas, liquor stores, race tracks, casinos, churches, physicians, and other merchant categories the District will never use.
6. Perform scheduled and random analyses of individual cardholders. This includes examining the continued need for the card and the nature of purchases being made.
7. Perform scheduled and random analyses to determine whether Board policy is being followed.

Safeguard District credit and procurement cards.

1. Keep all cards in a secure location.

2. Issue cards only for the time period that they are needed.
3. Issue cards in the names of specific individuals or departments, e.g., athletics, transportation, high school, elementary conferences and/or training, etc., to help maintain accountability.
4. Prohibit a card's use by anyone other than the individual to whom a card is issued.
5. Develop and follow procedures to cancel cards when lost or stolen and when individuals leave employment.
6. Cancel existing cards that are not needed or accounted for.
7. Review and update master credit card lists annually.

Monitor credit and/or procurement card statements.

1. Review statements and watch for suspicious activity, such as, unusual destinations or items, purchases from a vendor whose reputation has not been verified, or purchases that would have been less expensive if another available payment method had been used.
2. Have billing statements broken down by individual user.
3. Have a reconciliation process and timetable. This includes:
 - a. Reconciling credit card statements to itemized receipts and invoices;
 - b. Examining the documentation supporting purchases to ensure charges are authorized and reasonable;
 - c. Delegating approval, verification, and payment of bills to different individuals; and
 - d. Requiring someone other than the cardholder or an individual supervised by the cardholder to review and approve transactions.
4. In exceptional circumstances when the Superintendent approved a charge that would otherwise be disallowed, maintain a record documenting the Superintendent's approval as well as all other pertinent information about the charge.
5. Review all uses of a card via telephone, fax, and the Internet to be sure they were approved by the Superintendent or designee.
6. Establish a way of recouping inappropriate charges.
7. Do not use automatic payment deductions to pay credit or procurement card bills.
8. Pay bills on time to avoid paying fees and late charges.
9. Appropriately follow up on any discrepancies.
10. Verify that the items purchased were actually received.
11. Account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and verify that it was used for the District's benefit.

The following District employees will be issued District credit and/or procurement cards. Other District employees may use a District credit and/or procurement card after receiving specific authorization from the Superintendent.

Employment Position	Authorized Use and Other Limitations
---------------------	--------------------------------------

Employment Position	Authorized Use and Other Limitations
Superintendent	Actual and necessary expenses incurred in the performance of the Superintendent's duties. Expenses related to professional development.
Transportation, Maintenance, and/or Building and Grounds Directors	Expenses for maintaining and fueling District vehicles.
Assistant Superintendents	Actual and necessary expenses incurred in the performance of the job duties. Expenses related to professional development.
Building Principals	Purchases of materials and supplies for his or her building that must be made quickly and/or are too small to process through the regular procedure. Expenses from student activity funds for educational, recreational, or cultural purposes. Expenses related to professional development.
Athletic Directors	Actual and necessary expenses incurred in the performance of the job duties.

DATED:

Pending Implementation

Operational Services

Exhibit - Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards

Cardholder's name

Cardholder's address

Position

Name of individual who authorized issuance of card.

I affirm that I am familiar with the Board's policy on using credit and procurement cards, that I understand my responsibilities regarding use of such cards, and that I agree to adhere to all requirements regarding such cards.

Cardholder's signature

Date

I provided a copy of this Statement along with a copy of the Board policy 4:55, *Use of Credit and Procurement Cards*, to the cardholder who signed this statement.

Office personnel

Date

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Purchases

The Board Attorney should be consulted, as needed, regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Requirements for Purchases and Contracts

- A. Each of the following requirements describes the type of purchase and/or contract to which it applies; requirements in Sections B and C may also apply to a specific purchase or contract.
1. All purchases of goods or services must be made through the use of contracts or purchase orders, except for those purchases made from petty cash funds or the Imprest Fund, or as otherwise specifically authorized by the Superintendent.
 2. Ill. Use Tax Act compliance (105 ILCS 5/10-20.21(b) and 35 ILCS 105/):
 - a. Persons bidding for and awarded a contract, and all affiliates of the person, must collect and remit Ill. Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provision of the Ill. Use Tax Act.
 - b. All bids and contracts must include: (1) a certification that the bidder or contractor is not barred from bidding for or entering into a contract, and (2) an acknowledgment that the Board may declare the contract void if the certification is false.
 3. All entities seeking to enter into a contract with the District must provide written certification to the District that it will provide a drug free workplace by complying with the Ill. Drug Free Workplace Act, 30 ILCS 580/. All contractors must comply with the notification mandates and other requirements in the Ill. Drug Free Workplace Act. "Contractor" is defined in the Ill. Drug Free Workplace Act as "a corporation, partnership, or other entity with 25 or more employees at the time of letting the contract, or a department, division, or unit thereof, directly responsible for the specific performance under a contract of \$5,000 or more."
 4. Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, 105 ILCS 5/28A), may be considered as a bid. 105 ILCS 5/10-20.21(d).
 5. All contracts must include provisions required by State or federal law, as applicable. Topics commonly requiring a provision include equal opportunity employment, prevailing wage, minimum wage, and performance bond.
 6. The procurement of architectural, engineering, and land surveying services is governed by the Local Government Professional Services Selection Act, 50 ILCS 510/, implemented by 2:170-AP, *Qualified Based Selection*.
 7. A list must be posted on the District's website, if any, of all contracts in excess of \$25,000 and any contract with an exclusive bargaining representative. 105 ILCS 5/10-20.44(b).
 8. Each contractor with the District must comply with 105 ILCS 5/10-21.9(f) and agree to: (a) not allow any of its employees to have direct, daily contact with one or more students if the employee was found guilty of any offense listed in 105 ILCS 5/10-21.9(c) or 5/21B-80(c); (b) prohibit any of its employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until

seven years following the end of the employee's sentence for the criminal offense; (c) require each of its employees who will have direct, daily contact with one or more student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her; and (d) reimburse the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with a student(s). See 4:60-AP3, *Criminal History Records Check of Contractor Employees*.

9. Each contractor with the District must comply with 105 ILCS 5/24-5 and agree: (a) concerning each new employee who will have direct, daily contact with one or more student(s), to provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (b) to require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.
 10. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10) (food donations).
- B. To the extent feasible, the following govern all purchases and/or the award of contracts for supplies, materials, or work, and/or contracts with private carriers for transporting students, involving: (a) an expenditure of \$25,000 or less, or (b) in an emergency, an expenditure in excess of \$25,000, provided such expenditure is approved by three-quarters of the Board. See 105 ILCS 5/10-20.21(a)(xiv) (3/4s of the members of the Board must approve an emergency expenditure in excess of \$25,000 when the bidding process is not used) and 5/29-6.1 (time limitations for transportation contracts).
1. Telephone quotations, verbal quotations, or catalog prices are used to purchase materials that are needed urgently, or small quantity orders.
 2. Written quotations are used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least two competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern all purchases and/or the award of contracts involving an expenditure in excess of \$25,000 for supplies and materials or work. 105 ILCS 5/10-20.21(a).
1. Contracts are awarded to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality and serviceability, except contracts or purchases for:
 - a. Services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part;
 - b. Printing of finance committee reports and departmental reports;
 - c. Printing or engraving of bonds, tax warrants, and other evidences of indebtedness;
 - d. Perishable foods and perishable beverages;
 - e. Materials and work that have been awarded to the lowest responsible bidder after due advertisement, but due to unforeseen revisions, not the fault of the contractor for materials and work, must be revised causing expenditures not in excess of 10% of the contract price;

- f. Maintenance or servicing of, or provision of repair parts for, equipment which are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent;
 - g. Use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services;
 - h. Duplicating machines and supplies;
 - i. Fuel, including diesel, gasoline, oil, aviation, natural gas, or propane, lubricants, or other petroleum products;
 - j. Equipment previously owned by some entity other than the District itself;
 - k. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility;
 - l. Goods or services procured from another governmental agency;
 - m. Goods or services that are economically procurable from only one source, such as for the purchase of magazines, books, periodicals, pamphlets and reports, and for utility services such as water, light, heat, telephone, or telegraph;
 - n. Emergency expenditures when such an emergency expenditure is approved by three-quarters of the members of the Board;
 - o. Goods procured through an education master contract, as defined in the Education Purchasing Program, 105 ILCS 5/28A; and
 - p. Providing for the transportation of students, which contracts must be advertised in the same manner as competitive bids and awarded by first considering the bidder(s) most able to provide safety and comfort for the students, stability of service, and any other factors set forth in the request for proposal regarding quality of service, and then price.
2. Competitive bidding process:
- a. An invitation for bids is advertised, where possible, by public notice at least 10 days before the bid date in a newspaper published in the District, or if no newspaper is published in the District, in a newspaper of general circulation in the area of the District. 105 ILCS 5/10-20.21(a).
 - b. The following information should be included in the advertisement for bids:
 - 1) A description of the materials, supplies, or work involved;
 - 2) Completion or delivery date requirements;
 - 3) Requirements for bids, bonds, and/or deposits;
 - 4) Requirements for performance, labor, and material payment bonds;
 - 5) Date, time, and place of the bid opening;

- 6) The approximate time period between the opening of bids and the award of the contract; and
 - 7) Any other useful information.
- c. If specifications are available, the advertisement for bids describes where they may be obtained and/or inspected.
 - d. All bids must be sealed by the bidder. 105 ILCS 5/10-20.21(a).
 - e. A Board member or District employee opens the bids at a public bid opening at which time the contents are announced. 105 ILCS 5/10-20.21(a). Bids may be communicated, accepted, and opened electronically. The following safeguards apply to an electronic bid opening (105 ILCS 5/10-20.21(a)):
 - 1) On the date and time of a bid opening, the primary person conducting the electronic bid process shall log onto a specified database using a unique username and password previously assigned to the bidder to allow access to the bidder's specific bid project number.
 - 2) The specified electronic database must be on a network that: (i) is in a secure environment behind a firewall; (ii) has specific encryption tools; (iii) maintains specific intrusion detection systems; (iv) has redundant systems architecture with data storage back-up, whether by compact disc or tape; and (v) maintains a disaster recovery plan.
 - f. Each bidder is given at least three days' notice of the time and place of the bid opening. 105 ILCS 5/10-20.21(a).
 - g. Conduct that promotes deception and collusion during the bidding process is prohibited and may violate the Ill. Criminal Code, 720 ILCS 5/33E-1 et seq. Examples include interference with public contracting, bid-rigging, and acquisition or disclosure of bidding information by a public official.
3. Following the opening of bids, the Superintendent (and Board Attorney, if needed) determines the lowest responsible bidder and verifies the bidders' qualifications. Contracts are awarded at a properly called open meeting of the Board. If the Superintendent recommends a bidder other than the lowest bidder, the Superintendent must provide the Board with the factual basis for the recommendation in writing. The Board, if it accepts a bid from a bidder other than the lowest, records the factual basis for its decision in its minutes. A contract arises only when the Board votes to accept a bid, although written notice of the award will later be given to the successful bidder.
 4. Notwithstanding the foregoing, the District is relieved from bidding when making joint purchases with other public entities in compliance with the Governmental Joint Purchasing Act. 30 ILCS 525/.

LEGAL REF.: 105 ILCS 5/10-20.21, 5/10-20.44, 5/10-21.9, 5/21B-80, and 5/24-5.
30 ILCS 580/, Ill. Drug Free Workplace Act.
35 ILCS 105/, Ill. Use Tax Act.
50 ILCS 510/, Local Government Professional Services Selection Act.

DATED:

Operational Services

Administrative Procedure - Third Party Non-Instructional Contracts

When completed, this procedure documents that the requirements in 105 ILCS 5/10-22.34c have been fulfilled, thereby allowing the School Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member (such as, but not limited to, custodial services, student transportation, and school meal services). However, these conditions are not mandatory for the Board to enter into a contract, of no longer than three months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District’s students or staff, provided that the Board meets all of its obligations under the Ill. Educational Labor Relations Act.

Name of proposed contractor: _____

Name and description of proposed contract for third party non-instructional services: _____

Effective date of proposed contract: _____

Each of the following conditions must be checked to document that it was present or fulfilled:

- Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board policy 5:290, *Employment Terminations and Suspensions*.
- The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.
- The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.
- The proposed contractor has submitted a bid that includes the following:
 - A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
 - B. A benefits package for the third party’s employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
 - C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;
 - D. A minimum three-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the Board, for each and every expenditure category and account for performing the non-instructional services;

- E. Composite information about the criminal and disciplinary records, including alcohol or other substance abuse, Ill. Dept. of Children and Family Services complaints and investigations, traffic violations, and license revocations or any other licensure problems, of any employees who may perform the non-instructional services, provided that the individual names and other identifying information of employees need not be provided with the submission of the bid, but must be made available upon request of the Board; and
 - F. An affidavit, notarized by the president or chief executive officer of the proposed contractor, that each of its employees has completed a criminal background check as required by 105 ILCS 5/10-21.9 within three months prior to submission of the bid, provided that the results of such background checks need not be provided with the submission of the bid, but must be made available upon request of the Board.
- The following is attached or otherwise available: a cost comparison, using generally accepted accounting principles, of each and every expenditure category and account that the District projects it would incur over the term of the contract if it continued to perform the non-instructional services using its own employees with each and every expenditure category and account that is projected the proposed contractor would incur if it performed the non-instructional services.
- The Board reviewed and considered all bids by third parties to perform the non-instructional services in open session of a regularly scheduled Board meeting, unless the exclusive bargaining representative of the employees who perform the non-instructional services, if any such exclusive bargaining representative exists, agreed in writing that such review and consideration could take place in open session at a specially scheduled Board meeting.
- Date of Board meeting: _____
- Each of the following occurred:
1. A minimum of one public hearing, conducted by the Board prior to a regularly scheduled Board meeting, to discuss the proposed contract was held before the Board entered such contract.
Date of hearing: _____
 2. The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.
Date and manner of notice: _____
- The proposed contract contains provisions requiring the proposed contractor to offer available employee positions pursuant to the contract to qualified School District employees whose employment is terminated because of the contract.
- The proposed contract contains provisions requiring the proposed contractor to comply with a policy of nondiscrimination and equal employment opportunity for all persons and to take affirmative steps to provide equal opportunity for all persons.

DATED:

Operational Services

Administrative Procedure - Criminal History Records Check of Contractor Employees

Actor	Action
<p>Firm contracting with the District, referred to herein as “contractor”</p>	<p>Prohibits any of the contractor’s employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 105 ILCS 5/10-21.9(c) or 5/21B-80(c), both amended by P.A. 101-531.</p> <p>Prohibits any of the contractor’s employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee’s sentence for the criminal offense.</p> <p>Requires each employee who will have direct, daily contact with student(s) to cooperate during the District’s fingerprint-based criminal history records check on him or her. 105 ILCS 5/10-21.9(f).</p> <p>Reimburses the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with student(s).</p>
<p>Superintendent or designee</p> <p>Superintendent or designee,</p>	<p>Requires that the following paragraph be included in each contract with any firm whenever any employee of the firm will have direct, daily contact with one or more students.</p> <p>The contractor shall not send to any school building or school property any employee or agent who has been convicted of a crime listed in 105 ILCS 5/10-21.9(c) and/or 5/21B-80(c), as amended from time to time, or who is listed in the Ill. Sex Offender Registry or the Ill. Murderer and Violent Offender Against Youth Registry. The contractor shall not send to any school building or school property any employee or agent who has been convicted of a crime listed in 105 ILCS 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee’s sentence for the criminal offense. The contractor shall make every employee who will have direct, daily contact with one or more students available to the District for the purpose of submitting to a fingerprint-based criminal history records check. The check shall occur before any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the cost of each check. The District must also provide a copy of the report to the individual employee of the contractor, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if any of its employees or agents having direct, daily contact with one or</p>

Actor	Action
cont'd	<p>more students is listed on the Ill. Sex Offender Registry or the Ill. Murderer and Violent Offender Against Youth Registry.</p> <p>Completes the required forms to request a fingerprint-based criminal history record check on each contractor's employee who will have direct, daily contact with one or more students. 105 ILCS 5/10-21.9(f). See 5:30-AP2, <i>Investigations</i>. Screens the individual's name and address against the: (1) Ill. Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the Ill. Dept. of State Police (ISP), www.isp.state.il.us/cmvo/.</p> <p>Whenever a contractor sends an employee who will have direct, daily contact with a student(s) to the District for the first time, ASKS the contractor:</p> <ol style="list-style-type: none"> 1. Will this employee be assigned to more than one school district? IF YES, may request the applicable Regional Superintendent to be responsible for obtaining a fingerprint-based criminal history records check and checking the Statewide Sex Offender Database for each such employee. The Regional Superintendent is required to promptly report to the District any information concerning the employee's record of conviction and identification as a sex offender. 105 ILCS 5/10-21.9(f). 2. Has another Illinois school district already conducted a fingerprint-based criminal history records check on the employee within the last year? IF YES, may request a copy of it for that contractor's employee from the school district where the contractor's employee worked or works. The District may rely on a check done by another district within the last year. 105 ILCS 5/10-21.9(h). <p>Note: State law does not define "within the last year."</p> <p>Upon a request from any school, school district, community college district, or private school for a copy of a fingerprint-based criminal history records check for an employee of a contractor, FIRST determines if the District conducted the check within the last year. IF YES, provides a copy of it to the requesting entity. 105 ILCS 5/10-21.9(h).</p> <p>Note: An immunity provision, contained in 20 ILCS 2635/7(A)(3), makes the District not liable to an individual for its reasonable actions taken in reliance on the individual's Criminal History Records Information (CHRI) report. The District will lose the immunity if it was notified by the individual or by the ISP that the CHRI report is inaccurate or incomplete.</p>

Cross Reference and Resource

1. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at:

www.isbe.net/Documents/guidance_chr.pdf.

2. **Fingerprint-based Criminal History Records Information Check** subhead in 5:30-AP2, *Investigations*.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Federal and State Award Procurement Procedures

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4:60, *Purchases and Contracts*, and 4:60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA).

Consult the Board Attorney regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Code of Conduct

Board policies 2:100, *Board Member Conflict of Interest*, and 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Ill. Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Ill. Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, a/k/a *change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

Competition

- A. All procurement transactions shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) and policy 4:60, *Purchases and Contracts*, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
 - 1. Placing unreasonable requirements on firms in order for them to qualify to do business;
 - 2. Requiring unnecessary experience and excessive bonding;
 - 3. Noncompetitive pricing practices between firms or between affiliated companies;
 - 4. Noncompetitive contracts to consultants that are on retainer contracts;
 - 5. Organizational conflicts of interest;
 - 6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 - 7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Board Attorney. See also Doyle Plumbing and Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill.App.3d 221 (4th Dist. 1997); Cardinal Glass v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill.App.3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act. 50 ILCS 510/.
- C. Procurement Transactions. All solicitations will:
 - 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
 - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
 - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.

- c. Detailed product specifications should be avoided if at all possible.
 - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
 - E. The District shall not preclude potential bidders from qualifying during the solicitation period.

Methods of Procurement

The District shall use one of the following methods of procurement:

- A. Procurement by micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable. **Note:** See 105 ILCS 5/10-20.21 and policy 4:60, *Purchases and Contracts*.
- B. Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
- C. Procurement by sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(c)(1) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(c)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- D. Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the requirements in 2 C.F.R. §200.320(d) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the circumstances in §200.320(f) apply. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials, and the purchase of the items exceeds \$10,000 or

the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price.
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.
- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements:
 1. Preference program for purchasing the designated items;
 2. Promotion program;
 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
 4. Annual review and monitoring of the effectiveness of the program.

Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The District shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Dept. of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.

- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review

The District shall make available, upon request of the federal awarding agency or pass-through entity (ISBE):

- A. Technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and
- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.324(b) apply.

Bonding Requirements

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
 - 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
 - 2. A performance bond on the part of the contractor for 100 percent of the contract price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
 - 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

DATED:

Operational Services

Exhibit - Internal Procedures for Procurement Transactions

Actor	Action
Staff Member	Identifies a procurement need and makes a written request to the appropriate department head and/or Building Principal.
Building Principal, appropriate department head or designee	Evaluates staff member’s request by conducting a needs analysis, determining a funding source, and determining if request should be sent to the Business Manager and/or designee for further analysis. Note: The Principal’s procurement role likely varies based upon each district and type of expense.
Business Manager and/or Designee	Upon request of the Building Principal, conducts further analysis of staff member’s request in order to verify information and determine if funds are available. Provides Building Principal with results of further analysis.
Building Principal, appropriate department head or designee	Provides Superintendent and/or designee with staff member’s written procurement request, his/her analysis of the staff member’s request, and, if applicable, any further analysis conducted by the Business Manager and/or designee.
Superintendent and/or designee	Reviews staff member’s request and analyses of same; evaluates educational value of procurement requested. Superintendent and/or designee may then: <ul style="list-style-type: none"> • Approve procurement request if below amount set by the School Board and/or State law (105 ILCS 5/10-20.21); • Deny procurement request; or • If procurement request amount exceeds the Superintendent’s authority, seeks Board permission for procurement. See Policy 4:60, <i>Purchases and Contracts</i>, for the amount designated by the Board. <p>When presenting a contract or purchase for Board approval, the Superintendent and/or designee shall ensure it complies with applicable State and federal law. See Policy 4:60, <i>Purchases and Contracts</i>.</p>
School Board	Considers any procurement requests submitted by the Superintendent and/or designee. Considers any contract requests submitted by the Superintendent and/or designee.
Superintendent and/or designee	Identifies appropriate method of procurement and ensures appropriate method is followed.

DATED:

Operational Services

Exhibit - Notice to Contractors

On District letterhead.

Date

Notice to contractor:

You are receiving this notice because you may or will be performing *public works* for the School District as that term is defined in the Illinois Prevailing Wage Act (IPWA). 820 ILCS 130/2.

This notice applies to the public works described as: _____.

The IPWA requires contractors and subcontractors to pay laborers, workers, and mechanics performing services on public works projects no less than the *prevailing rate of wages* (hourly cash wages plus fringe benefits) in the county where the work is performed. Any prevailing rate of wages as they are revised by the Ill. Dept. of Labor (IDOL) shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available on IDOL's official website. For information regarding current prevailing wage rates, please see the IDOL's website at: <https://www2.illinois.gov/idol/Laws-Rules/CONMED/Pages/prevailing-wage-rates.aspx>.

All contractors and subcontractors rendering services for the public works must comply with all requirements of the IPWA, including but not limited to, all wage, notice, and recordkeeping duties.

The above paragraph was or will be included in the project specifications and the contract. 820 ILCS 130/4(e). If the work is awarded without a public bid, contract, or project specification, the notice was or will be included in the purchase order related to the work or in a separate document, such as this notification. 820 ILCS 130/4(f).

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Resource Conservation

Definitions

De-inked stock - Paper that has been processed to remove inks, clays, coatings, binders, and other contaminants.

High grade printing and writing papers - Includes offset-printing paper, duplicator paper, writing paper (stationery), tablet paper, office paper, note pads, xerographic paper, envelopes, form bond including computer paper and carbonless forms, book papers, bond papers, ledger paper, book stock, and cotton fiber papers.

Paper and paper products - High-grade printing and writing papers, tissue products, newsprint, unbleached packaging, and recycled paperboard.

Postconsumer material - Only those products generated by a business or consumer, that have served their intended end uses, and that have been separated or diverted from solid waste; wastes generated during the production of an end product are excluded. Postconsumer material includes:

- Paper, paperboard, and fibrous waste from retail stores, office buildings, homes and so forth, after the waste has passed through its end usage as a consumer item, including used corrugated boxes, old newspapers, mixed-waste paper, tabulating cards, and used cordage; and
- All paper, paperboard, and fibrous wastes that are diverted or separated from the municipal waste stream.

Recovered paper material - Paper waste generated after the completion of the papermaking process, such as postconsumer material, envelope cuttings, bindery trimmings, printing waste, cutting and other converting waste, butt rolls, and mill wrappers, obsolete inventories, and rejected unused stock. "Recovered paper material," however, does not include fibrous waste generated during the manufacturing process such as fibers recovered from waste water or trimmings of paper machine rolls (mill broke), or fibrous by-products of harvesting, extraction or woodcutting processes, or forest residues such as bark. Recovered paper material includes:

- Postconsumer material;
- Dry paper and paperboard waste generated after completion of the papermaking process (that is, those manufacturing operations up to and including the cutting and trimming of the paper machine reel into smaller rolls or rough sheets), including envelope cuttings, bindery trimmings, and other paper and paperboard waste resulting from printing, cutting, forming and other converting operations, or from bag, box, and carton manufacturing, and butt rolls, mill wrappers, and rejected unused stock; and
- Finished paper and paperboard from obsolete inventories of paper and paperboard manufacturers, merchants, wholesalers, dealers, printers, converters or others.

Recycled paperboard - Includes paperboard products, folding cartons and pad backings.

Tissue products - Includes toilet tissue, paper towels, paper napkins, facial tissue, paper doilies, industrial wipers, paper bags, and brown papers. These products shall also be unscented and shall not be colored.

Unbleached packaging - Includes corrugated and fiber storage boxes.

Procurement Procedures and Specifications for Products and Supplies

Procurement procedures and specifications for products and supplies shall be periodically reviewed to ensure that the District is: (a) purchasing products and supplies that are reusable, durable, or made from or contain recycled materials, if economically and practically feasible, and (b) giving preference to products and supplies containing the highest amount of recycled material and that are consistent with the effective use of the product or supply, if economically and practically feasible.

Recycled Paper and Paper Products Purchases

I. Whenever economically and practically feasible, recycled paper and paper products shall be purchased according to the following minimum percentages of the District's total dollar value of paper and paper products:

Beginning July 1, 2014	50%
Beginning July 1, 2020	75%

All paper purchased for publishing student newspapers must be recycled newsprint. Paper and paper products purchased from private sector vendors pursuant to printing contracts are exempted from this requirement.

II. Wherever economically and practically feasible, recycled paper and paper products shall contain postconsumer or recovered paper materials as follows:

- Recycled high grade printing and writing paper shall contain at least 50% recovered paper material and shall consist of at least 50% de-inked stock or postconsumer material.
- Recycled tissue products shall contain at least 45% postconsumer material.
- Recycled newsprint shall contain at least 80% postconsumer material.
- Recycled unbleached packaging shall contain at least 55% postconsumer material.
- Recycled paperboard shall contain at least 95% postconsumer material.

These regulations do not apply to art materials, nor to any newspapers, magazines, textbooks, library books or other copyrighted publications that are purchased or used by the District or any school or attendance center within the District, or that are sold in any school supply store operated by or within any such school or attendance center.

Solid Waste Reduction

The Superintendent will appoint a team of interested individuals representing various District departments to direct the District's efforts to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that the District generates. The team shall:

1. Periodically review methods and procedures to reduce solid waste generated by academic, administrative, and other institutional functions. These procedures must be designed to, when economically and practically feasible, recycle the District's waste stream, including without limitation landscape waste, computer paper, and white office paper.
2. Identify indicators to monitor the District's progress toward achieving the solid waste reduction goal. As necessary, the procedures and methods shall be adjusted and refined.
3. Make periodic progress reports to the Superintendent or designee.

The team shall devise and oversee methods for making the following activities part of the District culture:

1. Staff members actively pursue waste reduction and prevention activities. Examples include:
 - a. Printing and copying individual documents on both sides of the page.

- b. Setting computer software for default two-sided printing including word processing, spreadsheets, electronic mail, and others.
 - c. Printing or copying only the pages needed.
 - d. Routing memos and newsletters.
 - e. Providing trays to collect and reuse one-sided paper.
 - f. Reducing unwanted mail and eliminate excess mailings.
2. Staff members and students seek to reuse or recycle materials to divert them from the waste stream whenever possible.
 3. A training plan instructs staff members and students in waste reduction and recycling practices.
 4. The District's solid waste reduction program is publicized and its benefits are emphasized, including cost savings by lowering supply acquisition and disposal costs.
 5. An incentive program to reduce solid waste exists, e.g., through school recognition programs.
 6. Staff and students are encouraged to be innovative and suggest improvements to procedures and practices.

LEGAL REF.: 105 ILCS 5/10-20.19c.

DATED:

Operational Services

Administrative Procedure - Checklist for Internal Controls

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented. This includes:
 - No check is issued without pre-approved documentation for the expenditure pursuant to the Local Government Travel Expense Control Act, 50 ILCS 150/10, added by P.A. 99-604, e.g., 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
 - No bank account is opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number without pre-approved documentation.
 - No credit or procurement card is assigned to an individual without pre-approved documentation. All use of a credit or procurement card must be in compliance with Board policy 4:55, *Use of Credit and Procurement Cards*, and administrative procedure 4:55-AP, *Controls for the Use of District Credit and Procurement Cards*.
 - Every receipt to and expenditure from a revolving fund and a petty cash fund are supported with clear documentation and otherwise comply with Board policies 4:50, *Payment Procedures*, and 4:80, *Accounting and Audits*.
 - A record is made of all checks issued and all payments made by credit or procurement cards that includes descriptive information sufficient to allow assignment of the appropriate code.
2. Financial records and data must be accurate and complete. This includes:
 - Data entries are timely made.
 - Cash handling is properly recorded.
 - Checks are sequentially numbered and missing checks are accounted for.
 - Financial reporting deadlines are followed.
3. Accounts payable must be accurate and punctual. This includes:
 - Payments are made on a timely basis.
 - A thorough explanation is provided for any over/underpayments.
 - Payroll and benefits are reviewed and continually updated.
4. District assets must be protected from loss or misuse.
 - The District implements a Fraud, Waste, and Abuse Awareness Program. See 4:80-AP2, *Fraud, Waste and Abuse Awareness Program*.
 - Valuable technology assets are safeguarded from theft or loss.
 - A backup and recovery system is developed for electronic systems.
 - Only authorized individuals have access to various systems.
 - Passwords are kept secure and frequently changed.
 - Keys are kept secure and accounted for.

- District property is not *borrowed* or otherwise used for private purposes.
 - District personal property having a monetary value (excluding, for example, trash, out-dated equipment, consumed consumables, and spoilage) is discarded only with the Board's prior approval.
5. Incompatible duties should be segregated, if possible. This includes:
- Transaction approval is separated from disbursement approval duties, as well as record-keeping duties so that no single individual or two individuals control all phases of the claim payment process.
 - Reconciliation of checking accounts and credit cards is performed by an individual who does not have check-writing authority, and if possible, by someone who does not record checks and credit card payments in the District's books.
 - Other controls are used if segregation of duties is impossible.
6. Accounting records are periodically reconciled. This includes:
- All accounts are balanced monthly.
 - All statements from checking accounts and credit cards are reconciled monthly.
 - Expenses are verified against receipts.
 - Out-of-balance conditions are investigated.
7. Equipment and supplies must be safeguarded. This includes:
- Inventories are periodically taken and inspections are frequently made.
 - A reliable record is kept identifying what technology assets have been provided to specific employees.
 - Access to supplies is limited and controlled.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
- Responsibilities match job descriptions.
 - If required by State law, staff members are appropriately bonded.
 - Staff members are held accountable for complying with Board policies and administrative processes or procedures that have been established to safeguard the District's financial condition.
 - Staff members are appropriately trained and evaluated.
 - Staff members are encouraged to notify their supervisors or the Superintendent of risks, losses, and/or concerns.
9. Any unnecessary weaknesses or financial risks must be promptly corrected. This includes:
- Internal control concerns raised by the District's independent auditor in connection with the annual financial audit or by the Ill. State Board of Education in connection with its administration of the Grant Accountability and Transparency Act or a monitoring visit are properly addressed.
 - Internal or external auditors are annually engaged to assess risk and/or test existing internal controls for those areas not included within the scope of the annual financial audit; concerns are promptly addressed.

DATED:

Operational Services

Administrative Procedure - Fraud, Waste, and Abuse Awareness Program

The Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and federal regulations (2 CFR 200.113) require grant fund recipients to timely disclose, in writing, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal awarding agency or pass-through entity, e.g., Ill. State Board of Education (ISBE).

In alignment with best practices contained in ISBE's *Fiscal Procedures Handbook*, the District has a Fraud, Waste, and Abuse Awareness Program, which includes employee reporting procedures for suspected fraud, waste, or abuse. The District will take all appropriate measures to deter fraud, waste, and abuse.

Reporting

The District encourages all District employees to be vigilant and report suspicions of fraud, waste, or abuse. Employees who make good faith reports of suspected violations of law, public corruption or wrongdoing are protected from retaliation by the provisions of the Ill. Whistleblower Act (740 ILCS 174/). See the chart below for details on how to make a report.

Enforcement

Staff members found to have engaged in fraud, waste, or abuse will be disciplined, up to and including discharge. The District will also seek to recover any wrongfully obtained assets from the employee.

Definitions

Fraud is defined as: (1) fraudulent financial reporting, (2) misappropriation of assets, and/or (3) corruption (bribery and other illegal acts). Examples of *fraud* include:

- Embezzlement, e.g., theft of cash, use of entity credit card or accounts payable systems to purchase personal items
- Collusion with others to circumvent internal controls
- Forgery or alteration of documents, e.g., checks, time cards, receipts, contracts, purchase orders, expense reimbursement paperwork, student bills, electronic files, bids, or other financial documents
- Fraudulent reporting of expenditures or other District financial information
- Misappropriation or misuse of resources, e.g., cash, securities, inventory, facilities, equipment, services, supplies, or other assets
- Impropriety in the handling or reporting of cash or financial transactions
- Unless properly authorized, accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials.
- Authorization or receipt of payment for goods not received or services not performed, e.g., payments to fictitious employees or vendors
- Submitting multiple vouchers for the same expense reimbursement
- Using the District's tax exempt status for purchase of personal items
- Authorization or receipt of unearned wages or benefits
- Personal use of District property in commercial business activities
- Identity theft

- Conflict of interest or other ethics violations
- Destruction, removal, or inappropriate use of records, buildings, furniture, fixtures, or equipment
- Any similar or related irregularity to those listed

Waste is the act of using or expending resources carelessly, extravagantly, or to no purpose.

Abuse is behavior that is deficient or improper compared to the behavior that a prudent person would consider reasonable and necessary operational practice given the facts and circumstances.

The terms *fraud*, *waste*, and *abuse* are not mutually exclusive; certain conduct may constitute fraud, waste, and/or abuse.

Roles, Responsibilities, and Reporting Procedures

Actor	Action
Any Staff Member	<p>Staff members who suspect fraud, waste, and/or abuse should do the following:</p> <ol style="list-style-type: none"> 1. Make an oral or written report to the Superintendent that describes the factual basis of the suspicion, including any employees involved, a description of the alleged misconduct, and any supporting evidence. Oral reports shall be followed up in writing by the staff member or Superintendent. 2. If the staff member does not feel comfortable identifying himself/herself in making a report, the employee may deliver the report anonymously to the attention of the Superintendent or make an anonymous call to the Superintendent. 3. If the report concerns alleged misconduct by the Superintendent, the report may be either be made to a Complaint Manager identified in Board Policy 2:260, <i>Uniform Grievance Procedure</i>, who will notify the Board President of the report, or directly to the Board President. 4. If the reporting staff member has evidence of fraud, waste, and/or abuse, he/she must preserve the evidence and provide it to the Superintendent or designee (or designated Complaint Manager or Board President, if the report concerns the Superintendent) charged with investigating the suspected fraud, waste, or abuse.
Superintendent and/or Designee (or Complaint Manager/Board President, for cases concerning the Superintendent)	<p>Manages actual or suspected fraud, waste, or abuse in the District. With respect to any investigation, the Superintendent and/or designee (or Complaint Manager/Board President, for cases concerning the Superintendent) shall:</p> <ol style="list-style-type: none"> 1. Ensure all reported instances of fraud, waste, or abuse are investigated by the District, and, if appropriate, reported to the proper authorities for further investigation and potential prosecution. 2. Consult with the board attorney as needed regarding any investigation. 3. Keep the Board informed of any ongoing investigations.

Actor	Action
	<ol style="list-style-type: none"> 4. Ensure the District cooperates with law enforcement in any criminal fraud investigations. 5. Make all reasonable efforts to ensure the preservation of evidence relevant to an investigation. 6. Effectuate (or recommend to the Board) discipline of employees who engage in fraud, waste, or abuse in accordance with Board policies and any applicable collective bargaining agreement(s). 7. Manage communications with the media regarding investigations, as needed. 8. Manage District efforts to seek recovery of wrongfully obtained assets, as appropriate.
Superintendent and/or Designee	<ol style="list-style-type: none"> 1. Manage annual communication of the District's Fraud, Waste, and Abuse Awareness Program to staff and grant sub-recipients/subcontractors, including how employees should report suspected fraud, waste, or abuse. 2. Manage ethics and standards of conduct training for all District employees. 3. Periodically review the District's Fraud, Waste, and Abuse Awareness Program and related reporting procedures.

DATED:

Operational Services

Administrative Procedure - Inventory Management for Federal and State Awards

This procedure applies to property acquired by the District under federal grant awards or State grant awards governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/).

Definitions

Property - real or personal property. 2 C.F.R. §200.81.

Equipment - Tangible personal property (including information technology systems) having a useful life of more than one year and per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000. 2 C.F.R. §200.33

Supplies - All tangible personal property other than *equipment*. 2 C.F.R. §200.94

Acquisition Cost - The cost of the asset including the cost to ready the asset for its intended use. Acquisition cost for equipment, for example, means the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Acquisition costs for software includes those development costs capitalized in accordance with generally accepted accounting principles (GAAP). Ancillary charges, such as taxes, duty, protective in transit insurance, freight, and installation may be included in or excluded from the acquisition cost in accordance with the District’s regular accounting practices. 2 C.F.R. §200.2

Roles and Responsibilities

Actor	Responsibility
Business Manager and/or Designee	Recordkeeping – 2 C.F.R. §200.313(d)(1) and (2) <ol style="list-style-type: none"> 1. Ensures all equipment purchased with grant funds is identified and marked as such. 2. Maintains an inventory list that includes the following: <ol style="list-style-type: none"> a. a description of the property b. a serial number or other identification number c. the source of funding for the property (including the Federal Award Identification Number (FAIN), if applicable) d. who holds title e. the acquisition date f. cost of the property g. percentage of federal or State participation in the cost of the property

Actor	Responsibility
	<p data-bbox="704 262 1292 296">h. the location, use and condition of the property</p> <p data-bbox="704 327 1468 394">i. any ultimate disposition data including the date of disposal and sale price of the property.</p> <p data-bbox="659 422 1468 489">3. Takes a physical inventory of the property and reconciles the results with the records at least once every two years.</p> <p data-bbox="610 575 1284 609">Maintenance and Safeguarding – 2 C.F.R. §200.313(d)(4)</p> <ol data-bbox="659 636 1468 1079" style="list-style-type: none"> 1. Budgets for and schedules regular maintenance of the equipment when it is recommended by the manufacturer and arranges for repair of equipment when economically feasible. 2. Oversees implementation of the internal controls for the safeguarding of equipment and supplies required by 4:80-AP1, <i>Internal Control Checklist</i>. 3. Reports (or receives reports, if so designated) any fraud, waste, or abuse of property in accordance with 4:80-AP2, <i>Fraud, Waste, and Abuse Awareness Program</i>. 4. Investigates reports of property loss, damage, or theft. If appropriate, and in consultation with the Superintendent, makes a report to law enforcement for further investigation. <p data-bbox="610 1171 1133 1205">Title and Use – 2 C.F.R. §200.313(a) and (c)</p> <ol data-bbox="659 1232 1468 1890" style="list-style-type: none"> 1. Ensures the equipment is used for the authorized purposes of the grant during the period of the grant, or until the property is no longer needed for the purposes of the project. 2. During the time that equipment is used on the project or program for which it was acquired, designates equipment available for use on other projects or programs currently or previously supported by the federal or State government, provided such use will not interfere with the work for which it was originally acquired, in the following order of priority: <ol data-bbox="704 1566 1468 1843" style="list-style-type: none"> a. First preference is given to other programs or projects supported by the awarding agency that financed the equipment. b. Second preference is given to programs or projects under awards from other awarding agencies (in the case of federal awards, to activities under federal awards from other federal awarding agencies; this includes consolidated equipment for information technology systems). 3. If the equipment is to be used for non-federally or non-State-

Actor	Responsibility
	<p>funded programs or projects, considers charging user fees. Any fees charged for equipment services acquired under an award must be equal to or greater than what private companies charge for equivalent services, unless specifically authorized by statute, for as long as the government retains an interest in the equipment.</p> <p>4. Ensures that title to the property is not encumbered without the approval of the awarding agency.</p> <p>Disposition – 2 C.F.R. §200.313(e)</p> <ol style="list-style-type: none"> 1. Unless the awarding agency requires an equipment transfer, when equipment acquired under an award is no longer needed for the original project or program or for any other activities supported by a federal or State awarding agency, requests disposition instructions from the awarding agency, if required by the terms and conditions of the award. 2. If an item of equipment has a current per unit fair market value of \$5,000 or less, arranges for the retention, sale, or disposal of the equipment with no further obligation to the awarding agency. Notes the disposition of such items in the District's property records. 3. Except for awards exempted under 2 C.F.R. §200.312(b), or if the awarding agency fails to provide requested disposition instructions within 120 days, arranges for the retention or sale of items of equipment with a current per-unit fair-market value in excess of \$5,000. The awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the awarding agency may permit the District to deduct and retain from the agency share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses. 4. If applicable, arranges for the transfer of title to the property to the federal or State government or to an eligible third party, provided that in such cases, the District is entitled to compensation for its attributable percentage of the current fair market value of the property. 5. If the District is authorized or required to sell the property, ensures compliance with Board policy 4:80, <i>Accounting and Audits</i>, regarding the disposition of property, and follows proper sales procedures to ensure the highest possible return. 6. For items of equipment with an acquisition cost of \$5,000 or more: <ol style="list-style-type: none"> a. Obtains two signed bids from potential purchasers or two

Actor	Responsibility
	<p>appraisals from authorized appraisers to determine the per unit current fair market value.</p> <p>b. If the per unit current fair market value is \$5,000 or more, follows the procedures outlined in the Ill. State Board of Education’s <i>State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures</i> to obtain ISBE’s approval, available at:</p> <p>www.isbe.net/Documents/fiscal_procedure_handbk.pdf.</p> <p>7. When appropriate, arranges for the trade-in of equipment to be replaced or sale of the property when acquiring replacement equipment. Proceeds from the trade-in or sale may be used to offset the cost of the replacement equipment.</p> <p>Note: If the District fails to take appropriate disposition actions, the awarding agency may direct the District to take disposition actions.</p>
<p>Staff Members Who Receive Equipment/Supplies as Part of Their Job Duties</p>	<p>Use the equipment/supplies for the purposes authorized by the grant during the grant period, or until the property is no longer needed for the purposes of the project.</p> <p>Properly use the equipment in accordance with the manufacturer’s instructions.</p> <p>Produce the equipment/supplies when requested by the Business Manager or designee, whether for inventory, scheduled maintenance, repair, or other purposes.</p> <p>Take reasonable steps to prevent damage to equipment and supplies in accordance with 4:80-AP1, <i>Internal Control Checklist</i>.</p> <p>Report any fraud, waste, or abuse of property in accordance with 4:80-AP2, <i>Fraud, Waste, and Abuse Awareness Program</i>.</p> <p>Immediately report lost or stolen equipment/supplies to the Business Manager or designee.</p> <p>Return the equipment/supplies when requested by the Business Manager or designee or if it is no longer needed.</p>

DATED:

Operational Services

Administrative Procedure - School Bus Post-Accident Checklist

Driver Post-Accident Procedures

1. Immediately after an accident:
 - Activate the hazard lights
 - Place the transmission in neutral and set the parking brake (manual) or place in park (automatic)
 - Turn off the ignition and remove the key
 - Locate and place the warning devices
2. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill.Admin.Code §1.510(1)(1).
3. Check for injuries, using the passenger list (if available) to indicate injuries. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
4. Don't leave students unattended and/or unsupervised. However, if you must leave to attend to the vehicle or warning devices, leave a responsible student in charge.
5. Check for conditions that could cause fires, including a ruptured fuel tank, leaking or broken fuel lines; and/or hot tire, etc. *Do not touch a suspected hot tire.* Place your hand near it to see if heat is radiating off of it.
6. When notifying the District or transportation office, give the following information:
 - Seriousness of the accident
 - Location and time of accident
 - Bus number and route number
 - School
 - Number of students on board
 - Extent of any injuries
 - Condition of vehicle
 - Weather/road conditions
 - Any other pertinent information
7. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by police or the District or transportation office. Parents/guardians are not allowed on the bus.
8. Stay vigilant for the continued safety of everyone at the scene and:
 - Never** attempt to direct traffic.
 - Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.
 - Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives. Do not discuss details of the accident with the media.
 - Never** move an injured person unless the person's life is in jeopardy.
9. Cooperate with law enforcement. Provide concise and clear answers and details. Give your name, address, driver's license and bus driver permit numbers.

10. If your vehicle strikes an animal, continue until it is safe to stop, keeping in mind that the sight of an injured animal could upset the children on the bus. Park the vehicle and radio or call the District or transportation office with the information. The office will notify the proper authorities.
11. The District or transportation office, when notifying the school, may suggest that personnel follow up with students to minimize trauma or emotional after-effects.

Information Gathering

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name, address, date of birth, and seating position of every passenger on the bus.
2. If possible, obtain the names, addresses, driver's license numbers and phone numbers of any witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
 - Other drivers' names
 - Other drivers' license numbers
 - Other drivers' addresses and phone numbers
 - Make, model, year, and license plate numbers of other involved vehicles
 - Other drivers' insurance carrier information
 - Name, address, and phone numbers of passengers in other involved vehicles

District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a transportation supervisor to the accident scene to assist the bus driver.
3. Arrange for the parents/guardians of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms. Complete the Ill. State Board of Education's *School Bus Accident Report*, www.isbe.net/Documents/50-26_school_bus_accident.pdf and forward to the Regional Superintendent immediately after any accident.
7. Obtain any accident reports completed by third parties, including police reports.

Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.
2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:
 - a. The accident involved the loss of human life;

- b. The driver receives a citation for a moving traffic violation arising from the accident; or
 - c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.
4. If a required alcohol test is **not** administered:
- a. Within two hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
 - b. Within eight hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
6. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until undergoing a post-accident alcohol test.

Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

DATED:

Operational Services

Administrative Procedure - Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments

Bus Driver Communication Devices

State law prohibits a school bus driver from operating a school bus while using a cellular radio telecommunication device. It requires each school bus to contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of the school bus. The cellular radio telecommunication device or two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request (625 ILCS 5/12-813.1).

Bus drivers may still have cell phones although they are prohibited from using cell phones for anything, including personal use, while operating a bus except: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities or their designees about bus operation or the welfare and safety of any passengers on the bus; or (4) when the bus is parked (625 ILCS 5/12-813.1(c)).

Bus/Vehicle Pre-Trip and Post-Trip Inspection

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform each of the following:

1. Comply with the applicable pre-trip inspection of the mechanical and safety equipment on the school bus listed on the *School Bus Driver Pre-Trip Inspection Form* (92 Ill.Admin. Code §§458.1030 and 458.1030(u), *School Bus Driver's Pre-Trip Inspection Form*). **Note:** 92 Ill. Admin. Code §§ 458.1030(u) requires any variations from the form to be approved by the Dept. of Transportation by calling 217/785-3031 or writing to:
 - Vehicle-Inspection Unit Manager
 - Ill. Dept. of Transportation, Div. of Traffic Safety
 - 1340 North 9th St.
 - P.O. Box 19212
 - Springfield, IL 62794-9212
2. Test the cellular radio communication device or two-way radio and ensure that it is functioning properly before the bus is operated (625 ILCS 5/12-816).
3. Perform a visual sweep for children or other passengers at the end of a route, work shift or workday by:
 - a. Activating interior lights of the school bus to assist the driver in searching in and under each seat (625 ILCS 5/12-816(c), and
 - b. Walking to the rear of the school bus/vehicle checking in and under each seat (625 ILCS 5/12-816(b)).

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system (625 ILCS 5/12-816(d)).

Bus Driving Comments

Each school bus and multifunction school activity bus shall display a sign at the rear, with letters and numerals readily visible and readable, in the following form:

TO COMMENT ON MY DRIVING, CALL 815-467-5133.

Driving comments shall be accepted in the following manner:

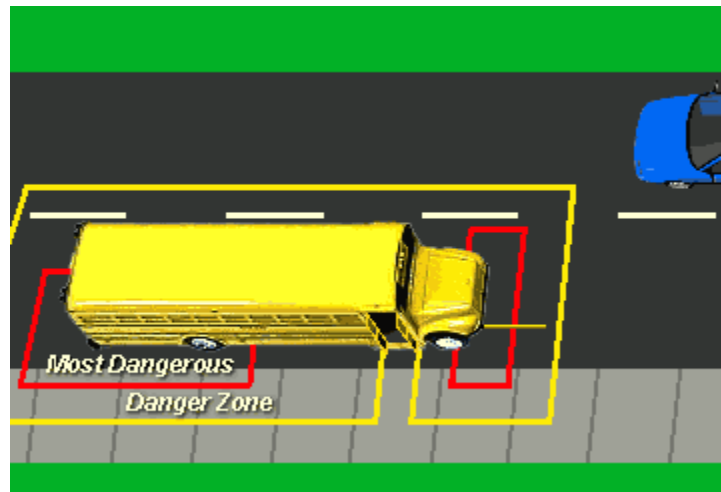
1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint. Required for districts that own school buses by 625 ILCS 5/12-821(c)(1).
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation. Required for districts that own school buses by 625 ILCS 5/12-821(c)(2).

DATED:

Pending Implementation

Operational Services

Administrative Procedure - School Bus Safety Rules



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - **School Bus Safety**

https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - **School Bus Safety Campaign Material**

www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council - **Tips for a Safe Ride**

www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Ill. State Police - **School Bus Safety**

www.isp.state.il.us/docs/schoolbussafety5542.pdf

Ill. State Board of Education - **School Bus Safety What Parents Should Know**

www.isbe.net/Documents/bus_safety_parents.pdf

Ill. State Board of Education - **Instructions To School Bus Riders**

www.isbe.net/Documents/bus_ride_instruct.pdf

Ill. Sec. of State - **Parent information flyer, games etc.**

www.cyberdriveillinois.com/departments/drivers/traffic_safety/school_bus_safety/home.html

DATED:

Operational Services

Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses

The purpose of this form is to give school bus drivers and/or emergency medical technicians information about students who have special needs or medical conditions. One copy of this form is kept in the nurse’s office, and another copy is kept on the student’s school bus in a secure location for bus drivers and emergency medical technicians. If the emergency care of the student requires medication, the parent/guardian must file a *School Medical Authorization Form* with the school nurse.

To be completed by the student’s parent/guardian:

_____		_____
Student’s Name <i>(Please print)</i>		Birth Date
_____	_____	_____
Parent/Guardian’s Name	Home Phone	Cell Phone
_____	_____	_____
School	Grade	Teacher
_____	_____	_____
Physician’s Name	Physician’s Phone	School Nurse’s Phone

My child’s special needs are: *(list behavioral or communication challenges and required responses)*

My child requires medication for: *(describe conditions and circumstances)*

Medication and Where Kept	Dosage	Directions

Parent/Guardian Signature Date

DATED:

Operational Services

Administrative Procedure - Food Services; Competitive Foods; Exemptions

This procedure applies only to schools that participate in federal meal reimbursement programs. 7 C.F.R. Part 210; 23 Ill.Admin.Code Part 305. They are *participating schools*.

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in 7 C.F.R. §210.11, unless they are exempted by 23 Ill. Admin.Code §305.15(a).

Definitions

Competitive foods are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law. 7 C.F.R. §210.11(a)(2); 23 Ill. Admin.Code §305.5. Competitive foods do not include foods offered during after-school athletics or extracurricular events, or weekend events. *School campus* means all areas of the property under the jurisdiction of the participating school that are accessible to students during the school day. 23 Ill.Admin.Code §305.5. *School day* means the period of time from midnight before the start of the official school day until 30 minutes after the end of the official school day. 23 Ill.Admin.Code §305.5.

Exempted fundraising day (EFD) means a school day on which foods and/or beverage items not meeting the “general nutrition standards for competitive foods” may be sold to students on the school campus. 7 C.F.R. §210.11 (b)(4); 23 Ill.Admin.Code §305.5.

Competitive Foods

Competitive foods and beverage items sold during the school day must meet the requirements listed at 7 C.F.R. §210.11 (c)-(m).

All revenue from the sale of competitive foods sold to students in the food service areas during meal periods shall accrue to the nonprofit school lunch program account. 23 Ill.Admin.Code §305.15(d).

Exempted Fundraising Days

EFD foods and/or beverages may not be sold in competition with school meals in the food service area during meal periods. 7 C.F.R. §210.11 (b)(4). In schools with grades 9-12, only 9 or fewer EFDs are allowed. 23 Ill.Admin.Code §305.15(b)(1)-(3).

To request an EFD, the Superintendent or designee for the participating school must be contacted. He or she will (1) explain the District’s process and criteria for reviewing and approving or denying an EFD request, and (2) provide any written documents to assist with the EFD request. The Superintendent or designee must maintain a list of all EFDs held and retain them for at least three years. 7 C.F.R. §210.9(b)(17) and 23 Ill.Admin.Code §305.15(c)(3).

LEGAL REF.: 42 U.S.C. §1779, 7 C.F.R. §210.11.
23 Ill.Admin.Code Part 305, School Food Service.

DATED:

Operational Services

Administrative Procedure - Fines, Fees, and Charges - Waiver of Student Fees

Actor	Action
<p>Superintendent or designee</p>	<p>Prepares and recommends to the School Board a list of school fees to be charged to students for the use of textbooks, consumable materials, field trips, extracurricular activities, graduation fees, and similar items. See 23 Ill.Admin.Code §1.245(a) for a definition of <i>school fees</i>.</p> <p>Initial notice: For all students enrolling in the District for the first time, notifies their parents/guardians that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>The initial notice must at least describe: (1) the Board’s policy, including the criteria and other circumstances under which the District will waive school fees; (2) the school fees subject to a waiver; (3) the procedure to apply for a fee waiver, including the availability of a fee waiver request form and the documents whose use is required by the District in verifying income; and (4) the dispute resolution procedure. 23 Ill.Admin.Code §1.245(c)(2)A).</p> <p>Annual notice: Includes a notice with the first statement sent to parents/guardians who owe school fees that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>The annual notice must include a description of the fee waiver application process or the name, address and telephone number of the person to contact for information concerning a fee waiver. 23 Ill.Admin.Code §1.245(c)(2)(B).</p> <p>Determines whether the required inclusions in these notices will be satisfied by providing parents/guardians with a written copy of Board policy 4:140, <i>Waiver of Student Fees</i>, and form 4:140-E1, <i>Application for Fee Waiver</i>.</p>
<p>Parent(s)/Guardian(s) seeking a school fee waiver</p>	<p>Completes 4:140-E1, <i>Application for Fee Waiver</i>, and returns it to the Building Principal.</p> <p>May apply for a waiver of school fees by completing 4:140-E1, <i>Application for Fee Waiver</i>, at any time.</p>
<p>Building Principal or designee</p>	<p>Determines the student’s eligibility for fee waiver based on policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>Notifies the parent(s)/guardian(s) within 30 calendar days if their <i>Application for Fee Waiver</i> is denied. 23 Ill.Admin.Code §1.245(c)(3).</p>

	<p>A rejection notice must include: (1) the reason for the denial; (2) a notification of their right to appeal as well as the appeal process and timelines (4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>); and (3) a statement that they may reapply at anytime if circumstances change. 23 Ill.Admin.Code §1.245(c)(3)(A).</p> <p>Ensures that any completed 4:140-E1, <i>Application for Fee Waiver</i>, and 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>, are confidentially treated and maintained. 23 Ill.Admin.Code §1.245(f).</p>
Parent(s)/Guardian(s) seeking a school fee waiver	<p>May appeal the denial of a fee waiver request.</p> <p>If desired, meets with the person who will decide the appeal in order to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B).</p>
Superintendent or designee	<p>Contacts the parent(s)/guardian(s) to determine if they want to meet to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B). If so, meets with the parent(s)/guardian(s) at a prearranged date and time.</p> <p>Ensures that the person who decides the appeal is not the person who initially denied the fee waiver or a subordinate of this person. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Responds in writing to the parent(s)/guardian(s)' appeal within 30 calendar days of receipt of the appeal. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Ensures that no discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, is exercised against a student whose parent(s)/guardian(s) are unable to purchase required textbooks or instructional materials or to pay required fees. 105 ILCS 5/28-19.2(a).</p>

DATED:

Operational Services

Exhibit - Application for Fee Waiver

To be submitted to the Building Principal

_____ **Student's Name** *(please print)* _____ **School**

As the parent/guardian of the above-named student, I request a waiver of school fees.

I am asking for a waiver of school fees because: *(please check at least one box)*

- The above-named student (or student's family) is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children, AFDC) and evidence of participation is enclosed;
- The above named student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act, 42 U.S.C. §1758(b); 7 C.F.R. §§ 245 and 245.6a (105 ILCS 5/34-21.6);
- While none of the above two statements are true, there are other reasons why I am unable to afford the school fee(s) assessed to the above-named student which are: *(describe in detail)*

Supplying false information to obtain a fee waiver is a Class 4 felony, except when more than \$300 is obtained, in which case State benefits fraud is a Class 3 felony (720 ILCS 5/17-6). I attest that the statements made herein are true and correct.

_____ **Parent/Guardian** *(please print)* _____ **Address**

_____ **Signature** _____ **Date**

DATED:

Operational Services

Exhibit - Response to Application for Fee Waiver, Appeal, and Response to Appeal

Response to Application for Fee Waiver (To parents/guardians)

Student's Name (please print) School

Request granted Request denied for the following reason(s):

If your request was denied, you may appeal in writing by completing the following portion of this form and submitting it to the Superintendent. If you appeal this decision, you have the right to meet with the Superintendent or designee to explain why the fee waiver should be granted. You may reapply at any time if circumstances change.

Building Principal or Office Staff Member Date

Appeal of the Denial of a Fee Waiver (To be submitted to the Superintendent)

- I am exercising my right to appeal the Building Principal's denial of my request to waive the school student fee described above.
- I would like to explain why the fee waiver should be granted during a telephone conversation or during a meeting with the person who will decide my appeal. (If you check this box, someone from the Superintendent's office will contact you to make arrangements.)

Parent/Guardian (please print) Telephone Number

Signature Date

The Superintendent's office will notify you in writing of the results of your appeal within 30 calendar days of receipt of your appeal.

Response to Appeal of the Denial of a Fee Waiver (To parent(s)/guardian(s))

- Appeal received on: _____ (insert date).
- I have reviewed your appeal.
- Request granted Request denied for the following reason(s):

Superintendent Date

DATED:

Operational Services

Exhibit - Resolution to Increase Driver Education Fees

WHEREAS, Section 27-24.2 of the School Code provides that the School District may charge a reasonable fee, not to exceed \$50, to students who participate in a driver education course;

WHEREAS, the Illinois General Assembly amended that same section of the School Code in P.A. 97-145 to allow a school board to increase the fee to an amount not to exceed \$250 by school board resolution following a public hearing on the increase, provided that the fee is waived for students who are unable to pay for the course;

WHEREAS, the School Board held a public hearing to increase the driver education course fee to an amount not to exceed \$250 on _____ *[date]* _____;

WHEREAS, the Board already waives the driver education course fees for students who are unable to pay (Board policy 4:140, *Waiver of Student Fees*);

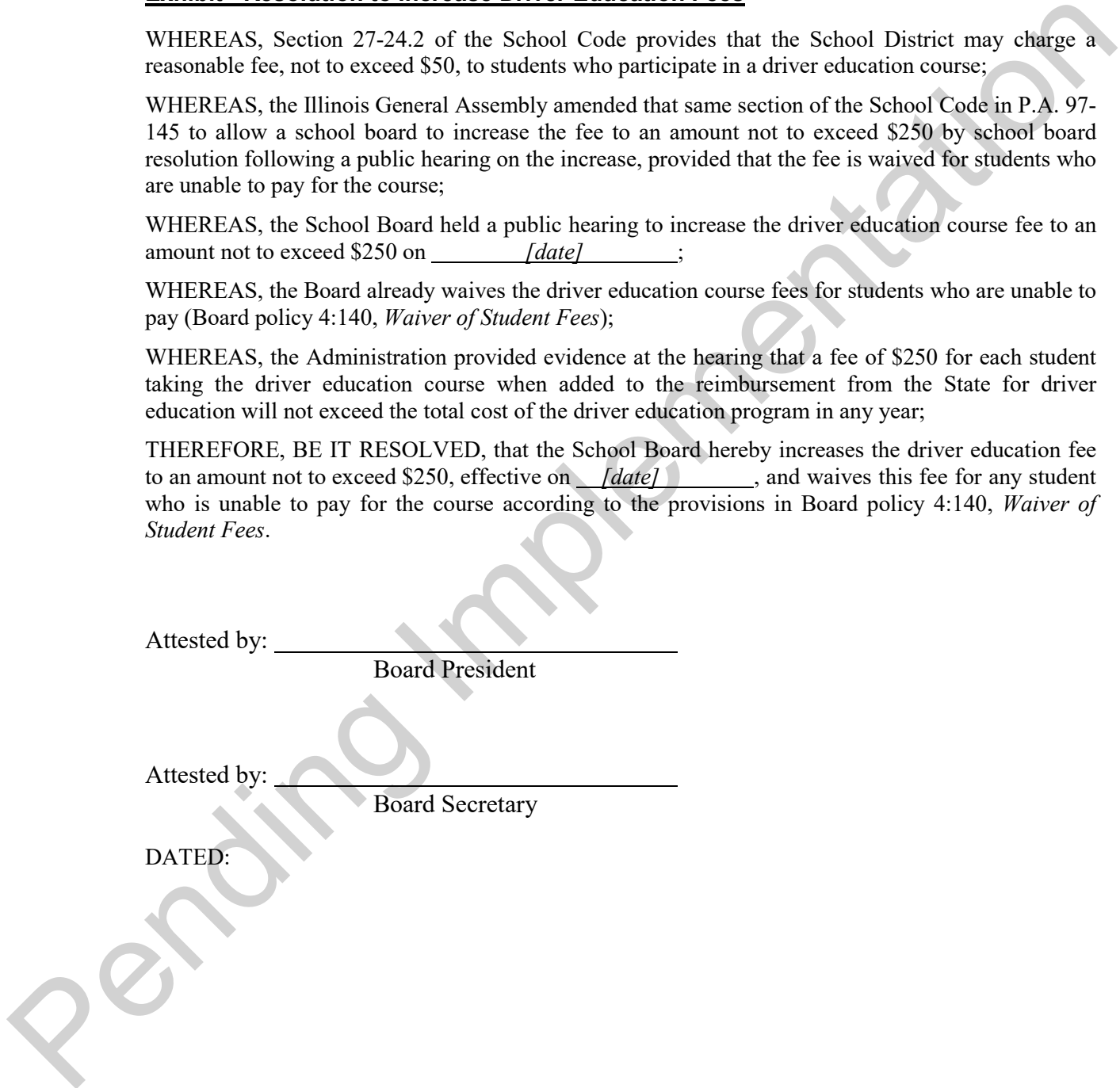
WHEREAS, the Administration provided evidence at the hearing that a fee of \$250 for each student taking the driver education course when added to the reimbursement from the State for driver education will not exceed the total cost of the driver education program in any year;

THEREFORE, BE IT RESOLVED, that the School Board hereby increases the driver education fee to an amount not to exceed \$250, effective on _____ *[date]* _____, and waives this fee for any student who is unable to pay for the course according to the provisions in Board policy 4:140, *Waiver of Student Fees*.

Attested by: _____
Board President

Attested by: _____
Board Secretary

DATED:



Operational Services

Administrative Procedure - Environmental Quality of Buildings and Grounds

Hazardous and/or Infectious Materials

The Buildings and Grounds Supervisor is responsible for the District's compliance with State and federal law concerning toxic, hazardous, and/or infectious materials. This includes requirements in the federal Occupational Safety and Health Administration (OHSA) *Hazard Communication Standards* (29 C.F.R. §1910.1200), adopted by the State Toxic Substances Disclosure to Employees Act (820 ILCS 255/, otherwise inoperative). See information on OHSA's website at www.osha.gov/dsg/hazcom/index.html.

Pesticide Application on School Grounds

The Buildings and Grounds Supervisor is responsible for compliance with the Lawn Care Products Application and Notice Act (415 ILCS 65/3) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal), notify employees and students and their parents/guardians in each building. The notification must:
 - a. Be provided at least four business days before a pesticide application on school grounds.
 - b. Be written or by telephone. If written, the notice may be included in newsletters, calendars, or other correspondence currently being published.
 - c. Identify the intended date of the application.
 - d. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

Prior notice is not required if an imminent threat to health or property exists. If such a situation arises, the Building and Grounds Director must sign a statement describing the circumstances that gave rise to the health threat and ensure that written or telephonic notice is provided as soon as practicable.

Pesticide Application in School Buildings and Structures

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal):
 - a. Maintain a registry of all employees and parents/guardians of students.
 - b. Notify those employees and parents/guardians of students before pesticides are applied in or on each building. The notification must:
 - i. Be provided at least two business days before a pesticide application in or on school buildings.

- ii. Be written. The notice may be included in newsletters, bulletins, calendars, or other correspondence currently being published.
- iii. Identify the intended date of the application.
- iv. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

Prior notice is not required if an imminent threat to health or property exists. If such a situation arises, the Building and Grounds Director must sign a statement describing the circumstances that gave rise to the health threat and ensure that written notice is provided as soon as practicable.

The Buildings and Grounds Supervisor is responsible for the District's integrated pest management program and the District's compliance with the Structural Pest Control Act. 225 ILCS 235/.

- Applicable if the Superintendent determines that an integrated pest management program is economically feasible:*

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every five years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

- Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs:*

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every five years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every five years thereafter until a program is developed and implemented in the District's schools.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials as required by 105 ILCS 5/10-20.17a. Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards as required by 23 Ill.Admin.Code

§1.330. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall comply with State law governing toxic art supplies in schools. 105 ILCS 135/. This includes substituting non-hazardous material for hazardous substances whenever possible and minimizing the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are generally exempt from the Plan and the Standards.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Building Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation

The Building Principal shall ensure compliance with the School Safety Drill Act. 105 ILCS 128/. This includes, among other things, ensuring that evacuation rules are posted in each room and discussed with each class using the room during the first days of the school year. The evacuation rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Building Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*.

LEGAL REF: 29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, adopted by the Ill. Department of Labor at 56 Ill.Admin.Code §350.300.
29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.
105 ILCS 5/10-20.17a and 5/10-20.49
105 ILCS 135/, Toxic Art Supplies in School Act.
105 ILCS 140/, Green Cleaning School Act.
225 ILCS 235/, Structural Pest Control Act.
415 ILCS 65/, Lawn Care Products Application and Notice Act.
23 Ill.Admin.Code §1.330.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Comprehensive Safety and Security Plan¹

Contents:

- A. Safety- and Security-Related Administrative Procedures and Forms
- B. Definitions
- C. District Safety Coordinator and Safety Team; Responsibilities
- D. Safety Team Meetings
- E. Annual Safety Review
- F. School Safety Drill Plan
- G. School Emergency Operations and Crisis Response Plan (SEOCR)
- H. Material to be Included in Each SEOCR
- I. Managing Communications During and About an Emergency or Crisis
- J. Required Notices
- K. Resources

Attachment A – School Emergency Operations and Crisis Response Plan Format

Attachment B – Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program

A. Safety and Security Related Administrative Procedures and Forms

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

- 4:60-AP3 *Criminal History Records Check of Contractor Employees*
- 4:110-AP1 *School Bus Post-Accident Checklist*
- 4:110-AP3 *School Bus Safety Rules*
- 4:110-E *Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses*
- 4:160-AP *Environmental Quality of Buildings and Grounds*
- 4:170-AP1, E1 *Accident or Injury Form*
- 4:170-AP1, E2 *Memo to Staff Members Regarding Contacts by Media About a Crisis*
- 4:170-AP2 *Routine Communications Concerning Safety and Security*
- 4:170-AP2, E1 *Letter to Parents/Guardians Regarding Student Safety*
- 4:170-AP2, E2 *Letter to Parents/Guardians Regarding the Dangers of Underage Drinking*
- 4:170-AP2, E3 *Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers*

The footnotes should be retained.

¹ This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in 2013, at www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. The *Guide* informs schools what they need to do, not what to do. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content.

- 4:170-AP4 *National Terrorism Advisory System*
- 4:170-AP5 *Unsafe School Choice Option*
- 4:170-AP6 *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*
- 4:170-AP6, E1 *School Staff AED Notification Letter*
- 4:170-AP6, E2 *Notification to Staff and Parents/Guardians of CPR and AED Video*
- 4:170-AP8 *Movable Soccer Goal Safety*
- 4:175-AP1 *Criminal Offender Notification Laws; Screening*
- 4:175-AP1, E1 *Informing Parents/Guardians About Offender Community Notification Laws*
- 4:180-AP1 *School Action Steps for Pandemic Influenza*
- 4:180-AP2 *Pandemic Influenza Surveillance and Reporting*
- 4:190 *Targeted School Violence Prevention Program*
- 4:190-AP1 *Targeted School Violence Prevention Program*
- 4:190-AP1, E1 *Targeted School Violence Prevention Program Resources*
- 4:190-AP2 *Threat Assessment Team (TAT)*
- 4:190-AP2, E1 *Principles of Threat Assessment*
- 4:190-AP2, E2 *Threat Assessment Documentation*
- 4:190-AP2, E3 *Threat Assessment Key Areas and Questions; Examples*
- 4:190-AP2, E4 *Responding to Types of Threats*
- 4:190-AP2, E5, *Threat Assessment Case Management Strategies*
- 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*
- 6:235-E4 *Keeping Yourself and Your Kids Safe On Social Networks*
- 6:235-E5 *Children's Online Privacy Protection Act*
- 7:280-AP *Managing Students with Communicable or Infectious Diseases*
- 7:290-AP *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*

B. Definitions

SEOCR is a School Emergency Operations and Crisis Response Plan² (formerly *Emergency Operations Plan*). Each school or facility has an *SEOCR*.

First responders are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

Incident means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

District Safety Coordinator is the individual who manages the District's safety and security efforts.

The footnotes should be retained.

² The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans*, and the School Safety Drill Act (105 ILCS 128/, amended by P.A. 100-996) refers to *emergency and crisis response plans*.

Safety Team is the Superintendent's administrative committee that is responsible for its respective SEOCR. Each school or facility has a Safety Team.

SRO means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency.³

C. District Safety Coordinator and Safety Team; Responsibilities

The Superintendent appoints an administrator to be the **District Safety Coordinator** to manage the District's safety and security efforts and serve as the District's spokesperson during a crisis or emergency.

The Superintendent appoints members of a **Safety Team** for each school or facility, with input from the District Safety Coordinator and each school's Building Principal. The Building Principal and SRO, if any, shall be members of the Safety Team.

The District Safety Coordinator and each school's Safety Team are responsible for developing, implementing, and maintaining a **SEOCR** with the following objectives as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf:

- **Prevention**, meaning the capabilities needed to avoid, deter, or stop an incident. Prevention requires the use of: (a) research-based principles of safety and security, (b) an ongoing analysis of data (e.g., incident and inspection reports, complaints, suggestions), and (c) an ongoing program for identifying and evaluating unreasonable risks.
- **Protection**, meaning the capabilities needed to secure schools against violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation**, meaning the capabilities needed to reduce the likelihood or impact of an incident or emergency. Mitigation requires, among other things, high-quality training and instruction programs to execute and improve the SEOCR.
- **Response**, meaning the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery. Effective response requires, among other things, a clear, rapid, factual, and coordinated system of internal and external communication.
- **Recovery**, meaning the capabilities needed to restore the learning environment.

D. Safety Team Meetings

The District Safety Coordinator chairs the Safety Team meetings. The meetings are held as determined by the District Safety Coordinator. **At least once annually, the Safety Team shall request the participation of first responders and the Board Attorney in a meeting to review and provide input.** The following matters are suggested agenda items:

- Review the agenda and determine who will take meeting notes.
- Review the notes from the previous meeting.
- Discuss the status of previously submitted recommendations.
- Receive, review, and discuss individual and Safety Team committee reports and recommendations concerning one or more items below.
 1. Safety and security data from incidents, investigations, audits, etc.

The footnotes should be retained.

³ 105 ILCS 5/10-20.68, added by P.A. 100-984.

2. Recommendations received from stakeholders and first responders
 3. Emerging issues
 4. Status of the SEOCR
 5. Status of the safety and security communication system
 6. Status of training programs
 7. Status of programs to build awareness of, and support for, the SEOCR (contests, posters, drives, etc.)
- Clarify information and recommendations for a report to the Superintendent.
 - Confirm the Safety Team meeting schedule and review upcoming meeting dates.

E. Annual Safety Review

The District Safety Coordinator facilitates the annual safety review meeting conducted by the School Board or its designee, as required by 105 ILCS 128/25, amended by P.A. 101-455, and 128/30. During the annual safety review, the law requires the School Board or its designee to “review each school building’s emergency and crisis response plans, protocols, and procedures, including procedures regarding the District’s threat assessment team, and each building’s compliance with the school safety drill programs.” If the school board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The District Safety Coordinator assists the Board or its designee to comply with annual review requirements, including without limitation, the completion of a report certifying that the review took place. See ISBE’s website for an annual review checklist and report at www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property (5 ILCS 120/2(c)(8)). Consult the Board Attorney for assistance with this OMA exception.

F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A.s 100-996 and 101-455) and any implementing State administrative rules shall supersede this procedure in the event of a conflict.

The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE’s fillable *School Drill Documentation* form for documenting the completion of minimum drill requirements may be used (see www.isbe.net/Documents/91-02_school_drill_documentation.pdf).

Each academic year, each school building that houses students must conduct a minimum of:

- 1. Three school evacuation drills.** These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.

One of the three school evacuation drills requires the participation of the appropriate local fire department, unless waived as provided below. A date is selected according to the following timeline:

- No later than **September 1** of each year, the local fire department or fire district must contact the Building Principal in order to make arrangements.

- No later than **September 14** of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department in a school evacuation drill.
- No later than **September 15** of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the four available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items or bomb threats.

2. **One school bus evacuation drill.** This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

In addition, instruction on safe bus riding practices should be provided for all students. See 4:110-AP3, *School Bus Safety Rules*.

3. **One severe weather and shelter-in-place drill.** This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

4. **One law enforcement drill.**⁴ This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the District's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill. In addition, a law enforcement drill must meet each of the following criteria:

The footnotes should be retained.

⁴ 105 ILCS 128/20(c), amended by P.A. 100-996.

- During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
- The drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Building Principal and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
- After a drill in which local law enforcement participated, the Building Principal should request a certification from local law enforcement that the law enforcement drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.

The District Safety Coordinator, in cooperation with the Building Principal, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98th General Assembly, 2013)).

G. School Emergency Operations and Crisis Response Plan (SEOCR)

Each Safety Team shall develop, implement, and maintain a SEOCR using the process below, as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf:

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the SEOCR.
5. Share the SEOCR with stakeholders and train them. This includes, without limitation, having the SEOCR accessible in a digital format.

Each SEOCR shall be in the format suggested by and explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*, at www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. See the **Attachment** to this procedure.

H. Material to be Included in Each SEOCR

Each school Safety Team annually gathers and/or renews the following material for inclusion in the SEOCR:

1. District-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program*, and 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Building-level Threat Assessment Team procedures. See 4:190-AP2, *Threat Assessment Team (TAT)*.
3. Building evacuation protocol. The Building Principal or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (d) keep all staff informed of the evacuation plans.

4. Documents concerning safety drills. The Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by P.A.s 100-996 and 101-455) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, AEDs, and fire extinguishers, and (d) map or plan describing the areas to be used in the event of an emergency or crisis for triage, emergency helicopter landing, media center, non-victim students, and parents/guardians. The Safety Team or Principal shall annually give a copy of these to first responders.
6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
8. Carbon monoxide alarm or detector activation plans, protocols and procedures (105 ILCS 5/10-20.57 and 430 ILCS 135/).
9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Bicycle use rules.
15. Roadway and parking rules.
16. Procedures on student illness and injuries at school and school events (23 Ill.Admin.Code §1.530(c)).
17. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The District's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See 4:110-AP3, *School Bus Safety Rules*.
18. Safety and security related administrative material. See section A, above.
19. The location of any door security locking means and the use of the locking and unlocking means from within and outside the room(s) (105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-548).
20. Other documents identified by the Safety Team.

I. Managing Communications During and About an Emergency or Crisis

The District Safety Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning an emergency or crisis. The District Safety Coordinator serves as the spokesperson during a crisis or emergency. All District communications should come from this source to ensure accuracy, creditability, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency or crisis unless the information is from the District Safety Coordinator. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency or crisis situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.
4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

J. Required Notices

A school staff member shall immediately notify the Building Principal when he or she:

1. Observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a).
2. Has reason to suspect that any person on school grounds is or was involved in a drug-related incident. 105 ILCS 5/10-27.1B.
3. Observes an attack on any staff member or is subject to an attack. 105 ILCS 5/10-21.7

Upon receiving a report on any of the above, the Building Principal or designee shall immediately notify local law enforcement. See 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*. In addition, he or she must notify the Superintendent and, within one to three days of the incident's occurrence, one or both of them must notify the Ill. Dept. of State Police (ISP). Notification to the ISP may be accomplished using ISBE's web-based School Incident Reporting System (SIRS) to report incidents electronically. SIRS is available at www.isbe.net/Pages/School-Incident-Reporting-System.aspx or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account.

K. Resources

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center;
Guides for Developing Emergency Operations Plans www.rems.ed.gov/EOPGuides.aspx

Guide for Developing High-Quality School Emergency Operations Plans: At a Glance
www.rems.ed.gov/K12GuideForDevelHQSchool.aspx

Guide for Developing High-Quality School Emergency Operations Plans
www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center
www.rems.ed.gov/toolbox.aspx

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute www.alicetraining.com

SBE/OSFM All Hazard Preparedness Guide for Illinois Schools www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx

Illinois Emergency Management Agency (IEMA) www2.illinois.gov/ready/Pages/default.aspx

Schools/Campus - Resources www2.illinois.gov/ready/plan/Pages/Schools.aspx

School Safety Information Sharing Program (SSISP)
www2.illinois.gov/ready/plan/Pages/Schools.aspx

Illinois Terrorism Task Force www2.illinois.gov/iema/ITTF/Pages/default.aspx

National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety Policies www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis

U.S. Secret Service (USSS) Active Shooter Related Research Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack www.secretservice.gov/data/protection/ntac/bystander_study.pdf

Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice's Bureau of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education's Office of Safe and Drug Free Schools www.threatplan.org/default.htm

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network
www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

Attachment A

School Emergency Operations and Crisis Response Plan Format

Basic Plan

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Introductory Material 1.1 Promulgation Document and Signatures 1.2 Approval and Implementation 1.3 Record of Changes 1.4 Record of Distribution | <ol style="list-style-type: none"> 3. Concept of Operations 4. Organization and Assignment of Responsibilities 5. Direction, Control, and Coordination 6. Information Collection, Analysis, and Dissemination 7. Training and Exercises |
|--|--|

- | | |
|--|---|
| 1.5 Table of Contents | 8. Administration, Finance, and Logistics |
| 2. Purpose, Scope, Situation Overview, and Assumptions | 9. Plan Development and Maintenance |
| 2.1 Purpose | 10. Authorities and References |
| 2.2 Scope | |
| 2.3 Situation Overview | |
| 2.4 Planning Assumptions | |

Functional Annexes

Note: This is not a complete list, but it is recommended that all SEOCRPs include at least the following functional annexes:

- | | |
|-------------------------------|------------------------------------|
| 1. Communications | 6. Reunification |
| 2. Evacuation | 7. Continuity of Operations (COOP) |
| 3. Shelter-in-Place | 8. Security |
| 4. Lockdown | 9. Recovery |
| 5. Accounting for All Persons | 10. Health and Medical |

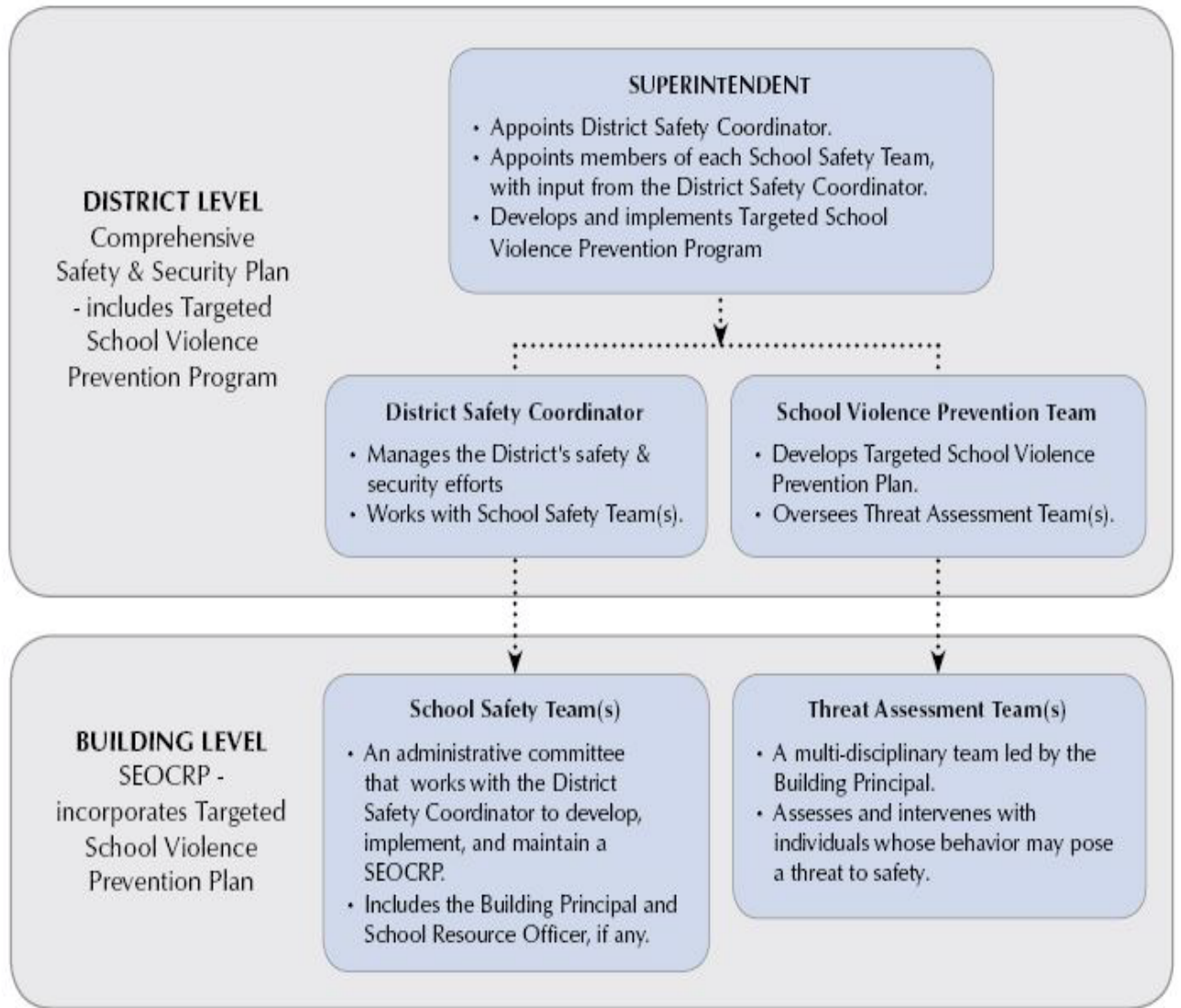
Threat- or Hazard-Specific Annexes

Note: This is not a complete list. Each school’s annexes will vary based on its hazard analysis.

- | | |
|---------------------------------|---------------------------------|
| 1. Hurricane or Severe Storm | 5. Mass Casualty Incident |
| 2. Earthquake | 6. Active Shooter |
| 3. Tornado | 7. Pandemic or Disease Outbreak |
| 4. Hazardous Materials Incident | |

Attachment B

Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program



DATED:

Pending

Operational Services

Exhibit - Accident or Injury Form

The supervisory staff member must complete this form for submission to the Superintendent whenever any person, student, or adult, is injured on District property or at a District-sponsored event.

Name of injured person _____

Age _____ Male Female Telephone _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

How did the accident occur? (Describe sequence of events) _____

Emergency contact notified? Yes No If no, explain why: _____

If yes, provide the following:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

Name	Address	Telephone

First aid administered? Yes No

If yes, describe first aid administered and by whom: _____

Supervisor (*please print*) _____

Signature _____

Date _____

DATED:

Operational Services

Exhibit - Memo to Staff Members Regarding Contacts by Media About a Crisis

If the media attempts to contact you about a death or other crisis, please follow these guidelines:

1. It is perfectly correct to tell a reporter that you would rather not comment on the incident especially if it has been an emotional strain. Rather than shouting “No comment” (which makes it sound like you are trying to hide something), say something like, “this incident has affected the school community greatly, and I would prefer to not comment on it.” One should then refer the reporter to the Safety Program Coordinator, person designated for the District’s public relations, or other designated spokesperson.
2. According to School Board policy and the Family Educational Rights and Privacy Act (FERPA), the only information about a student that the school is allowed to release is a verification of his or her attendance at the school. If the parents give permission, certain *directory* information (address, participation in sports or activities, awards received, etc.) may also be released. In the event of parental approval, that information will be given to the media by the Superintendent or the designated spokesperson.
3. Comments such as the following should be avoided: “He/She was a B student,” “He/She was having trouble in class, and I had referred her to the social worker last week,” and “He/She was constantly in trouble for dealing drugs and smoking on school grounds.” Best practices are to avoid such specific comments about individual students. If a reporter persists with these questions, say something like, “Board policy prohibits me from specifically commenting on any student. Furthermore, I do not wish to infringe upon the family’s right to privacy.”
4. Do not feel compelled to correct a reporter if a reporter tells you incorrect information. For example, to try and obtain more information, a reporter might say, “I was informed the student was failing...” Refer the reporter to the Safety Program Coordinator person designated for the District’s public relations, or the designated spokesperson.
5. For persistent reporters, it may be helpful to acknowledge that you understand that he or she has a job to do, but you have a job to do as well and you do not have authority to comment.
6. If you choose, you may make your own personal comments about how the crisis has affected you. If the incident involved an athlete, the coach might say, “_____’s death is very tragic, and the team and I will miss him/her.”
7. You may also address actions the school is taking to deal with the crisis. For example, “Although this is a terrible situation, we are fortunate to have a crisis plan to counsel students and faculty who are understandably upset.”
8. Do not agree to set up interviews with students. All requests for interviews should be directed to the Safety Program Coordinator, person designated for the District’s public relations, or the designated spokesperson.

9. Do not speculate or comment on the cause of death or other crisis, especially in an apparent suicide or murder. Tell reporters that information on the death should be obtained from the police department.
10. Remember, you do not have to answer any questions at all and may choose to simply refer all reporters to the Safety Program Coordinator, person designated for the District's public relations, or the designated spokesperson.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Routine Communications Concerning Safety and Security

This procedure’s purpose is to identify and organize the District’s routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District’s coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

Form, Memo, or Letter	Explanation
<p>4:15-E1 - <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i> 4:15-E2 - <i>Statement of Purpose for Collecting Social Security Numbers</i> 4:15-E3 - <i>Statement for Employee Manual or District Website Concerning the District’s Purpose for Collecting Social Security Numbers</i></p>	<p>Board policy makes the Superintendent responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. The letter informs staff members about their obligation to protect the privacy of social security numbers. 4:15-E2 and 4:15-E3 fulfill the requirement in the Identity and Protection Act to provide a statement of the purposes for which the District is collecting and using social security numbers.</p>
<p>4:110-E - <i>Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses</i></p>	<p>The parent/guardian of a student with special needs or medical conditions completes this form to provide information to bus drivers and emergency medical technicians. One copy is kept at the school and another copy on the student’s school bus in a secure location. 105 ILCS 5/10-20.35 encourages, but does not require, this communication.</p>
<p>4:170-AP1, E1 - <i>Accident or Injury Form</i></p>	<p>This form documents an accident or injury. It provides useful information for examining and evaluating risks. Many insurance companies require completion of their own forms.</p>
<p>4:170-AP1, E2 - <i>Memo to Staff Members Regarding Contacts by Media About a Crisis</i></p>	<p>This memo is intended to encourage staff members to refer questions from the media to the District spokesperson to avoid disseminating incomplete or inaccurate information, or unintentionally violating student privacy rights.</p>
<p>4:170-AP2, E1 - <i>Letter to Parents/Guardians Regarding Student Safety</i></p>	<p>This letter is intended to gain the support and cooperation of parents/guardians concerning the District’s safety and security plan. It should align with 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
<p>4:170-AP2, E2 - <i>Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking</i></p>	<p>This letter informs parents/guardians about: (1) the dangers of underage drinking, (2) the prohibition on serving alcohol to minors, and (3) the punishment for violating these laws. House Resolution 98-162 encourages, but does not require, this communication.</p>

Form, Memo, or Letter	Explanation
4:170-AP2, E3- <i>Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers</i>	This letter informs parents/guardians about social media apps that can be harmful and disruptive. It describes <i>hyperlocal</i> social media apps, e.g., YikYak, that use GPS on cell phones to target groups in specific areas and <i>temporary</i> social media apps that offer a false sense of anonymity or a false belief that content <i>disappears</i> after a certain set time limit, e.g., <i>ask.fm</i> and <i>Snapchat</i> .
4:170-AP6, E1 - <i>School Staff AED Notification Letter</i>	This letter informs staff members of AED locations and instructions for responding to medical emergencies, as required by 77 Ill.Admin.Code §527.800(b).
4:170-AP6, E2 - <i>Notification to Staff and Parents/Guardians of CPR and AED Video</i>	This notification informs parents/guardians and staff of the training video on hands-only cardiopulmonary resuscitation and automated external defibrillators available on the Ill. High School Association's website. Required by 105 ILCS 25/1.10, added by P.A. 98-305.
4:175-AP1, E1 - <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	This notification informs parents/guardians that information about sex offenders and violent offenders against youth is available on the Ill. Dept. of State Police's website. It is provided during school registration or parent-teacher conferences, as required by 730 ILCS 152/.
6:235-AP1 - <i>Acceptable Use of the District's Electronic Networks</i> 6:235-AP1, E1 - <i>Student Authorization for Access to the District's Electronic Networks</i> 6:235-AP1, E2 - <i>Staff Authorization for Access to the District's Electronic Networks</i> 6:235-E3 - <i>Online Privacy Statement</i>	Internet safety is promoted by wide distribution of the District's rules and guidelines.
6:235-E4 - <i>Keeping Yourself and Your Kids Safe on Social Networks</i>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to parents/guardians about this Act.
6:250-E - <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or volunteer in a school.
7:180-AP1, E2 - <i>Be a Hero by Reporting Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to encourage reporting by both witnesses and victims.
7:180-AP1, E3 - <i>Memo to Staff Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members

Form, Memo, or Letter	Explanation
	about the District's anti-bullying program and its expectations of staff members.
<i>7:180-AP1, E4 - Memo to Parents/Guardians Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
<i>7:180-AP1, E5 - Report Form for Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
<i>7:185-E - Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5).
<i>4:170-AP2, E4 - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	Informing parents/guardians about sexting may help gain their support and cooperation to end sexting and its resulting disruption to the educational environment.
<i>7:270-E1 - School Medication Authorization Form</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding medications, asthma inhalers, and/or epinephrine injectors.
<i>7:270-E2 - School Medication Authorization Form - Medical Cannabis</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding student's use of medical cannabis.
<i>7:280-E3 - Preventing Staphylococcal Infections for Schools</i>	This exhibit contains information for students and their parents/guardians and staff members concerning preventing staphylococcal infections in schools.
<i>7:300-E1 - Agreement to Participate</i>	This exhibit documents that a student athlete and his or her parent/guardian were informed about the risks inherent in sports and received IHSA's: (1) information about performance enhancing substances testing program, and (2) Concussion Information Sheet. It also asks the parent/guardian for emergency contacts.
<i>7:300-E2 - Certificate of Physical Fitness for Participation in Athletics</i>	This certificate provides documentation that the parent/guardian believes that his or her student athlete is in good health and capable of participating in the sport or activity. The parent/guardian also provides a short medical history and current medications for the student athlete.
<i>7:300-E3 - Authorization for Medical Treatment</i>	Parents/guardians sign this form to authorize medical treatment of their child who is a student athlete.
<i>8:30-E1 - Letter to Parent Regarding</i>	This exhibit informs parents/guardians that State law

Form, Memo, or Letter	Explanation
<i>Visits to School by Child Sex Offenders</i>	restricts when a child sex offender may be on school property. It provides instructions to any parent/guardian who is a child sex offender.
<i>8:30-E2 - Child Sex Offender's Request for Permission to Visit School Property</i>	A child sex offender uses this exhibit to request permission to visit school property. He or she must provide the reason(s) for seeking permission to visit school property.

DATED:

Pending Implementation

Operational Services

Exhibit - Letter to Parents/Guardians Regarding Student Safety

On District letterhead

Date

Re: Student Safety

Dear Parent(s)/Guardian(s):

Student safety is our District’s top priority. Our District has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students’ emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations and Crisis Response Plan (SEOCRCP)

The District has plans for all four phases of emergency and disaster management:

1. Prevention - the capabilities needed to avoid, deter, or stop an incident.
2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each SEOCRP. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will share emergency information via its website, information hotline, the media, and/or telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child’s school, staff members will be busy supervising students. We will attempt to provide information through the District’s information hotline, _____, and/or website _____.

If students are evacuated, students at _____ School will go to _____. You may pick up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the District Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent

DATED:

Pending Implementation

Operational Services

Exhibit - Letter to Parents/Guardians Regarding the Dangers of Underage Drinking

On District letterhead

Date

Re: Underage Drinking

Dear Parent(s)/Guardian(s):

A child's well-being in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to an increase in risky behavior.

According to the Centers for Disease Control and Prevention (CDC), 1 in 10 teens in high school drinks and drives. Teen drivers are three times more likely than experienced drivers to be in a fatal crash, and drinking any alcohol greatly increases this risk for teens. The CDC and the National Institutes of Health indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit students from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

Driving While Under the Influence (DUI)

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for three months to one year. 625 ILCS 5/11-501.1(c).

Driving while under the influence of alcohol is a Class A misdemeanor punishable by a fine and jail for up to 364 days. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended. 625 ILCS 5/11-501.

Consumption of Alcohol by a Minor

Consumption of alcohol by a minor is a Class A misdemeanor. Minors convicted of alcohol possession in a public space face up to 364 days in jail and a \$2,500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at

least three months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence). 235 ILCS 5/6-20(f) and 625 ILCS 5/6-206(a)(43).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program. 235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor, punishable by a fine of not less than \$500 and jail for up to 364 days. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a Class 4 felony, punishable by one to three years in prison and up to a \$25,000 fine. 235 ILCS 5/6-16(a-1).

Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or other adult giving the minor alcohol. 235 ILCS 5/6-21.

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken. 625 ILCS 5/11-502.

In conclusion, our District encourages you to talk with your child and partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm

www.responsibility.org/prevent-underage-drinking

www.samhsa.gov/underagedrinking

Sincerely,

Superintendent

DATED:

Operational Services

Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

On District letterhead

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parent(s)/Guardian(s):

Staying on top of social medial trends is important for parents/guardians. The District wants you to know that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, and *Whisper* often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot not possible) of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

Resources about Social Media Apps and Protecting Your Child Online

www.common sense media.org, discusses apps, movies, and more! Type in the app you want to learn more about, and this website will summarize it for you.

www.consumer.ftc.gov/topics/protecting-kids-online, contains resources for adults seeking to help children make safe and responsible online choices.

Sincerely,

Building Principal

DATED:

Operational Services

Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

On District letterhead

Date

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardian(s):

Sexting is generally defined as sending, sharing, viewing, receiving, or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 20 percent of teen boys and girls have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Talk to your children, even if the issue hasn't directly impacted your community. Ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age-appropriate explanation. For more information about starting age-appropriate discussions, see *Talking to Kids and Teens About Social Media and Sexting – Tips from the American Academy of Pediatrics* at: www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Talking-to-Kids-and-Teens-About-Social-Media-and-Sexting.aspx.
- Make sure children of all ages understand that the District's student behavior policy prohibits sexting, and that it is further punishable in Illinois through the Juvenile Court Act and the Criminal Code of 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting.

For more information on sexting, how to talk to your children about it, and how to say no to sexting, please see the following links:

- www.common sense media.org/blog/talking-about-sexting
- www.education.com/magazine/article/child-sexting-parents/
- www.athinline.org/facts/sexting
- <https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/>
- <https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html>

Sincerely,

Superintendent

DATED:

Operational Services

Administrative Procedure - National Terrorism Advisory System

The National Terrorism Advisory System (NTAS) is designed to convey timely information to the American public about terrorist threats. NTAS issues two types of advisories: *Bulletins* and *Alerts*, which are described below:

Bulletins - Communicate developments or trends about terrorism threats without necessarily indicating a specific threat. This means a Bulletin provides broad terrorism threat information that allows recipients to quickly take protective measures.

Alerts - Are only issued when specific, credible information about a terrorist threat is available. An Alert may include information pertaining to the threat’s nature, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. Alerts carry an expiration date and will be automatically canceled on that date. Updates to an Alert, as well the cancelation of an Alert, will be distributed in the same way as the original Alert.

Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is *elevated* if there is no specific information about the timing or location.

A threat is *imminent* if the threat is believed to be impending or occurring very soon.

NTAS advisories are issued by the U.S. Dept. of Homeland Security at: www.dhs.gov/alerts.

District Response Measures

The Superintendent or designee is responsible for tracking Bulletins and Alerts and disseminating those that merit administrative review.

After receiving an NTAS advisory, each the Superintendent, Building Principal or other appropriate administrator (*administrator*) will review it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should assess the threat to the District activities for which he or she is responsible and consider reviewing the threat with other administrators and/or public safety officials. A range of potential response measures are listed below in the column entitled **Potential Response Measures in Addition to Any Suggested by the NTAS Advisory**.

The Superintendent and Building Principal(s) should strongly consider closing school(s) and canceling activities whenever there is an *imminent* threat to the District or one of its buildings.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
Emergency Planning and Preparedness	Update the school emergency operations plan, specifically the emergency and disaster response procedures. Address critical emergency needs under the direction of public safety officials. Coordinate emergency plans with county, State, and federal agencies. Inventory emergency supplies and equipment.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	<p>Maintain current emergency communication lists for employees and students.</p> <p>Test alternative communication capabilities.</p> <p>Designate an alternative communications center located off school property.</p> <p>Review parent/guardian notification procedures.</p> <p>Review procedures to reunite students with their parents/guardians should schools close mid-day.</p>
Communication/Activities with Employees	<p>Instruct employees to report suspicious activities or persons to the administrative office.</p> <p>Conduct emergency and disaster response training for all employees.</p> <p>Disseminate emergency communications methods and resources, e.g., where to get information, to employees.</p> <p>Review school emergency operations plans with all employees.</p> <p>Update employee emergency contact numbers.</p>
Communication/Activities with Students	<p>Instruct students to report suspicious activities or persons to any employee.</p> <p>Conduct school safety drills with students.</p>
Classes and School Activities	<p>Close school(s) early.</p> <p>Cancel classes.</p> <p>Cancel outside activities and field trips.</p> <p>Cancel all activities.</p> <p>Cancel regular and/or extracurricular bus service.</p>
Building and Grounds Security	<p>Reassess facility security measures, e.g., lock exterior doors.</p> <p>Increase building security throughout the school system.</p> <p>Implement visitor control procedures.</p> <p>Limit visitor access to school.</p> <p>Prohibit visitor access to school.</p> <p>Prohibit parking near buildings.</p> <p>Request police department to increase patrols around school.</p> <p>Take additional precautions during events and activities, e.g., hiring additional security staff, restricting public access, or canceling the event/activity.</p> <p>In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.</p>
Parent/Guardian Communication	<p>Disseminate emergency communications methods and resources, e.g., where to get information, to</p>

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	parents/guardians and the community. Update student emergency contact numbers. Test parent/guardian notification procedures. Increase communication with parents/guardians and community via website and email distribution. Inform parents/guardians of procedures to reunite students with parents/guardians should schools close mid-day.

Resources

Access NTAS Bulletins or Alerts at: www.dhs.gov/alerts

Sign up to receive NTAS Bulletins and Alerts via email at:
public.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164

To add NTAS Bulletins and Alerts to a website see:
www.dhs.gov/files/programs/ntas-developer-resources.shtm

For further information on NTAS see:
www.dhs.gov/files/programs/ntas.shtm
www.dhs.gov/files/publications/ntas-questions-answers.shtm

For a sample NTAS Bulletin see:
www.dhs.gov/sites/default/files/publications/15_1214_ntas_sample_bulletin.pdf

For a sample NTAS Alert see:
www.dhs.gov/sites/default/files/publications/15_1214_ntas_sample_elevated_alert.pdf

DATED:

Operational Services

Administrative Procedure - Unsafe School Choice Option

Illinois public school districts must comply with the following two statutes: (1) 105 ILCS 5/2-3.134 requires ISBE to maintain data and publish a list of persistently dangerous schools, and (2) 105 ILCS 5/10-21.3a requires each school board to adopt a policy governing the transfer of students within the district from a persistently dangerous school to another public school in the district. Board policy 4:170, Safety, fulfills this requirement with its section on **Unsafe School Choice Option**.

This procedure implements the policy. It incorporates guidance issued by the U.S. Department of Education (DOE), *Unsafe School Choice Option, Non-Regulatory Guidance*, www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf, when NCLB was in effect. NCLB was repealed. A new law took its place called the Every Student Succeeds Act (ESSA), which amended ESEA on December 10, 2015. ESEA, as amended by ESSA, still requires states to implement an unsafe school choice option; however, the DOE has not updated its guidance to be consistent with this new law. This procedure incorporates DOE guidance to the extent that it is consistent with the new law. Frequent ESSA implementation guidance is expected as states implement the new law.

Unsafe School Choice Option for Students in Persistently Dangerous Schools

Actor	Action
ISBE	Identifies each Illinois school that is a <i>persistently dangerous school</i> as defined in 105 ILCS 5/10-21.3a(b) (attached). As of May 2014, ISBE has not identified a <i>persistently dangerous school</i> .
Building Principal or designee	Within ten calendar days of identification, or longer time if necessary, notifies by U.S. mail, the parents/guardians of students attending a <i>persistently dangerous school</i> , of that school's status as <i>persistently dangerous</i> .
Superintendent	Keeps the Board informed as appropriate. Determines which, if any, schools will receive students assigned to a <i>persistently dangerous school</i> . The recipient school may be a public charter school. If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. The needs and preferences of affected students and parents/guardians will be considered. Develops and implements a corrective action plan.
Building Principal or designee	Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following: 1. The status of the corrective action plan; and 2. The identities of any available school or public charter school into which students may transfer.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to

Actor	Action
	exercise the transfer option.
Building Principal or designee	Executes any requested transfers as soon as possible. Transfers will be in effect at least while the original school is identified as <i>persistently dangerous</i> . When determining the transfer length, the Principal considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.
Superintendent or designee	Upon corrective action plan's completion, requests that ISBE remove the school from the list of <i>persistently dangerous schools</i> .

Unsafe School Choice Option for Any Student Who Is a Victim of a Violent Criminal Offense Occurring on School Grounds During Regular School Hours or During a School-Sponsored Event

Actor	Action
Building Principal or designee	Notifies the Superintendent that a student was a victim of a violent crime, as defined by 725 ILCS 120/3 (attached), occurring on school grounds during regular school hours or during a school-sponsored event.
Superintendent	<p>As soon as possible, determines which, if any, schools are available recipients for a student who was a victim of a violent crime while in school or on school grounds.</p> <p>The recipient school may be a public charter school.</p> <p>If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., an agreement with a neighboring district to accept the student.</p> <p>The needs and preferences of the affected student and his or her parents/guardians shall be considered.</p> <p>Keeps the Board informed as appropriate.</p>
Building Principal or designee	As soon as possible, notifies the student's parents/guardians that the student may transfer to another school, provided another school is available.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfer as soon as possible. When determining the transfer length, considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.

Definitions for "Persistently Dangerous School"
105 ILCS 5/10-21.3a

§10-21.3a(b). In order to be considered a persistently dangerous school, the school must meet all of the following criteria for 2 consecutive years:

1. Have greater than 3% of the students enrolled in the school expelled for violence-related conduct;

2. Have one or more students expelled for bringing a firearm to school as defined in 18 U.S.C. 921;
3. Have at least 3% of students enrolled in the school exercise the individual option to transfer schools pursuant to subsection (c) of this section. [105 ILCS 5/10-21.3a(c), see the second section of this procedure]

Definitions for “Crime Victim” and “Violent Crime”

725 ILCS 120/3 (current as of October 2016)

§ 3. The terms used in this Act, unless the context clearly requires otherwise, shall have the following meanings:

(a) "**Crime victim**" and "**victim**" mean (1) a person physically injured in this State as a result of a violent crime perpetrated or attempted against that person or (2) a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person or (3) a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling of any person granted rights under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner or (4) any person against whom a violent crime has been committed (5) any person who has suffered personal injury as a result of a violation of Section 11-501 of the Illinois Vehicle Code, or of a similar provision of a local ordinance, or of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012 or (6) in proceedings under the Juvenile Court Act of 1987, both parents, legal guardians, foster parents, or a single adult representative of a minor or person with a disability who is a crime victim.

(c) "**Violent Crime**" means any felony in which force or threat of force was used against the victim, or any offense involving sexual exploitation, sexual conduct or sexual penetration, or a violation of Section 11-20.1, 11-20.1B, or 11-20.3 of the Criminal Code of 1961 or the Criminal Code of 2012, domestic battery, violation of an order of protection, stalking, or any misdemeanor which results in death or great bodily harm to the victim or any violation of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury or death, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene.

DATED:

Operational Services

Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Ill. Dept. of Public Health (IDPH) Rules, Title 77, Part 527, Physical Fitness Medical Emergency Preparedness Code. Any definitions of terms found in this Act and IDPH implementing rules are used as the definitions of those terms in this procedure. 77 Ill.Admin.Code Part 527.

Actor	Action																		
<p>Superintendent or designee</p>	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the <i>Plan Coordinator</i>.</p> <p>Plan Coordinator:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"><u>Jason Piper</u></td> <td style="width: 50%; border-bottom: 1px solid black;"><u>B&G Director</u></td> </tr> <tr> <td style="font-size: small;">Name</td> <td style="font-size: small;">Position</td> </tr> </table> <p>Files this plan with the IDPH, Division of EMS & Highway Safety, 500 E. Monroe - 8th Floor, Springfield, IL 62701. Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill.Admin.Code §527.400(a) and (c).</p> <p>Dates plan submitted:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> </table> <p>Decides, with input from the Plan Coordinator, the schedule for purchasing and maintenance of AEDs. See 210 ILCS 74/50 for compliance date schedule(s).</p> <p>If the AED becomes inoperable, the district must replace or repair it within 10 days. Persons using the facility must be notified if an operable AED is not on the premises. The AED shall be mobile and accessible at all times when the AED is operable. 77 Ill.Admin.Code §527.600.</p> <p>Designates the Principal as the individual who must be notified in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; font-size: small;">Building</td> <td style="width: 50%; text-align: center; font-size: small;">Office Contact</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><u>All buildings</u></td> <td style="border-bottom: 1px solid black;"><u>Bryan Zwemke - 815/521-5067</u></td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a completed report that an AED was used. Cooperates to provide information that may be necessary for non-transport vehicle (defined at 77 Ill.Admin.Code §515.825) in compliance with 77 Ill.Admin.Code §515.350 (requires documentation of all medical care provided and a report to the</p>	<u>Jason Piper</u>	<u>B&G Director</u>	Name	Position	_____	_____	_____	_____	_____	_____	Building	Office Contact	<u>All buildings</u>	<u>Bryan Zwemke - 815/521-5067</u>	_____	_____	_____	_____
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Actor	Action												
	EMS System within 24 hours for the EMS System to review) and provides information to IDPH upon request.												
Plan Coordinator	<p>Responsibilities Concerning Emergency Responders</p> <p>With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use.</p> <table border="0" data-bbox="560 478 1425 632"> <thead> <tr> <th data-bbox="560 478 945 512">Facility</th> <th data-bbox="1036 478 1425 512">Emergency Response Providers</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 520 945 554"><u>Central Campus</u></td> <td data-bbox="1036 520 1425 554"><u>Matt Wikoff</u></td> </tr> <tr> <td data-bbox="560 562 945 596"><u>South Campus</u></td> <td data-bbox="1036 562 1425 596"><u>Jaimie Soliman</u></td> </tr> </tbody> </table> <p>Responsibilities Concerning AED Users</p> <p>Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15 and 77 Ill.Admin.Code §527.600) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800.</p> <p>Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.</p> <table border="0" data-bbox="560 1003 1425 1157"> <thead> <tr> <th data-bbox="560 1003 945 1037">Facility</th> <th data-bbox="1133 1003 1425 1037">Trained AED Users</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 1045 945 1079"><u>Central Campus</u></td> <td data-bbox="1036 1045 1425 1079"><u>Matt Wikoff</u></td> </tr> <tr> <td data-bbox="560 1087 945 1121"><u>South Campus</u></td> <td data-bbox="1036 1087 1425 1121"><u>Jamie Soliman</u></td> </tr> </tbody> </table> <p>Responsibilities Concerning AED Registration</p> <p>Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.</p> <p>Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator. 410 ILCS 4/20(b) and 77 Ill.Admin.Code §527.500.</p> <p>Cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p> <p>Responsibilities Concerning Location of AED and Other First Aid Equipment</p> <p>Indoor Facility - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.</p> <p>Outdoor Facility - Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 210 ILCS</p>	Facility	Emergency Response Providers	<u>Central Campus</u>	<u>Matt Wikoff</u>	<u>South Campus</u>	<u>Jaimie Soliman</u>	Facility	Trained AED Users	<u>Central Campus</u>	<u>Matt Wikoff</u>	<u>South Campus</u>	<u>Jamie Soliman</u>
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Actor	Action		
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Building Principal	In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.400(a).		

Actor	Action
	<p>Posts a notice at the facility's main entrance stating that an AED is located on the premises.</p> <p>Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>
School Nurse(s)	<p>Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p>These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>
Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p> <p>According to their training, uses the AED to help restore a normal heart rhythm. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 911 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 911 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 911, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and

Actor	Action
	Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

DATED:

Pending Implementation

Operational Services

Exhibit - School Staff AED Notification Letter

On District letterhead

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our physical fitness facilities. This plan includes access to an Automated External Defibrillator (AED) in the following locations in these facilities:

Facility	Location
_____	_____
_____	_____
_____	_____

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during any activity or program organized by the school and supervised by a school employee. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 911 and instructions for emergency care.
2. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. If you anticipate that your duties make you more likely to use an AED, you should become trained and certified. It is important to note that the Physical Fitness Facility Medical Emergency Preparedness Act and the Local Governmental and Governmental Employees Tort Immunity Act protect staff members from liability. We appreciate your support.

Sincerely,

Superintendent

Attachments: Step-by-Step Emergency Response Plan (bottom of page 4 of 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*)

DATED:

Operational Services

Exhibit - Notification to Staff and Parents/Guardians of CPR and AED Video

On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars

Date:

To: Parent(s)/Guardian(s) and Staff

Re: CPR and AED Video

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx.

DATED:

Operational Services

Administrative Procedure - Movable Soccer Goal Safety

Actor	Action
Superintendent	Requires all Building Principals to: <ol style="list-style-type: none"> 1. Identify any movable soccer goal that the District owns or controls and is on school grounds; and 2. Ensure that supervisors comply with the Movable Soccer Goal Safety Act a/k/a <i>Zach's Law</i>. 430 ILCS 145/.
Building Principal	Reviews the Ill. Dept. of Public Health's assistance materials found at www.idph.state.il.us/soccer_goal_safety/index.htm . Identifies any movable soccer goals on school grounds, or that the school owns or controls. Implements the Movable Soccer Goal Safety Act (430 ILCS 145/) by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Criminal Offender Notification Laws; Screening

Laws Protecting Students on School Grounds

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. 720 ILCS 5/11-9.3. See School Board policies 4:175, *Convicted Child Sex Offender; Screening; Notifications*; 8:30, *Visitors to and Conduct on School Property*; and administrative procedure 8:30-AP, *Definition of Child Sex Offender*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/, and (b) Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105. These laws are hereafter referred to as “offender notification laws.” See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

The School Code (105 ILCS 5/10-21.9, 5/21B-5 and 5/21B-80) lists criminal offenses that disqualify an individual from District employment if the individual was convicted. 105 ILCS 5/20-21.9 requires any person hired by the District to submit to a fingerprint-based criminal history records check through (a) the Ill. Dept. of State Police (ISP) for an individual’s *Criminal History Records Information* (CHRI), and (b) the Federal Bureau of Investigation (FBI) national crime information databases. The law also requires a school district to initially check two publicly-available Illinois offender databases for each applicant being considered for hire and, if hired, repeatedly at least once every five years that an individual remains employed by the District, which are (a) the Statewide Sex Offender Registry, www.isp.state.il.us/sor/, and (b) the Statewide Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. Obtaining the results of the fingerprint-based criminal history records check and review of the database registries is a *complete criminal history records check* as required by the School Code. See policy 5:30, *Hiring Process and Criteria*; administrative procedure 5:30-AP2, *Investigations*; and ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf

3. **Note:** A District may also check the National Sex Offender Public Website, www.nsopw.gov/; however, the same information will likely appear in the information furnished by the FBI.
4. The provisions in the School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. 105 ILCS 5/10-21.9(f). See administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 5:30-AP2, *Investigations*.
5. Being charged with attempting to commit, conspiring to commit, soliciting, or committing any offense listed in 105 ILCS 5/21B-80(b-5) results in the automatic suspension or revocation of the individual’s license until the individual’s criminal charges are adjudicated through a court of competent jurisdiction. If the individual is acquitted, his or her license or application shall be immediately reinstated.

6. Conviction of an offense listed in 105 ILCS 5/21B-80(c) results in the automatic suspension or revocation of the individual's license. Conviction of an offense listed in 105 ILCS 5/21B-80(b), depending upon whether the individual's sentence has been satisfactorily completed and seven years have passed since that date, may result in automatic suspension or revocation of the individual's license.
7. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

Receipt of Information from Law Enforcement

Offender Notification Laws: The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District's official contact person for purposes of the offender notification laws. The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

Juvenile Delinquency Adjudication Notifications: The Superintendent or designee shall contact the Juvenile Division of the County State's Attorney Office(s) having jurisdiction over the District's school(s) to discuss how the State's Attorney shall inform the Superintendent or designee of any students adjudicated as delinquent minors for offenses that would be felonies and/or certain weapons offenses under the Criminal Code of 2012. 705 ILCS 405/5-901(8). The Superintendent and/or designee(s) shall ensure the dissemination of such information is limited to the Building Principal and any guidance counselor designated by the Building Principal. Id.

Informing Staff Members and Parents/Guardians About the Law

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Registry, www.isp.state.il.us/sor/, and the Statewide Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/, and exhibit 4:175-AP1, E1, *Informing Parents/Guardians About Offender Community Notification Laws*.

Requests for additional information shall be referred to local law enforcement officials.

Screening Individuals Who Are Likely to Have Contact with Students at School or School Events

The law is silent with regard to *screening* volunteers and individuals in the proximity of a school. *Screening* is not the same as the School Code's requirement to perform a *fingerprint-based criminal history records check* through (a) the ISP for an individual's *Criminal History Records Information* (CHRI), and (b) the FBI's national crime information databases. 105 ILCS 5/10-21.9.

Screening involves checking an individual's name and address against the: (1) Ill. Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. 105 ILCS 5/10-21.9(a-5), (a-6).

There are five categories listed below of individuals with the potential to have contact with students at school or at school events.

1. For employees and student teachers, the Superintendent or Building Principal(s) perform the following tasks:
 - a. Complete the required forms to request the *fingerprint-based criminal history records check*; see 5:30-AP2, *Investigations*. 105 ILCS 5/10-21.9(a).
 - b. *Screen* the individual's name and address against the: (1) Ill. Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. 105 ILCS 5/10-21.9(a-5), (a-6). This screening must be done for applicants being considered for hire and, if hired, repeatedly at least once every five years that an individual remains employed by the District.
 - c. Review the lists of sex offenders and violent offenders against youth as the lists are received from law enforcement. If a match is found, the Superintendent immediately contacts the local police officials to confirm or disprove the match. The Superintendent immediately notifies the Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.
 - d. Notify the State Superintendent of Education in writing within 10 business days when a fingerprint-based criminal history records check returns a *pending* criminal charge against a license holder for an offense set forth in 105 ILCS 5/21B-80.
 - e. Notify the State Superintendent of Education in writing within 15 business days when a fingerprint-based criminal history records check returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80 or when publicly-available Illinois offender databases checks find a registration.
2. For students doing field or clinical experience other than student teaching, the Superintendent or Building Principal(s):
 - a. May require the same fingerprint-based criminal history records check required of student teachers. The cost of this check will be reimbursed by the student seeking the experience.
 - b. Performs the responsibilities listed in 1. b. & c., above.
3. For volunteers, see 6:250-AP, *Securing and Screening Resource Persons and Volunteers*. The Superintendent or Building Principal(s):

- a. May require the same fingerprint-based criminal history records check required of student teachers.
 - b. Performs the responsibilities listed in 1. b. & c., above.
4. For contractors' employees, see 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 5:30-AP2, *Investigations*.
 5. For individuals in the proximity of a school or bus stop, the Building Principal(s) review(s) the lists of sex offenders and violent offenders against youth as they are received from law enforcement. The Building Principal or designee shall: (a) notify staff members according to the section of this procedure on **Receipt of the Information from Law Enforcement**, and (b) attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property)

ADMIN. PROC.: 4:60-AP3 (Criminal History Records Check of Contractor Employees), 4:175-AP1, E1 (Informing Parents/Guardians About Offender Community Notification Laws), 5:30-AP2 (Investigations), 6:250-AP (Securing and Screening Resource Persons and Volunteers), 6:250-E (Resource Person and Volunteer Information Form and Waiver of Liability), 8:30-AP (Definition of Child Sex Offender), 8:30-E1 (Letter to Parent Regarding Visits to School by Child Sex Offenders), 8:30-E2 (Child Sex Offender's Request for Permission to Visit School Property)

DATED:

Operational Services

Exhibit - Informing Parents/Guardians About Offender Community Notification Laws

On District letterhead, website, and/or in student handbook

Date:

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

DATED:

Operational Services

Administrative Procedure - School Action Steps for Pandemic Influenza or Other Virus/Disease

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza (flu) or other virus/disease. The key planning activities in this checklist should build upon the School District’s existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic flu or other virus/disease outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

Prior to Outbreak/Preparedness and Planning Phase

Actor	Action
Superintendent or designee	Identify Pandemic Planning Team to operate as a Superintendent Committee that includes one or two School Board members, administrators, and staff members.
Superintendent and School Board	Identify, modify, and monitor relevant policies that a pandemic may possibly affect, including but not limited to: 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> 2:200, <i>Types of School Board Meetings</i> 2:220, <i>School Board Meeting Procedure</i> 3:70, <i>Succession of Authority</i> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness; Management; and Recovery</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:270, <i>Employment At-will, Compensation, and Assignment</i> 5:300, <i>Schedules and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays and Leaves</i> 6:20, <i>School Year Calendar and Day</i> 6:60, <i>Curriculum Content</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 7:70, <i>Attendance and Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i> 8:100, <i>Relations with Other Organizations and Agencies</i>

Actor	Action
<p>Superintendent or designee and Pandemic Planning Team</p>	<p>Begin review and use of the following publications:</p> <p>For flu season: School District (K-12) Pandemic Influenza Planning Checklist at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_checklist.pdf.</p> <p>For COVID-19: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html.</p> <p>Pandemic COVID-19 Checklist: K-12 School Administrators at: www.dph.illinois.gov/sites/default/files/COVID-19%20Schools%20Checklist%20030420.pdf.</p> <p>IDPH’s How should schools prepare for, and respond to, COVID-19? School Decision Tree at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare.</p> <p>Review and ensure a succession of authority plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic. Succession plans for Board members unable to fulfill duties during the pandemic may create a vacancy on the Board. Discuss the issues of succession plans for elected officials with the Board Attorney. See Board policies 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, and 3:70, <i>Succession of Authority</i>.</p> <p>Work with local health and emergency preparedness officials. They may want to use the schools to disseminate information to families about a crisis.</p> <p>Train employees about FLSA, overtime, and recordkeeping requirements necessary to work during a pandemic while the District is closed.</p> <p>Open communications with employee unions regarding “wages, hours and terms and conditions of employment” during a pandemic.</p> <p>Address policies for employee absenteeism, identifying critical job functions, plans for alternate coverage, and return-to-work policies as well as disease symptom recognition.</p> <p>Ensure resources for nurses and staff to receive training and personal protective equipment to identify flu or other pandemic disease symptoms. For flu reporting, see 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>. Remember that a person who is infected does not show symptoms right away, but children becoming ill may show different behavior than usual, such as eating less or being irritable. Knowing the differences between seasonal and pandemic flu is also critical to pandemic preparedness. A fact sheet is available at: www.cdc.gov/flu/pandemic-resources/basics/about.html.</p>

Actor	Action
	<p>Train staff to protect themselves from occupational exposure to flu or other disease through workplace <i>social distancing</i> based upon the Occupational Safety and Health Administration’s (OSHA), Guidance on Preparing Workplaces for an Influenza Pandemic, which may be found at: www.osha.gov/Publications/influenza_pandemic.html.</p> <p>Ensure that Standard Surveillance disease recognition procedures are in place and implemented. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>For flu, encourage the use of simple non-medical ways to reduce the spread of flu by <i>cough and sneeze etiquette</i> and cleansing of hands and work areas. For COVID-19, see the Interim Guidance for Administrators of US K-12 Schools and Child Care Programs, <i>When there is no community transmission (preparedness phase)</i> section at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare.</p> <p>Decide to what extent the District will encourage or require students and staff to stay home when they are mildly ill. Some parents/guardians may need to be more cautious in keeping their students out of school.</p> <p>Identify students who have a greater risk of infection and are most vulnerable to serious illness. Review their health needs and encourage those families to talk with their health care providers.</p> <p>Assess nutritional assistance needs for students who receive free and reduced-price food programs. For more information about providing continuity of meal distribution for students eligible for reimbursable meals, see Q & A #5 at: www.isbe.net/Documents/usda_qa072309.pdf and ISBE’s nutrition page specific to managing COVID-19 issues at: www.isbe.net/nutrition.</p> <p>Through consultation with the Regional Office of Education or Intermediate Service Center and local authorities, develop strategies for remote learning through collaborative agreements (television or other local cable stations, teleconferencing, electronic instructional resources, etc.). 105 ILCS 5/10-30, added by P.A. 101-643 and see 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>.</p> <p>Educate staff, students, and parents/guardians about the differences between the various types of flu, other viruses, and/or other diseases, best hygienic practices to prevent them, and what could occur in a pandemic. See Sample Parent Letter #1, Preparation and Planning at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf.</p> <p>Also see, Preparing for the Flu at: www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutookit.pdf and www.dph.illinois.gov/topics-services/diseases-and-conditions/influenza#publications-publications-influenza.</p> <p>Review Sections IV and V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.</p>

Outbreak of Flu or Other Virus/Disease

Actor	Action
Superintendent or designee	<p>Depending upon the type of virus/disease: For COVID-19, review the <i>Interim Guidance for Administrators of US K-12 Schools and Child Care Programs</i> at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html.</p> <p>For flu, consider issuing Sample Parent Letter # 2, First Bird Case at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_bird.pdf.</p> <p>Begin Heightened Surveillance responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Issue Sample Parent/Guardian Letter #3, Illinois/Regional Cases, informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_il_cases.pdf.</p>
Pandemic Planning Team	<p>When a confirmed case has entered a school, regardless of community transmission, work with local health department regarding a press release announcing that schools will remain open, if applicable, and advising parents/guardians of their need to prepare.</p> <p>A sample, titled Schools Open, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_open.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
Building Principal	<p>Post flu or other virus/disease prevention signs on campuses. See Section V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.</p> <p>For COVID-19, see Promoting Behaviors that Reduce Spread subhead in the CDC’s Considerations for Schools at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html, including a handwashing etiquette example at: www.cdc.gov/handwashing/when-how-handwashing.html.</p>

Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or designee	For flu, begin Intensive Surveillance responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .

Continued Expansion of the Outbreak

Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.

Actor	Action
Superintendent or designee	<p>In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s).</p> <p>Issue press release. A sample, titled Schools Closed, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_closed.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p> <p>Issue Sample Parent Letter #4, School Closure. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_closures.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
School Board and/or Superintendent	Cancel any non-academic events.

Following the Outbreak

Actor	Action
Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or designee	<p>Issue press release that schools are open.</p> <p>Issue Sample Parent Letter #5, Schools Reopen. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
Pandemic Planning Team	Continue communicating with local health department.
Superintendent or designee	<p>For flu, return to Heightened Surveillance response. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Begin checklist again if an outbreak recurs.</p>

Local Health Department:

Name

Address

Telephone

Regional Office of Education:

Name

Address

Telephone

Emergency Management Agencies:

Name	Name
Address	Address
Telephone	Telephone

Important Resources

The ISBE and IDPH released a publication titled **School Guidance During an Influenza Pandemic**, December 2006 at:

www.idph.state.il.us/pandemic_flu/schoolguide.htm.

The resource is meant to guide and supplement, not replace school districts' existing plans.

Further information on pandemic flu can be found by calling 1-800-CDC-INFO or at the following websites:

- www.pandemicflu.gov
- www.cdc.gov/flu
- www.redcross.org
- www.cchealth.org

Further information on COVID-19 is subject to continual change. Follow the Dep. of Health and Human Services/CDC and IDPH websites or call 1-800-CDC-INFO.

DATED:

Operational Services

Administrative Procedure - Pandemic Influenza Surveillance and Reporting

During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close school buildings and facilities. Consult the local public health department for an illness' *expected range*.

The following information assists officials with monitoring illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
<p>Standard Surveillance - Reported illnesses are within expected range.</p>	<p>Monitor attendance for increased reports of absence due to flu-like illness. Do not report absences to the local health department.</p>
<p>Heightened Surveillance - Reported illnesses exceed expected range.</p>	<p>Monitor weekly attendance for flu-like illness/absences on Weekly Influenza Census at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf.</p> <p>Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms.</p> <p>Log absences due to flu-like illness on Daily Pandemic Influenza Census Log, a sample is available at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf.</p> <p>Send weekly absence report to local health department upon request.</p>
<p>Intensive Surveillance - Reported illnesses significantly exceed expected range.</p>	<p>Monitor daily attendance and log absences on Daily Influenza Census or Daily Pandemic Influenza Log at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf.</p> <p>Continue morning flu check.</p> <p>Send daily absence report to local health department upon request.</p> <p>Begin preparation for potential school closure.</p>

Important Resources

School Guidance During an Influenza Pandemic, Section III. Surveillance at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.

DATED:

Operational Services

Administrative Procedure – Grant Flexibility; Payment of Employee Salaries During a Pandemic

The Superintendent may implement this procedure, after consultation with the Board, when it is determined it would be in the best interests of the District to utilize federal or State agency grant flexibilities that allow continued payment of employee salaries and benefits from grant funds during a pandemic. This procedure shall be implemented consistent with District practices required by Board policies 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*.

During a pandemic, federal and/or State agencies may take official action to temporarily allow the District (as a grant recipient) to continue to charge employee salaries and benefits to grant funds while the activities of a grant are closed in whole or in part because of a pandemic, when those payments are made consistent with the District's local practices for the payment of salaries and benefits to *similarly situated* employees paid from *other* funding sources (i.e., not tied to grant-funds) during a pandemic. The Districts will use this procedure to address the payment of salaries and benefits to grant-funded employees and similarly situated non-grant funded employees during a pandemic.

When school buildings are closed due to a pandemic, the Superintendent shall:

1. Consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal* and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with the following:
 - a. Laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives;
 - b. Collective bargaining agreements and any bargaining obligations; and
 - c. The terms of any grant under which an employee is being paid.
2. When permitted by the terms of any grant or related regulatory flexibility, and in consultation with the Board, ensure that the District continues to charge to the respective grants payment of the salaries and benefits to grant-funded employees when payment of salary and benefits is also being made to similarly situated non-grant funded employees.
3. Consult with the Board Attorney for guidance on the continued payment of salaries and benefits for grant-funded employees and similarly situated non-grant funded employees and any related legal obligations, such as collective bargaining.
4. Make recommendation(s) to the Board about the continued payment of grant-funded and similarly situated non-grant funded employees' salary and benefits during the emergency closure.
5. Regularly report to the Board regarding the payment of grant-funded and similarly situated non-grant funded employees and the work being performed by those employees during the period of the emergency closure.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Use this procedure to establish a Targeted School Violence Prevention Program (Program). It defines terms important to the Program, outlines actions for specific staff members to execute, and is adapted from the premier best practice model as of this publication: *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf.

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Establishment and Function of Targeted School Violence Prevention Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Glossary of Terms

Aberrant Behavior – Behavior that is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior involves actions, statements, communications, or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or actions that are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

- Unusual social distancing or isolation of subjects from peers and family members;
- Sullen or depressed behavior from a usually friendly and positive person;
- Out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, and anger;
- Confrontational, accusatory, or blaming behavior;
- An unusual interest in or fascination with weapons; and/or
- Fixation on violence as a means of addressing a grievance.

District Environment – broadly characterized as the District’s learning and working environment; it includes the physical environment of school buildings and grounds, all services and programs provided by the District, and the overall school climate.

School Climate – a part of the District environment, school climate is the quality and character of school life. School climate is based on patterns of students’, parents’, and staff’s experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Targeted School Violence – Includes school shootings and other school-based attacks where a school or a member of the school community was deliberately selected as the target of the attack and was not simply a random target of opportunity.

Targeted School Violence Prevention Plan (TSVP Plan) – For purposes of policy 4:190, *Targeted School Violence Prevention Program*, and this procedure, a District-wide plan that is incorporated into each School Emergency Operations and Crisis Response Plan (SEOCR) in 4:170-AP1, *Comprehensive Safety and Security Plan*. A TSVP Plan is collectively implemented by local school officials, District staff, students, families, and the community with the goal of preventing and identifying threats and targeted school violence. Under a properly implemented TSVP Plan, schools can respond to individuals/situations that raise safety concerns.

Threat – A concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat. For more information on types of threats, see the subhead entitled **Assessing and Classifying Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Threat Assessment – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team lead by the Building Principal to perform specific threat assessments. For information about the function of TATs and their procedures, see 4:190-AP2, *Threat Assessment Team (TAT)*.

Establishment and Function of Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a TSVP Plan into the District’s existing policies and procedures.

Actor	Action
Superintendent	<p>Selects School Violence Prevention Team (SVP Team) members from throughout the community to include:</p> <ul style="list-style-type: none"> Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan). District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) Teachers Law enforcement representatives Board attorney District psychologist(s), social worker(s), and/or counselor(s) Other mental health workers and/or social service agencies Faith leaders Community members Students <p>Chairs and convenes SVP Team meetings for the purpose of developing a TSVP Plan.</p> <p>Determines whether to recommend that the Board assess the District’s conditions for development and learning (see 7:180-AP1, <i>Prevention, Identification, Investigation, and Response to Bullying</i>, for resources and more discussion).</p> <p>Informs the Board of the SVP Team’s progress, needs, and recommendations by adding information items to the Board’s agendas as needed.</p>
SVP Team	<p>Meets when called by the Superintendent for the purpose of: (1) developing a TSVP Plan, and (2) creating, implementing, and monitoring TATs.</p> <p>For more information about the function of TATs, see 4:190-AP2, <i>Threat Assessment Team (TAT)</i>. See Recommendation #1 from the</p>

Actor	Action
	<p data-bbox="667 243 1446 386"><i>Recommendations of the Illinois Terrorism Task Force School Safety Working Group</i>, encouraging districts to establish TATs, at www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf.</p> <p data-bbox="621 394 1425 459">Ensures that the District’s TSVP Plan complies with applicable civil rights and other State and federal laws.</p> <p data-bbox="621 468 1425 533">Ensures that all District staff are annually trained and understand the TSVP Plan, the role of the SVP Team, and the role a TAT.</p> <p data-bbox="621 541 1446 674">Ensures that procedures are maintained for effective information sharing between the District and local law enforcement agencies and community services agencies, including defining the threshold for law enforcement intervention.</p> <p data-bbox="621 682 1442 783">Regularly assesses the effectiveness of the TSVP Plan throughout the District, including the establishment of resources for central reporting mechanisms at the District-wide and school-building level.</p> <p data-bbox="621 791 1409 856">Identifies policies and procedures or equivalent topics that possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> <li data-bbox="667 865 1344 930">1:20, <i>District Organization, Operations, and Cooperative Agreements</i> <li data-bbox="667 938 889 966">2:150, <i>Committees</i> <li data-bbox="667 974 1068 1001">2:240, <i>Board Policy Development</i> <li data-bbox="667 1010 915 1037">3:40, <i>Superintendent</i> <li data-bbox="667 1045 1382 1073">3:60, <i>Administrative Responsibility of the Building Principal</i> <li data-bbox="667 1081 824 1108">4:170, <i>Safety</i> <li data-bbox="667 1117 1300 1144">4:190, <i>Targeted School Violence Prevention Program</i> <li data-bbox="667 1152 1078 1180">5:100, <i>Staff Development Program</i> <li data-bbox="667 1188 1328 1215">5:130, <i>Responsibilities Concerning Internal Information</i> <li data-bbox="667 1224 1117 1251">5:230, <i>Maintaining Student Discipline</i> <li data-bbox="667 1260 1247 1287">6:65, <i>Student Social and Emotional Development</i> <li data-bbox="667 1295 1208 1323">6:120, <i>Education of Children with Disabilities</i> <li data-bbox="667 1331 1105 1358">6:235, <i>Access to Electronic Networks</i> <li data-bbox="667 1367 1149 1394">7:20, <i>Harassment of Students Prohibited</i> <li data-bbox="667 1402 1166 1430">7:130, <i>Student Rights and Responsibilities</i> <li data-bbox="667 1438 976 1465">7:140, <i>Search and Seizure</i> <li data-bbox="667 1474 1101 1501">7:150, <i>Agency and Police Interviews</i> <li data-bbox="667 1509 878 1537">7:170, <i>Vandalism</i> <li data-bbox="667 1545 1435 1610">7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> <li data-bbox="667 1619 954 1646">7:190, <i>Student Behavior</i> <li data-bbox="667 1654 1024 1682">7:200, <i>Suspension Procedures</i> <li data-bbox="667 1690 1008 1717">7:210, <i>Expulsion Procedures</i> <li data-bbox="667 1726 1230 1753">7:230, <i>Misconduct by Students with Disabilities</i> <li data-bbox="667 1761 1040 1789">7:250, <i>Student Support Services</i> <li data-bbox="667 1797 943 1824">7:340, <i>Student Records</i> <li data-bbox="667 1833 1117 1860">8:10, <i>Connection with the Community</i> <li data-bbox="667 1869 992 1896">8:95, <i>Parental Involvement</i> <li data-bbox="667 1904 1333 1932">8:100, <i>Relations with Other Organizations and Agencies</i>

Actor	Action
	<p>Recommends, through the Superintendent, proposed policy changes to the Board for consideration. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Recommends and procures resources for stakeholder training.</p>
Building Principal	<p>Ensures 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, is:</p> <ul style="list-style-type: none"> Available throughout schools (do not limit to office); Distributed to and discussed with local law enforcement; and Regularly reviewed with building staff. <p>Notifies and educates all staff, volunteers, and contractors of their duty to immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of violence.</p> <p>Notifies and educates staff, parent(s)/guardian(s), students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, and (2) how school officials will address these concerns.</p> <p>Distributes Board policy 4:190, <i>Targeted School Violence Prevention Program</i>; 4:190-AP2, E6, <i>Targeted School Violence and Threat Assessment Education</i>; and 7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>; and discusses what TATs are and what they do when they learn of threats and/or school violence.</p> <p>Assesses the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, ensures TATs are trained to engage in their work. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p>
All District staff, volunteers, and contractors	<p>Read 4:190-AP2, E6, <i>Targeted School Violence and Threat Assessment Education</i>.</p> <p>Immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of targeted violence.</p> <p>Upon belief that an individual/situation poses a clear and immediate threat of serious violence that requires containment, notify school security and/or law enforcement in accordance with the SEOCR. See 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
School Board	<p>Monitors 4:190, <i>Targeted School Violence Prevention Program</i>, and considers adopting changes recommended by the SVP Team. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Provides both the SVP Team and TATs with appropriate resources, which may include providing resources and access for staff professional development opportunities. These opportunities should train staff to properly respond to individuals who provide them with information about a threat or school safety concern.</p>

Actor	Action
Superintendent/Building Principal	<p>Ensures the student behavior policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See Board policies 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>, and 7:190, <i>Student Behavior</i>.</p> <p>Ensures that staff responds to students who provide them with information about a threatening or concerning individual/situation.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Following is an extension of 4:170-AP1, *Comprehensive Safety and Security Plan*. It outlines additional tasks for the Superintendent, District Safety Coordinator, and Building Principal(s) preparing for a targeted school violence crisis that school officials can incorporate into trainings related to each existing SEOCR.

Actor	Action
Superintendent, Building Principal, and SVP Team	Examine 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> , and recommend any changes to existing procedures to the Superintendent or District Safety Coordinator.
District Safety Coordinator	<p>Meets with SVP Team to foster an understanding of what additional items each 4:170-AP1 Safety Team (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) might add to its procedures to accomplish a response and recovery.</p> <p>Adds an agenda item to the 4:170-AP1 Safety Team meetings specific to Targeted School Violence; considers inviting the Board Attorney and local law enforcement and emergency responders to this meeting.</p> <p>Note: During a crisis, legal counsel will be a crucial part of crisis response and management (but not necessarily public relations and communication) because school officials must make split-second decisions, often with legal consequences to the District. Local law enforcement’s familiarity with the identity of the District’s legal counsel <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis and the immediate response to it.</p> <p>Considers designating a trained public relations and communication manager to inform parent(s)/guardian(s) and the community during a crisis and to keep pace with social media information.</p>
Superintendent and Building Principal(s)	<p>For crisis preparedness and response, ensure that:</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part F, School Safety Drill Plan</i>, supports a TSVP Plan.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts G and H</i>, reflects each building’s needs. Also ensure that multiple copies of these plans exist, and direct that appropriate persons have access to</p>

Actor	Action
	<p>the plans, e.g., local law enforcement authorities, etc. One copy in the Building Principal's office is insufficient.</p> <p>For crisis recovery, ensure that 4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts I, J, and K</i>, reflects District needs and that the Board Attorney is aware of the plans.</p> <p>Recommend to the District Safety Coordinator any other additional crisis recovery items that the 4:170-AP1 Safety Team deems necessary.</p>

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Operational Services

Exhibit - Targeted School Violence Prevention Program Resources

General Resources

- Virginia Center for School and Campus Safety: www.dcjs.virginia.gov/virginia-center-school-and-campus-safety
- Readiness and Emergency Management for Schools Technical Assistance Center: rems.ed.gov
- School Violence: Prevention, Centers for Disease Control and Prevention: www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html.
- School Violence Prevention Resources, Substance Abuse and Mental Health Services Administration: www.samhsa.gov/safe-schools-healthy-students/resources/violence-prevention
- Suicide Prevention Resource Center: www.sprc.org/
- Final Report of the Federal Commission on School Safety*, Federal Commission on School Safety (December 2018): www2.ed.gov/documents/school-safety/school-safety-report.pdf
- Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, U.S. Secret Service (July 2018): www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf
- A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013*, Federal Bureau of Investigation (June 2018): www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf
- Call for Action to Prevent Gun Violence in the United States of America*, Interdisciplinary Group on Preventing School and Community Violence (February 2018): curry.virginia.edu/prevent-gun-violence
- Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*, Federal Bureau of Investigation (November 2016): www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view
- Guide for Developing High-Quality School Emergency Operations Plans*, U.S. Depts. of Education, Health and Human Services, Homeland Security, Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency (June 2013): rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
- School Connectedness: Strategies for Increasing Protective Factors Among Youth*, Centers for Disease Control and Prevention (2009): www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf.
- Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack*, U.S. Secret Service and U.S. Dept. of Education (May 2008): rems.ed.gov/docs/DOE_BystanderStudy.pdf
- Guidelines for Responding to Student Threats of Violence*, Cornell, D. & Sheras, P. (2006). <https://curry.virginia.edu/uploads/resourceLibrary/8-2003-apa-guidelines-for-responding-to-student-threats-of-violence.pdf>

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States, U.S. Secret Service (July 2004):
www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf

Illinois Resources

- III. State Board of Education, School Emergency and Crisis Response Plan Guide:
www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx
- III. School and Campus Safety Resource Center: <http://ilschoolsafety.org/>
- III. Emergency Management Agency, Ready Illinois Schools/Campus – Resources:
www2.illinois.gov/ready/plan/Pages/schools-resources.aspx#WorkingGroup
- Recommendations of the Illinois Terrorism Task Force School Safety Working Group* (April 5, 2018): www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf
- III. Attorney General, School Violence Tipline, 1 (800) 477-0024:
www.illinoisattorneygeneral.gov/children/schoolviolence.html
- III. Association of School Boards, School Safety and Security page:
www.iasb.com/safety/index.cfm

School Climate Resources

- National Center on Safe Supportive Learning Environments:
safesupportivelearning.ed.gov/index.php?id=133
- World Health Organization Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf
- National School Climate Center: www.schoolclimate.org
- Rachel's Challenge, programs for creating a school climate less susceptible to harassment, bullying, and violence: rachelschallenge.org
- Sandy Hook Promise, gun violence prevention programs:
www.sandyhookpromise.org/prevention_programs
- Serve 2 Unite, programs for combating hate, cultivating kindness, and creating student peacemakers: www.giftofourwounds.com/serve2unite/

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Operational Services

Administrative Procedure - Threat Assessment Team (TAT)

This procedure implements Threat Assessment Teams (TATs). TAT members are professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. See p. 3 of 4:190-AP1, *Targeted School Violence Prevention Program*, for authority encouraging the establishment of TATs.

TATs function at the Building level, taking direction from the District-level School Violence Prevention Team. They address potential or developing threatening behavior exhibited not only by students, but from a broad range of individuals affecting the District environment, including:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

Customize this procedure to each TAT's building-specific needs, and use it in conjunction with 4:190-AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, E1, *Principles of Threat Assessment*; 4:190-AP2, E2, *Threat Assessment Documentation*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. TAT Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

Glossary of Terms

Subject of Concern (Subject) – an individual who has been identified to pose a threat of violence or serious harm to self/others.

Target – an individual who is the intended target of the threat posed by the subject of concern.

Threat Assessment – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team lead by the Building Principal to perform specific threat assessments that, if available to serve, must include the following members: an administrator, a teacher, a school counselor, a school psychologist, a school social worker, and at least one law enforcement official.

TAT Triage Team – Consists of at least two members of the TAT designated by the Building Principal to triage reported cases of threatening behavior. Screens cases to determine if sufficient resources exist to address concerns or if review and/or action by the full TAT is appropriate.

Types of Threats –

Low-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

Moderate-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention.

High-Risk Threat: Subject/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behaviors that require intervention.

Imminent Threat: Subject/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect the District’s environment and/or identified or identifiable target(s), and may also exhibit other concerning behaviors that require intervention.

TAT Formation, Development, and Responsibilities

Following are tasks to integrate TATs into the District’s Targeted School Violence Prevention Plan.

Actor	Action
Superintendent or designee	Ensures TATs are trained in threat assessment by a threat assessment expert. Free statewide training is available through the Ill. School and Campus Safety Program, at: www2.illinois.gov/ready/plan/Pages/schools-training.aspx .
Building Principal	<p>Selects TAT members with expertise in:</p> <ul style="list-style-type: none"> School administration, e.g., a principal or other senior administrator from the school(s) covered by the TAT and human resource professionals; Instruction, e.g., a teacher or administrator with recent instructional experience; Counseling, e.g., a school counselor, school psychologist and/or school social worker; Law enforcement, e.g., a school resource officer; Being a staff member in the building; and Other community resource persons (as members or consultants as determined by the TAT). <p>Designates a TAT triage team. See 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>When a tip or concern is raised, activates the TAT and uses this procedure.</p>
TAT	<p>Receives education and seeks training resources, including 4:190-AP2, E1, <i>Principles of Threat Assessment</i>.</p> <p>Receives threat assessment training by a threat assessment expert.</p> <p>Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resource persons to support the safety of the school, its students, and its staff.</p> <p>Actively, lawfully, and ethically communicates with each other, District administrators, and other school staff who have a need to know particular information to support the safety of the school, its students, and its staff.</p> <p>Trains staff, students, parents/guardians, and other members of the school community to recognize and report possible threats by</p>

Actor	Action
	<p>conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from the TAT.</p> <p>Identifies and trains members of the school community who can take reports of possible threats.</p> <p>Effectively implements Board policy 4:190, <i>Targeted School Violence Prevention Program</i>.</p>

Assessing and Classifying Threats

When a threat is reported, the Building Principal and TAT assess and classify the threat using the criteria and process outlined below.

Actor	Action
Building Principal	<p>Educates him/herself about <i>types</i> of threats.</p> <p>Determines if an imminent threat exists. If an imminent threat exists, notifies law enforcement in accordance with 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>.</p>
Building Principal and/or TAT Triage Team	<p>If no imminent threat exists, or once an imminent threat is contained, triages threat (with the TAT Triage Team, if one is designated by the Building Principal) to determine if the full TAT must be involved. See 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Triage may include:</p> <ul style="list-style-type: none"> Reviewing the threatening communication and/or behavior. Reviewing school and other records for any prior history or interventions with the individual(s) involved. Evaluating the threat in context so that the meaning of the threat and intent can be determined by, among other things, conducting timely and thorough interviews (as necessary) with the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses who have knowledge of the threat, and when reasonable, the subject of concern (subject) who allegedly engaged in the threatening communication and/or behavior. <p>If the full TAT needs to be involved, convenes it as soon as possible.</p>
TAT	<p>Assesses the threat. See 4:190-AP2, E3, <i>Threat Assessment Key Areas and Questions; Examples</i>, for key questions to ask the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses, and the subject in order to assess the threat.</p> <p>Once the assessment is complete, classifies the threat using the following basic criteria:</p> <p>Documents the threat assessment and classification using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>, and ensures that TAT documentation follows the acronym FORT:</p> <ul style="list-style-type: none"> F Fair – sought to understand situations and give individuals an opportunity to be heard and understood; O Objective – sought information based on facts and observations of the case and not speculation or bias;

Actor	Action
	<p>R Reasonable – engaged in responses that were effective and proportionate to the situation; and</p> <p>T Timely – quickly and responsively addressed reports of threatening behavior.</p>

Responding to and Managing Threats

Actor	Action
TAT	<p>Identifies appropriate responses to the threat based upon its level. See 4:190-AP2, E4, <i>Responding to Types of Threats</i>, for guidance on responses to each threat level.</p> <p>Develops, implements, and monitors an individualized, fact-based case management plan to intervene with, address, and reduce the threat by:</p> <ul style="list-style-type: none"> Designating a TAT member as case manager to monitor the status of the subject and to notify the TAT of any change in status, response to interventions/referrals, or additional information that would be cause for reassessment and/or changes in interventions strategies; Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention; Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified. See 4:190-AP2, E5, <i>Threat Assessment Case Management Strategies</i>, for interventions and strategies, including those that are subject-based, target-based, and environmental/systems-based. <p>Documents this process and any case updates using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Submits updates regularly, e.g., at least every 30 days, until the case is resolved and the subject no longer poses a threat to the school, its students, or its staff.</p> <p>Maintains documentation in accordance with Board policy, State records laws, and administrative procedures.</p>

Reporting Threats to Outside Agencies

Following is the process to notify the Local Law Enforcement Agency (LLEA) and/or the Ill. Dept. of State Police (ISP) about certain types of threats:

Actor	Action
Superintendent or designee	<p>Reports to the LLEA batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel. 105 ILCS 5/10-21.7.</p> <p>Immediately notifies the LLEA and the ISP upon receiving a report from any school personnel regarding a verified incident involving:</p> <ul style="list-style-type: none"> A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A).

Actor	Action
	Drugs in a school or on school-owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel. 105 ILCS 5/10-27.1A(b).
Building Principal	<p>Reports to the LLEA threats to the safety and welfare of students and teachers by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by gang activity. 105 ILCS 5/10-21.4a.</p> <p>Reports other threats to the LLEA as necessary and appropriate.</p> <p>Immediately notifies the LLEA upon receiving a report that any person has been observed in possession of a firearm on school grounds (other than a law enforcement official engaged in the conduct of his or her official duties).</p> <p>If the person found to be in possession of a firearm on school grounds is a student, the Building Principal or designee shall also immediately notify the student's parent/guardian. 105 ILCS 5/10-21.7A(b).</p> <p>Reports directly to the ISP within 24 hours of a determination that a student or other person poses a clear and present danger to himself, herself, or others. 430 ILCS 66/105 and 405 ILCS 5/6-103.3; 20 Ill.Admin.Code §1230.120(b).</p>

DATED:

Pending Implementation

Operational Services

Exhibit - Principles of Threat Assessment

This exhibit is a resource to educate Building-level Threat Assessment Team (TAT) members about the assumptions and principles underlying behavioral threat assessment.

Assumptions

The following assumptions are informed by findings of the U.S. Secret Service and U.S. Dept. of Education's *Safe School Initiative*, as well as other research about targeted violence occurring in or related to educational settings. Key assumptions include:

1. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.
2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent(s)/guardian(s) of students, contractors, people in relationships with staff or students, and even people with no connection with the school.
3. Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack.
4. Most individuals who perpetrated violence engaged in some behavior, prior to the incident, which caused others to have serious concerns about their behavior and/or well-being.
5. Many individuals who perpetrated violence had significant difficulties with losses or failures. Many were suicidal.
6. Many individuals who perpetrated violence felt bullied, persecuted, or injured by others prior to engaging in violence.
7. In many cases, others, e.g., staff, students, peers, family members, etc., were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.
8. Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence.
9. Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations, and inhibitory factors that are present.

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.

Targeted violence is the end result of a process of thinking and behavior that begins with an **idea**, e.g., to use violence to address a real or perceived grievance. The process of thinking and behavior progresses to the development of a **plan** and moves on to **preparation** and acquiring the means, e.g., weapons, training, capacity, access, to carry out the plan. The culmination, regrettably, can be in **violence**. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1.

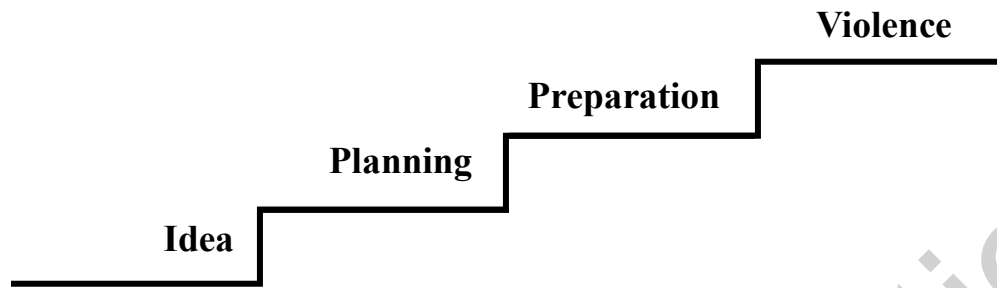


Figure 1: the *Pathway to Violence*

This process indicates opportunities to observe, identify, and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or for the well-being of, the individual. Frequently, information about an individual's ideas, plans, and preparations for violence can be observed before violence occurs. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Principles

To determine the risk of a threat, the TAT focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

TATs train to focus on the following core principles of threat assessment:

1. **The central question in a threat assessment inquiry is whether an individual *poses a threat* (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).** Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat to others.
2. **Targeted violence is the end result of an understandable, and often discernable, process of thinking and behavior, often referred to as the *Pathway to Violence*, noted above in Figure 1.** Individuals who committed targeted violence did not “just snap,” but engaged in a process of thought and escalation of action over days, weeks, months, and even years.
3. **Targeted violence stems from an interaction among the Subject(s), Target(s), Environment, and Precipitating Events (STEP).** Identifying, preventing, and intervening with acts of violence requires a focus on these four components and their interaction. A focus on the *Subject* of concern should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *Target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *Environment* examines the school/workplace climate and systemic issues that

contribute to the risk of violence, or do not discourage it. A focus on *Precipitating* events examines critical stressors or events such as bullying, personal losses, enforcement actions, or even TAT interventions that may increase or decrease the risk for violence.

4. **An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.** Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation.
5. **Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a reliable basis for making judgments of the threat posed by a particular individual.**
6. **An integrated systems approach, coordinating between local agencies and service systems within the school and community, should guide the threat assessment and management process.** Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc.) and community (e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc.) are critical to identifying, assessing, and managing individuals who are on the *Pathway to Violence*.

DATED:

Operational Services

Exhibit - Threat Assessment Documentation

Imminent threats require immediate containment and action to protect the District's environment and/or identified or identifiable target(s). A Threat Assessment Team (TAT) does not document its activities in response to an imminent threat until after the threat is contained.

The Virginia Center for School and Campus Safety has created a model *Threat Assessment Triage and Assessment Form* (Form) containing eight parts, on pages 31-41 in a publication entitled *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf.

The Form contains investigation questions designed to help a TAT gather information to identify, assess, classify, respond to, and manage threats of targeted violence to the District's environment. Modify the questions on the Form to reflect the District's local conditions and each TAT's specific building needs. Members of the TAT should use the Form to document threat assessment activities and in conjunction with 4:190-AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, *Threat Assessment Team (TAT)*; 4:190-AP2, E1, *Principles of Threat Assessment*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*.

Consult the Board Attorney for recordkeeping procedures when or if the information gathered and entered in the Form is placed in a student's temporary record. See also Board policy 7:340, *Student Records*.

DATED:

Operational Services

Administrative Procedure - Threat Assessment Key Areas and Questions; Examples

This exhibit provides examples for Building-level Threat Assessment Team (TAT) members to use when assessing reports of threats to the District's environment. TAT members use this exhibit to assess a threat while following 4:190-AP2, *Threat Assessment Team (TAT)*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with a subject of concern (subject): (1) learn the facts that brought the subject to the attention of school administrators and others; and (2) review information about the subject's background, interests, and behaviors.

Key Area: Interview with person(s) who reported the threat, threat recipient(s)/target(s), and other witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the subject that the primary purpose of the interview is to gather information about a possible situation of concern and, when possible, prevent harm to staff members and/or students.

Ask potential targets of the threat about their relationship to the subject and any recent interactions with him or her. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without alarming them. If you believe a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process provides a revised understanding of the situation in real time, always review new incoming information and re-evaluate the threat. Maintain contact with the targets to obtain information about any more concerning behaviors, improvements to the situation, or other developments.

Key Area: Review records and consult with staff who know the subject: Background information may assist with the approach to and questioning of the subject. It may also help determine whether the subject poses a threat to particular targets. Knowing background information before the interview may help determine whether the subject is honest. Areas that may contain helpful background information include:

1. Recent or historical work or school performance history
2. Disciplinary or personnel actions
3. Prior TAT contacts
4. Law enforcement or security contacts at school and/or in the community
5. Any involvement with mental health or social services
6. Presence of problems in the subject's life
7. Current or historical grievances that may be related to the behavior of concern
8. Electronic searches: Internet, social media, email, etc.

Key Area: Interview with the subject: Directly ask a subject who is a staff member or student about his/her reported actions and/or intentions. Many subjects will respond truthfully to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further assessment may also arise.

Interviews send the message to the subject that the District noticed his/her behavior, and it caused concern. They also provide the subject an opportunity to: (1) tell his/her perspective, background, and intent; (2) be heard and experience support; and (3) reassess and redirect his/her behavior away from concerning activities. To a subject who has mixed feelings about attacking, an interview may suggest people are interested in his/her welfare, and that there are better, more effective, ways to deal with challenges or with specific people.

While interviewing a subject might provide valuable information, relying solely on that interview to make judgments about whether the subject poses a threat likely presents problems. Information offered during the interview may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is very important.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the TAT's response to the main question in its assessment: Does the subject pose a threat of targeted violence toward the District's environment?

Examine information gathered for evidence of behavior and conditions that suggest the subject is planning and preparing for an act of violence and/or to cause harm to him/herself or others in the District environment. Based on a review of the totality of the information available, try to answer the following questions:

1. What are the subject's motive(s) and goal(s)? What first brought him/her to someone's attention?

Does the subject have a major grievance or grudge? If so, against whom?

Does the situation or circumstance that led to these statements or actions still exist?

What efforts have been made to resolve the problem and what was the result?

Does the subject feel that any part of the problem is resolved or see any alternatives?

Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

2. Have there been any communications suggesting ideas, intent, planning, or preparation for violence?

What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or website concerning his/her grievances, ideas and/or intentions?

Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?

Has anyone been alerted or *warned away*?

3. Has the subject shown any inappropriate interest in, fascination, and/or identification with other perpetrators and/or incidents of mass or targeted violence, e.g., terrorism, school/workplace shootings, mass murderers:

Previous perpetrators of targeted violence?

Grievances of perpetrators?

Weapons/tactics of perpetrators?

Effect or notoriety of perpetrators?

4. Does the subject have, or is he/she developing, the capacity to carry out an act of targeted violence?

How organized is the subject's thinking and behavior?

Does the subject have the means, e.g., access to a weapon, to carry out an attack?

Is he/she trying to get the means to carry out an attack?

Has he/she developed the will and ability to cause harm?

Has he/she practiced or rehearsed for the violence?
What is the *intensity of effort* expended in attempting to develop the capability?

5. Is the subject experiencing hopelessness and/or desperation?

Is there information to suggest that the subject is feeling hopeless or desperate?
Has the subject experienced a recent failure, loss, and/or loss of status?
Is the subject having significant difficulty coping with a stressful event?
Has the subject engaged in behavior that suggests that he/she has considered suicide?

6. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

Does the subject have at least one friend, colleague, family member, or other person that he/she trusts and can rely upon for support, guidance or assistance?
Is that trusted person someone that would work collaboratively with the TAT for the well-being of the subject?
Is the subject emotionally connected to other people or becoming more socially isolated?

7. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

Does the subject still perceive alternatives to violence to address his/her grievances?
Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
Has the subject been “dared” by others to engage in an act of violence?
Has the subject expressed sentiments of finality or desperation to address grievances?

8. Are the subject’s conversation and *story* consistent with his/her actions?

Does information from other interviews and the subject’s own behavior confirm or dispute what the subject says is happening and how he/she is dealing with it?
Is there corroboration across sources or are the subject’s statements at odds with his/her actions?

9. Are other people concerned about the subject’s potential for violence?

Are those who know the subject concerned about him/her: (a) taking action based on violent ideas or plans; (b) targeting a specific person; or (c) engaging in protective actions, e.g., distancing, avoiding, minimizing conflict, etc.?

10. What circumstances might affect the likelihood of an escalation to violent behavior?

What events or situations in the subject’s life, now or in the near future, may increase or decrease the likelihood that the subject will engage in violent behavior?
Are TAT interventions escalating, de-escalating, or having no effect on movement toward violence?
What is the response of others who know about the subject’s ideas or plans? Do others: (a) actively discourage the subject from acting violently; (b) encourage the subject to attack; (c) deny the possibility of violence; or (d) passively collude with an attack, etc.?

DATED:

Operational Services

Exhibit - Responding to Types of Threats

After a threat is assessed, use this exhibit with subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*. Each threat level listed provides research-based appropriate responses for TATs.

Imminent Threat Responses

Imminent threats require immediate: containment and action to protect the target, referral to law enforcement, and consultation with school security. Following containment and action to protect the target, the TAT becomes involved and follows the procedures set forth in High-Risk Threat Responses.

Low-Risk Threat Responses

Resolve a low-risk threat case with any of the following, as appropriate:

1. No further action;
2. Have involved individuals issue a clarification, explanation, retraction and/or an apology;
3. Refer the subject for disciplinary action in accordance with Board policy; and/or
4. Refer the subject and/or target to school and/or community-based resources.

If the subject and/or target is referred for resources or services, a member of the TAT is designated to monitor the subject's/target's reactions for a short period of time, to ensure the referral was effective.

When the target is a student the TAT may, at its discretion, notify the target and his/her parent(s)/guardian(s). If the parent(s)/guardian(s) are notified, contact them promptly and reassure them that the threat has been resolved. That TAT may also notify parent(s)/guardian(s) of the subject, so they are aware of the situation and that it has been resolved.

If new information comes to the attention of the TAT, reassess and update the case management plan.

Moderate-Risk Threat Responses

Resolve a moderate-risk threat case with any of the following, as appropriate:

1. Protect the target with the following precautions:
 - a. Direct supervision to prevent the threat while at school, at school functions, or on the bus.
 - b. Caution the subject about the consequences of carrying out the threat.
 - c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
 - d. When the subject is a student, contact the subject's parent(s)/guardian(s) to assume responsibility for supervising the subject and to enlist their support to prevent the subject from carrying out the threat.
2. Consult with the school resource officer to assist in monitoring and supervising the subject and determine the need, if any, for law enforcement action.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Refer the subject and/or target for counseling, conflict mediation, or other interventions to reduce the threat and to address the underlying conflict/issues that led to the threat. The Building Principal will involve school-based professionals and/or community-based professionals who can provide assistance and appropriate intervention.

5. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. Follow parameters for the mental health risk assessment as outlined in High-Risk Threat Responses, below.

High-Risk Threat Responses

Resolve a high-risk threat with any of the following, as appropriate:

1. Notify law enforcement to contain the threat and to consult regarding school safety and security.
2. Immediately protect the target with the following precautions:
 - a. Direct supervision to prevent the threat while at school, at school programs, or on the bus.
 - b. Caution the subject about the consequences of carrying out the threat.
 - c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
 - d. When the subject is a student, contact the subject's parent(s)/guardian(s) to enlist their support to prevent the subject from carrying out the threat; have either law enforcement or the subject's parent(s)/guardian(s) assume responsibility for supervising the subject.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. The mental health risk assessment will be conducted by a qualified independent medical/psychological professional who does not have a treatment relationship with the subject. The professional will base his/her assessment on a review of all available information, including but not limited to an interview of the subject by the professional. The professional will prepare a written report that identifies the problem/conflict that prompted the threat and recommends strategies to address the problem/conflict and to reduce the risk of violence.
 - a. The Building Principal will determine the conditions for the subject's readmission to school, which may include requiring the subject to cooperate in a mental health evaluation. If the subject is a student, the parent(s)/guardian(s) will be notified of all readmission requirements and of any failure to comply. A readmission meeting will be held prior to the subject's return to school.
 - b. The TAT will attempt to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, LLEAs.
 - c. After receiving the mental health risk assessment report, the TAT will convene to complete and implement a written safety plan that includes immediate steps to prevent the threat from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan will include:
 - Readmission conditions;
 - Interventions, such as counseling or medication, that are needed to reduce risk;
 - Scheduled follow-up contact with the subject (and parent(s)/guardian(s) if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and
 - The identities of person(s) responsible for monitoring and verifying that the safety plan is being followed.

A student/staff member should only be removed if the threatening behaviors engaged in by the subject are a violation of the code of conduct/Board policy, and when all applicable disciplinary procedures are followed.

In the event that applicable disciplinary procedures are not available to school-based staff, and the school administration or TAT believes the subject poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in federal regulations implementing the Americans with Disabilities Act of 1990 (ADA) at 28 C.F.R. §35.139, the ADA's direct threat standard may be applied. Before applying the ADA's direct threat standard, the Building Principal will contact the District's Director of Special Education and Board Attorney (through the Superintendent, if not authorized to contact the Board Attorney directly).

DATED:

Pending Implementation

Operational Services

Exhibit - Threat Assessment Case Management Strategies

Case management is a critical component of Building-level Threat Assessment Team (TAT) work. TATs use this exhibit to examine four types of research-based case management strategies when developing a case management plan in response to a threat. Types include: subject-based, target-based, environmental/system, and monitoring for the impact of precipitating events. See subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Case management integrates interventions, as appropriate, across the following relevant domains:

- S** De-escalate, contain, or control the **subject** who may take violent action;
- T** Decrease vulnerabilities of the **target**;
- E** Modify physical and cultural **environment** and systems to discourage escalation; and,
- P** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions.

Subject-Based Case Management Strategies

Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. TATs focus on interventions that de-escalate, contain, control, and redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples include, but are not limited to:

1. Maintain channel of communication and engagement (with subject) to:
 - a. Gather information
 - b. Build rapport and relationship
 - c. Decrease isolation
 - d. De-escalate volatile reactions
 - e. Provide feedback and mentoring
 - f. Monitor reactions to grievances, interventions, and precipitating events
2. Problem-solving about legitimate grievances
3. Referral for assistance or support services, such as:
 - a. Academic assistance or accommodations
 - b. Social skills training
 - c. Behavioral contracting
 - d. Modification of student classroom assignment or schedule
 - e. Modification of work schedule or assignments

- f. Alternative schooling/home schooling
- g. Involvement in extra-curricular activities
- h. Performance improvement plans
- i. Peer coaching/mentoring
- 4. Counseling/mental health services, such as:
 - a. Check-in/check-out with school counseling staff
 - b. Outpatient counseling/mental health care
 - c. Emergency psychiatric evaluation
- 5. Disciplinary measures, such as:
 - a. Subject confrontation or warning
 - b. Administrative orders for no contact or communication
 - c. Detention
 - d. Suspension
 - e. Termination/expulsion
 - f. Law enforcement involvement
 - g. Court-issued protective orders
 - h. Diversion programs

TATs select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

TATs recognize that even fair and reasonable discipline can be perceived by the subject as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the subject do not address the ongoing challenges of:

1. Moving the subject away from thoughts and plans of, and capacity for, violence and/or disruption;
2. Connecting the subject to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the subject when he/she is no longer connected to the District.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: "I have lost everything. I have only a short time to act. I will give them what they deserve." TATs consider and plan for those

responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

Target-Based Case Management Strategies

TATs attempt to minimize risk and negative impact on targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject. Examples of target-based case management strategies include, but are not limited to:

1. Coaching regarding personal safety approaches in dealing with the subject:
 - a. Clear statements to the subject, e.g., “relationship/contact is unwanted” or “stop all contact and/or communication”
 - b. Avoid subsequent contact/response
 - c. Document all further contacts
 - d. Do not engage emotionally, monitor “buttons” getting pushed
2. Minimize publicly available information, e.g., by scrubbing internet information, checking privacy settings on social media applications
3. Maintain awareness of surroundings
4. Vary routine
5. Develop contingency plans for escape, shelter, and support
6. Encourage use of support systems, e.g., counseling/mental services and victim assistance programs

Environmental/System Case Management Strategies

TATs take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the subject or target. Strategies include, but are not limited to:

1. Address systemic, policy, or procedural problems that may serve as precipitating events across cases
2. Bullying prevention/intervention programs
3. Enhance school/workplace climate – build and support a caring community
4. Intervene with associates that support or encourage violent behavior
5. Enhance conflict management skills of subgroups
6. Identify and address gaps in awareness of reporting and intervention options
7. Identify and address gaps in the threat assessment and management process

Monitoring for the Impact of Precipitating Events on Case Management

TATs recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. TATs maintains an ongoing, long-term approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:

1. Loss impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization
2. Injustice

3. Implementation of administrative notices/court orders
4. Violation of administrative notices/court orders
5. Anniversary events, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays
6. Contagion effect of other high-profile or locally significant acts of violence

DATED:

Pending Implementation

Operational Services

Exhibit - Targeted School Violence Prevention and Threat Assessment Education

On District letterhead

Date:

To: District Staff and Parent(s)/Guardian(s)

From: Building Principal

Re: Targeted School Violence Prevention Program

Student safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board policy 4:190, *Targeted School Violence Prevention Program*. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing *any* information about a safety concern with a trusted adult who can help. **Sharing information about threats and safety concerns is everyone's responsibility: students, parents/guardians, staff, and community members.** The question-and-answer section below is designed to help students, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

What Is a Threat?

A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat *regardless* of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or "just kidding," but sometimes a threat is very serious and/or criminal. **When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Principal or other responsible staff member.**

What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they *did* communicate their intent and/or plans to others before the violence. This indirect

expression or third party communication of intent to cause harm is often referred to as *leakage*. Reporting *leakage* is key to preventing targeted school violence.

Who Is Required to Report Threats?

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What Can Staff and Parents/Guardians Do?

The TAT will provide guidance to students and staff regarding recognizing threatening or unusual behavior that may represent a threat to the community, school, or self. Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or "just kidding" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

DATED:

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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E = EXHIBIT**

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5:120-AP1	Statement of Economic Interests for Employees
5:120-AP2	Employee Conduct Standards
5:120-E	Code of Ethics for Illinois Educators
5:125-E	Employee Receipt of Board Policy on Personal Technology and Social Media
5:130-AP	Email Retention
5:150-AP	Personnel Records
5:170-AP1	Copyright Compliance
5:170-AP2	Seeking Permission to Copy or Use Copyrighted Works
5:170-AP3	Instructional Materials and Computer Programs Developed Within the Scope of Employment
5:170-AP4	Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process
5:170-E1	Request to Reprint or Adapt Material
5:185-AP	Resource Guide for Family and Medical Leave

Professional Personnel

- 5:190-E1 Notice to Parents of Their Right to Request Their Child’s Classroom Teachers’ Qualifications
- 5:190-E2 Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements
- 5:190-E3 Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment
- 5:220-AP Substitute Teachers
- 5:220-E Unsatisfactory Performance Report for Substitute Teachers
- 5:240-AP Suspensions
- 5:250-AP School Visitation Leave

Educational Support Personnel

- 5:270-E Notice of Employment
- 5:285-AP Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
- 5:310-E Agreement to Receive Compensatory Time-Off

Pending Implementation

General Personnel

Administrative Procedure - Workplace Accommodations for Nursing Mothers

The School District accommodates mothers who choose to continue breastfeeding after returning to work. An employee who is a nursing mother may take reasonable breaks to express breast milk or breastfeed her infant. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time may run concurrently with any break time already provided to the employee.

Each Building Principal or chief administrator in another District building shall identify a private room or space where, if a request is made, an employee may express milk or breastfeed her infant. The private space must: (1) be in close proximity to the work area and be other than a bathroom, and (2) be free from intrusion from coworkers and the public, and (3) include an electrical outlet for the use of an electric breast pump.

Supervisors should consider ways to accommodate an employee's needs with minimal disruption of the school environment. If possible, supervisors will ensure that employees are aware of these workplace accommodations prior to maternity leave.

DATED:

General Personnel

Administrative Procedure - Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

State and federal law prohibit harassment on the basis of an individual's actual or perceived race, religion, national origin, sex (including pregnancy), sexual orientation, age, citizenship status, disability, or other protected status, as identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. For the purpose of this procedure, sexual harassment includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity.

The person charged with conducting the internal harassment investigation must ascertain: (1) if the alleged conduct occurred; (2) if the conduct was unwelcome; (3) if the harassing conduct was based on any protected status of the complainant; and (4) whether the harassment created a *hostile environment* in that it had the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment. The questions that follow are designed to help the investigator uncover this evidence. ***The questions below serve as a general sample; they are not all-inclusive and the exact questions must be designed for the specific allegations in each case.***

Did the alleged conduct occur?

Investigators should consider a number of factors in evaluating whether the complained of conduct occurred, such as:

1. The level of detail provided by the complainant/witness;
2. The consistency within and between the witness' statement(s)
3. The consistency between the witness' statements and those of other witnesses;
4. Corroborating witnesses and other evidence;
5. Body language/eye contact of the witness (**Note:** the manner of a complainant's body language/eye contact during an interview may be attributable to the complainant's discomfort, rather than a lack of truthfulness);
6. The existence of a pattern of similar past behavior/harassment complaints involving the alleged harasser;
7. Does the witness have reason to be untruthful, such as a personal stake in the outcome?

Is the conduct complained of unwelcome?

Unwelcome conduct is that verbal or physical conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. The Equal Employment Opportunity Commission (EEOC) evaluates the issue of welcomeness on a case-by-case basis, considering the totality of the circumstances. The wise investigator will do the same.

Below are sample questions that can be used to formulate actual questions for this part of the investigation.

1. Who is the alleged harasser? What is his/her name? Is he/she a co-worker or a supervisor?

2. Is the conduct complained of physical, verbal, and/or committed using an electronic device, such as, through email, text message, or a social networking website? Obtain relevant details for each incident (the *Five W's*: Who, What, Where, When, and Why).
3. If physical, describe with specificity the nature of the physical conduct. Describe all locations on the complainant's body that were touched and indicate when, how often, how the complainant was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place? Did the physical conduct involve an injury to or destruction of the complainant's possession(s) and, if so, what was the property, what was the nature of the injury, when did it happen, and where is the property now?
4. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
5. If the conduct was committed using an electronic device, e.g., through email, text message, or social networking website, what was stated, where, when, how often, who saw it?
6. Did the complainant or any of the witnesses retain any evidence of the offensive conduct such as a picture, email message, text message, or video or audio recording?
7. Was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did the complainant complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?
8. What was the complainant's response to the conduct? Did the complainant tell the alleged harasser to stop? Did the complainant complain to others about the alleged harasser's behavior? Did the complainant ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details (the Five W's).
9. Did the complainant engage in any conduct with the alleged harasser that could have encouraged his/her behavior? If so, what was the conduct, when and where did it occur, how often and who witnessed it?
10. Did the complainant make the alleged harasser aware at the point when the conduct became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?
11. Did the complainant complain about the harassment to the alleged harasser, his/her supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?
12. If no prior complaints about the alleged harassment were made, why not?
13. What other actions, if any, did the complainant take to indicate to the alleged harasser that his/her conduct was unwelcome?
14. If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in charging party's behavior at work or in the alleged harasser's treatment of the charging party?
15. Has the alleged harasser been accused of harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed?

Did the work environment become hostile?

To ascertain whether unwelcome conduct creates an unlawful *hostile environment*, the major inquiry is whether the conduct had the purpose or effect of unreasonably interfering with an individual's

performance or creates an intimidating, hostile, or offensive working environment. In the sexual harassment context, trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment. The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

Consider the following additional questions for this part of the inquiry:

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform the complainant's job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being? Was medical treatment/therapy sought?
3. Even if the alleged harassment had little, or no effect on the complainant's work performance or well-being, is there evidence, e.g., verbal or written comments, that the alleged harasser intended his or her conduct to have that effect?
4. **Additional question for sexual harassment complaints:** What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? Supervisors? Co-workers?
5. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the alleged harasser and other co-workers or supervisors respond to complainant's behavior?
6. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur and who witnessed it? How did these persons react to the physical or verbal conduct?
7. Did the alleged harasser single out the charging party? If so, how, when, where, and why?
8. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?
9. If the complained of conduct was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties inside or outside of the workplace when the comments were made?
10. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?
11. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

Was the harassment committed by a supervisor?

The employer will be held responsible for acts of harassment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and conditions of employment. To investigate harassment committed by the complainant's supervisor, include questions such as the following:

1. What conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor authorized to grant or deny tangible job benefits to the complainant? If so, what was the scope of that authority and what documents evidence it? If not, were the

supervisor's recommendations concerning the complainant's terms and conditions of employment typically or routinely followed?

Was the harassment *quid pro quo* (do this for that)?

An employer will be held responsible for acts of *quid pro quo* sexual harassment, meaning that tangible job benefits were either (1) conditioned on submitting to sexual favors, or (2) denied because of the complainant's rejection of a sexual advance or request for sexual favors. *Quid pro quo*-type harassment can also occur in other contexts, such as religious discrimination, for example, if a person is required to abandon or alter his or her religious practice as a condition of employment.

1. How was the complainant's employment affected by the alleged harassment? Was he/she denied a salary increase, a promotion, a job transfer, etc.? If so, when?
2. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by this same supervisor?
3. What other management employees were involved in decisions to grant or deny the tangible job benefit(s) to the complainant? Did they have knowledge of the sexual conduct?

DATED:

General Personnel

Administrative Procedure - Interview Questions

Anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Any employer that asks applicants to record video interviews and uses an artificial intelligence analysis of the applicant-submitted videos must comply with the Artificial Intelligence Video Interview Act, 820 ILCS 42/, added by P.A. 101-260, eff. 1-1-20. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. The District, if challenged, must explain why it asked for the information – a very difficult task when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment. The following list of protected characteristics may not be complete because of the rapidly changing nature of discrimination laws.

Protected Status	Do not ask	Permissible to ask
Race and color	What race are your parents?	
Alienage, ancestry, national origin, nationality, and citizen status (provided the individual is authorized to work in the U.S.)	In what country were you born? In what country were your parents born? Are you a naturalized citizen?	Are you legally authorized to work in the United States? What languages do you read, speak, or write fluently?
Marital status	Are you married? Single? Divorced? Engaged? Are you living with someone? Would your spouse move with you if you got this position? What is your maiden name?	
Gender, including parent and pregnancy status	What are your future family plans? Are you pregnant? Do you have children? What are their ages? Do you have child care?	Is there anything that would interfere with regular work attendance? Are you available to work overtime?
Sexual orientation, including actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity	Do you have a spouse or partner – which?	How do you feel about supervising a diverse workplace?
Religion or creed	What religious holidays do you	We need you to work on [<i>insert</i>

Protected Status	Do not ask	Permissible to ask
	celebrate?	<i>days</i>]. Are you available to work those days?
Age	When do you plan to retire? When do you plan to collect your pension?	What are your long-term career goals?
Military status	Will you miss work because you are a member of a U.S. Reserve unit, such as, Army Reserve or Marine Corps Reserve, or a member of a National Guard unit?	How does your military training or experience prepare you for this job?
Unfavorable discharge from military service	Under what circumstances were you discharged from the service?	
Arrest record Conviction that is not on the School Code's list of disqualifying convictions	Have you ever been arrested? Spent time in jail?	Have you ever been convicted of attempting to commit, conspiring to commit, soliciting, or committing any crime in the following list? (1) any sex offense or drug offense, as defined in Sec. 21B-80(a) of the School Code, (2) first degree murder or a Class X felony, or (3) any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses. 105 ILCS 5/21B-80, amended by P.A. 101-531.
Use of lawful products during non-working hours	Do you smoke or use tobacco products during non-working hours? Do you consume alcoholic beverages during non-working hours?	Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco products?
Genetic information	What were the results of any diagnostic, predictive, or pre-symptomatic genetic testing that you've had?	See section on <i>disability</i> below.
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation	Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational	

Protected Status	Do not ask	Permissible to ask
Act or Workers' Occupational Diseases Act	Disease Act?	
Credit history/report, unless the Employee Credit Privacy Act permits a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. 820 ILCS 70/10(b).	Unless specifically permitted, do not ask: Do you have a good credit score? Have you been denied a credit card within last 5 years? Have you ever filed bankruptcy?	How long have you lived at your current address?
Wage or salary history, including benefits or other compensation, unless: the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer. 820 ILCS 112/10, amended by P.A. 101-177. For further discussion see f/n 19 in policy 5:30, <i>Hiring Process and Criteria</i> .	What is your current wage/salary? What was your previous wage/salary? What benefits or other compensation do you currently receive? What benefits or other compensation did you previously receive? What was your highest paid position? This position pays \$X; is that more or less than what you are making now?	This position provides the following wage/salary, benefits, and compensation: [<i>insert details</i>]. Does that meet your expectations? What are you looking for in terms of wage/salary, benefits, and other compensation for this position?
Victim of domestic violence or being protected under an order of protection	Have you ever requested a restraining order or order of protection against your spouse or other person?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
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Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
Disability	<p>Have you had any recent illnesses or operations?</p> <p>Do you have AIDS?</p> <p>Do you have asthma?</p> <p>Do you have a disability which would interfere with your ability to perform the job?</p> <p>How many days were you sick last year?</p> <p>Have you ever filed for Workers' Compensation?</p> <p>Have you ever been injured on the job?</p> <p>How much alcohol do you drink each week?</p> <p>Have you ever been treated for alcohol problems?</p> <p>Have you ever been treated for mental health needs?</p> <p>What prescription drugs are you currently taking?</p>	<p>Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation?</p> <p>Please describe/demonstrate how you would perform these functions (essential and/or marginal).</p> <p>Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems?</p> <p>Are you a current user of illegal drugs?</p> <p>Do you have the required licenses to perform this job?</p>

DATED:

General Personnel

Administrative Procedure - Investigations

Immigration Investigation

All newly hired employees must complete section one of the U.S. Citizenship and Immigration Services Form I-9 (Form I-9) no later than three business days following their first working day (Immigration Reform and Control Act, 8 U.S.C. §1324a, 8 C.F.R. §274a.2). www.uscis.gov/i-9. If an individual is unable to provide the required documents to complete it, the individual may present a receipt for the application of the required documents within three days of the hire. The individual must then present the required documents within 90 days of the hire. The Superintendent or designee completes section two of the Form I-9 and confirms the employee's information.

If the Employment Eligibility Verification System (E-Verify) is used to complete Form I-9, the Superintendent or designee will review the Ill. Dept. of Labor's website and its E-Verify factsheet, available at: www2.illinois.gov/idol/Laws-Rules/legal/Pages/privacy-workplace.aspx. See the Ill. Dept. of Labor Right to Privacy in the Workplace Act, 820 ILCS 55/12.

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of three years after the date of hire or one year after individual employment is terminated, whichever is later.

Fingerprint-based Criminal History Records Information Check (105 ILCS 5/10-21.9, amended by P.A.s 101-72, 101-531, and 101-643)

A fingerprint-based criminal history records information check must be initiated prior to employment, but the District may permit the individual to be hired and begin employment pending its outcome. See *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf.

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 consists of:

1. Fingerprint-based checks through (a) the Ill. State Dept. of Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/), and (b) the Federal Bureau of Investigation (FBI) national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (Pub. L. 109-248),
2. *A check of the Ill. Sex Offender Registry (see the Sex Offender Community Notification Law, 730 ILCS 152/ *et seq.*), and
3. *A check of the Murderer and Violent Offender Against Youth Registry (see the Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105).

*These checks must be conducted by the District or the Regional Superintendent once every five years that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6), amended by P.A. 101-531.

See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*. **Important:** 20 ILCS 2630/5.2 outlines how an individual may petition to have an arrest record expunged by the arresting authority and the records of the arrest sealed by the circuit court clerk. It also details offenses for which an individual cannot have his or her conviction sealed.

Note: The following criminal history records check guides are also available:

1. Guide to Understanding Criminal History Record Check Information is available at: www.isp.state.il.us/docs/5-727.pdf.
2. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/Documents/guidance_chr.pdf.

The following individuals are responsible for the actions listed:

Applicant - Each applicant for employment in any position (except bus drivers employed by a private student transportation contractor) must provide a written authorization for a complete criminal history records check at the time he or she submits the application.

Individual Student Teaching or beginning a required internship - Each individual student teaching or beginning a required internship must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees) prior to participating in any field experiences in the District. See 105 ILCS 5/10-21.9(g), amended by P.A. 101-531.

Applicant for Bus Driver - Each applicant for a bus driver position must complete the application required by the Secretary of State for a school bus driver permit (obtained from the District) and submit it to the District along with the necessary fingerprint submission as required by the ISP to conduct a fingerprint-based criminal history records check. The Superintendent or designee will conduct a pre-employment interview with prospective school bus driver candidates, distribute school bus driver applications and medical forms, and submit the applicant's fingerprint cards to the ISP. The Superintendent or designee will certify in writing to the Secretary of State that all pre-employment conditions have been successfully completed, including the successful completion of a criminal history records check as required by State law. The applicant must present the certification to the Secretary of State at the time of submitting the school bus driver permit application. See 625 ILCS 5/6-106.1, amended by P.A. 101-458; 92 Ill.Admin.Code §1035.

Superintendent or designee - Note: *Add any additional steps to efficiently receive a complete criminal history records check.*

1. Fingerprint-Based Criminal History Records Check:

For all applicants, the Superintendent or designee completes the required forms to request the criminal history records checks from an appropriate ISP or LiveScan vendor. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the School Board President shall ensure that these checks are completed. This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the ISP and FBI on the forms prescribed by each agency.

The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, will provide the applicant with a copy of the ISP and FBI reports. Required by 105 ILCS 5/10-21.9(b) amended by P.A. 101-531.

The Superintendent or designee, or the Regional Superintendent, notifies the State Superintendent of Education in writing within 15 business days when a CHRI returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80. 105 ILCS 5/21.9(e), amended by P.A. 101-531.

The Superintendent or designee, or the Regional Superintendent, or as applicable the entity that provides background checks for public schools, notifies the State Superintendent of education in writing within 10 business days after receiving information of a *pending* criminal charge for an offense set forth in 105 ILCS 5/21B-80. Required by 105 ILCS 5/10-21.9(e), amended by P.A.s 101-531 and 101-643.

Note: For substitute teachers, superintendents will need to ensure that their districts perform these checks. Contact the board attorney and/or ISBE regarding the validity of a *certificate of authorization*, if a substitute teacher presents one. From 1-1-11 through 7-1-11, the Regional Superintendent of Schools or Suburban Cook County Intermediate Service Center, whichever is appropriate, was allowed to issue *certificates of authorization* to substitute teachers. Issuance of a *certificate of authorization* was proof that the substitute teacher applicant had met all of the requirements to substitute teach in the educational service region; i.e., a fingerprint-based criminal history records check, a physical examination, and a negative tuberculin test. Because P.A. 97-607 deleted *certificates of authorization*, substitute teachers no longer receive them because they no longer exist. For those substitute teachers who did receive them, there is not an answer to the question of whether their *certificates of authorization* are still valid. Attorneys in the field suggest looking for an expiration date on the *certificate of authorization*. If the document has no expiration date, it is likely invalid because the document no longer exists. If there is an expiration date, then the document is likely valid until the date listed.

For individuals student teaching or beginning a required internship, the Superintendent or designee ensures that the individual completes the required forms, authorizations, and provides payment to the District for the costs of completing a complete criminal history records check prior to student teaching or beginning a required internship (105 ILCS 5/10-21.9(g), amended by P.A. 101-531, and policy 5:260, *Student Teachers*). For more information, see also ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf.

2. Screen of the Statewide offender databases upon hire and every five years thereafter that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6), amended by P.A. 101-531. The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, performs a screen for each applicant of:
 - a. The Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/ et seq.), and
 - b. The Statewide Murderer and Violent Offender Against Youth Registry www.isp.state.il.us/cmvo/, as authorized by the Murderer and Violent Offender Against Youth Community Notification Act (730 ILCS 154/75-154/105).

The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, notifies the individual if he or she is identified in the database as a sex offender. Required by 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A. 101-531. The Superintendent or designee, or the Regional Superintendent, notifies the State Superintendent of Education in writing within 15 business days, when a database screen finds a *registration* for an individual licensed by ISBE. 105 ILCS 5/21.9(e), amended by P.A. 101-531.

ISP and FBI - The ISP and FBI furnish records of convictions (until expunged), pursuant to the District's request, to the Board President. **Note:** The ISP and FBI must "furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the president of the school board...". See 105 ILCS 5/10-21.9(a) and (g), amended by P.A. 101-531. 20 ILCS 2630/3.3, added by P.A. 100-718, establishes authority for the ISP to collect fees from the District if wishes to participate in a Federal *Rap Back Service*. Rap Back Service is a capability of the FBI's Next Generation Identification (NGI) system that provides authorized agencies notification of criminal activity and, in limited cases, of civil activity, that occurs after the initial processing and retention of criminal or civil transactions, e.g., an initial fingerprint-based criminal history records check. The Board may determine that it wants to participate. Participation includes ISP submitting fingerprints that the District orders to the FBI Rap Back Service to be retained for the purpose of being searched by future submissions to the FBI Rap Back Service. For a student teacher, the report shall be returned to the Superintendent or designee (see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf).

Board President - The School Code requires the Board President to keep a conviction record confidential. The information may only be shared between the Board President, the Superintendent or designee, Regional Superintendent (if the check was requested by the District), State Superintendent of Education, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for clarification purposes, the ISP and/or Statewide Sex Offender Registry. See 105 ILCS 5/10-21.9(b), amended by P.A. 101-531, and 105 ILCS 5/21B-10. For further discussion about the practical implementation issues for the Board President to ensure that a fingerprint-based criminal history records information check and other database screens are initiated and completed prior to employment, see f/n 11 in 5:30, *Investigations*.

Regional Superintendent/Suburban Cook County Intermediate Service Center - The Superintendent or designee may require the applicant to authorize the Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, to conduct the check when an applicant is (1) seeking employment in more than one District simultaneously as (a) a substitute teacher, (b) a concurrent part-time employee, and/or (c) educational support personnel, or (2) the employee works for a contractor holding contracts with more than one district. The Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, also performs a check of the Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115), and the Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/, as authorized by the Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-154/105). See 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A. 101-72.

Contractors - The above requirements for a complete criminal history records check apply to all employees and agents of contractors who have direct, daily contact with students (105 ILCS 5/10-21.9(f)). Every contractor with the District shall: (1) make every employee or agent who will have direct, daily contact with students submit to a complete criminal history records check, (2) agree to a contract provision that it will make those employees available to the District for the criminal history records check, and (3) submit payment for the costs of the check(s) to the District.

Note: The provisions in 105 ILCS 5/10-21.9(f) and (g), amended by P.A. 101-531, apply to employees of contractors who have "direct, daily contact" with students. To be comprehensive and to eliminate uncertainty, this procedure and policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, may require a criminal history records check on *all* employees of contractors who may work in any school building or on school property. Whether the District uses the comprehensive language or the direct language from the School Code, the District, not the contractor, must perform the background checks. Contractors are not authorized under any State or federal law to: (1) conduct

the required criminal history background checks; or (2) see the employee's criminal history furnished by the ISP and the FBI. All contracts should also require the contractor to purchase insurance to cover misconduct by their employees and/or an indemnification clause. Additionally, the Superintendent or designee should check insurance coverage to determine whether employees of contractors are covered. See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:60-AP3, *Criminal History Records Check of Contractor Employees*, for the responsibilities of contractors. Last, if the District has received, within the last year, information that concerns the record of conviction and identification as a sex offender of any contractors' employees, the District must provide the information to another school or school district that requests it (105 ILCS 5/10-21.9(f-5)). For more information, see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf. Unless notified by the individual named in a criminal history records information (CHRI) request or by the ISP that the information furnished in a CHRI report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions it reasonably took in reliance on the accuracy and completeness of CHRI report (20 ILCS 2635/7(A)(3)).

District - The School District complies with 105 ILCS 5/10-21.9, amended by P.A.s 101-72 and 101-531, and 5/21B-80, amended by P.A. 101-531. It will not knowingly employ a person, or allow a person to work or student teach/complete a required internship (105 ILCS 5/10-21.9(g)) on school grounds, who:

1. Has been convicted of any one or more of the following offenses, until seven years following the end of the sentence for the criminal offense:
 - a. Those defined in the Cannabis Control Act, 720 ILCS 550/, except: 720 ILCS 550/4(a), 550/4(b), 550/4(c), 550/5(a), 550/5(b) (each amended by P.A. 100-27), and any offense for which the holder of a license is placed on probation under the provisions of 550/10 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - b. Those defined in the Ill. Controlled Substances Act, 720 ILCS 570/100 *et seq.*, except: any offense for which the holder of a license is placed on probation under the provisions of 570/410 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - c. Those defined in the Methamphetamine Control and Community Protection Act, 720 ILCS 646/, except: any offense for which the holder of a license is placed on probation under the provisions of 646/70 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - d. Any attempt to commit any of the offenses listed in (a)-(c) of this section.
 - e. Any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in Illinois, would have been punishable as one or more of the offenses listed in (a)-(d) of this section.
2. Has been convicted of committing or attempting to commit any one or more of the following offenses:
 - a. Attempting to commit, conspiring to commit, soliciting, or committing first-degree murder or any Class X felony.

- b. Attempting to commit, conspiring to commit, soliciting, or committing any *sex offense*. Sex offense means any offense defined in:
 - i. Sections 11-6 and 11-9 through 11-9.5, inclusive, and 11-30 (if punished as a Class 4 felony) of the Criminal Code of 1961 or the Criminal Code of 2012;
 - ii. Sections 11-14.1 through 11-21, inclusive, of the Criminal Code of 1961 or the Criminal Code of 2012;
 - iii. Sections 11-23 (if punished as a Class 3 felony), 11-24, 11-25, and 11-26 of the Criminal Code of 1961 or the Criminal Code of 2012; and
 - iv. Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9, 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45, and 26-4 (if punished pursuant to 26-4(d)(4) or (5)) of the Criminal Code of 1961 or the Criminal Code of 2012.
 - c. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.
3. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES *New Hire Reporting Form* for each newly hired employee with the Ill. Dept. of Employment Security. See 820 ILCS 405/1801.1. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure either the retiring Superintendent or designee performs this task.

DATED:

General Personnel

Administrative Procedure - Fair Labor Standards Act Exemptions

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

Overview

- An exempt employee in Illinois is “any employee employed in a bona fide executive, administrative or professional capacity, ... as defined by or covered by the Federal Fair Labor Standards Act of 1938 and the rules adopted under that Act, as both exist on March 30, 2003, but compensated at the amount of salary specified [current federal rules].” 820 ILCS 105/4a.
- According to the U.S. Dept. of Labor’s (DOL’s) rules, “[t]o qualify as exempt executive, administrative or professional employee,... an employee must be compensated on a salary basis at a rate of not less than \$684 per week.” 29 C.F.R. §541.600.
- Guidance on the DOL’s website includes:

Exemptions from overtime pay provisions: www.dol.gov/elaws/esa/flsa/screen75.asp

Exempt vs. non-exempt status of a particular job: www.dol.gov/elaws/esa/flsa/overtime/jobs.htm

FLSA Exemption Category	Staff Positions
Non-covered persons	Independent contractors: www.dol.gov/elaws/esa/flsa/docs/contractors.asp Volunteers: www.dol.gov/elaws/esa/flsa/docs/volunteers.asp Student teachers who: (1) receive academic credit for their work experience, (2) do not displace regular employees, (3) work under close supervision, and (4) are not entitled to a job at the end of their training (www.dol.gov/whd/opinion/FLSA/2006/2006_04_06_12_FLSA.htm)
Executive employees	Superintendent Associate/Assistant Superintendents Directors Supervisors Other department managers
Administrative employees	Building Principals Assistant Principals Data systems analysts or computer programmers involved in obtaining solutions to complex business problems: www.dol.gov/agencies/whd/fact-sheets/17e-overtime-computer Other certificated administrative staff
Professional employees	Teachers Counselors Registered nurses Media coordinators

FLSA Exemption Category	Staff Positions
	Other non-supervising certificated staff
Non-exempt employees	Secretaries (includes administrative assistants) Receptionists Bookkeepers Cafeteria workers Crossing guards Before/after school program workers Bus drivers/transportation workers Computer lab managers Custodians Maintenance workers Pre-school workers (whose primary duty is to care for physical needs of children rather than teaching; does <i>not</i> include licensed special education early childhood teachers) Teacher aides, paraprofessionals, and assistants

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Employee Records Required by the Fair Labor Standards Act

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

This table contains the FLSA recordkeeping requirements as described in www.dol.gov/whd/regs/compliance/whdfs21.htm.

Actor	Action
Business office working with supervisors of non-exempt employees	Keep each of the following records concerning non-exempt employees for at least three years (29 C.F.R. §516.2): <ol style="list-style-type: none"> 1. Employee’s full name and social security number 2. Address, including zip code 3. Birth date, if younger than 19 4. Sex and occupation 5. Time and day of week when employee’s workweek begins 6. Hours worked each day 7. Total hours worked each workweek 8. Basis on which employee’s wages are paid (e.g., \$9 per hour or \$440 a week) 9. Regular hourly pay rate 10. Total daily or weekly straight-time earnings 11. Total overtime earnings for the workweek 12. All additions to or deductions from the employee’s wages 13. Total wages paid each pay period 14. Date of payment and the pay period covered by the payment
Business office working with supervisors of exempt employees	Concerning exempt employees, keep for at least three years, the records listed in numbers 1-5 and 13-14 above and a record showing the basis on which the exempt employee’s wages are paid (e.g., salary basis of \$x per pay period). 29 C.F.R. §516.3.
Business office	<ol style="list-style-type: none"> 1. Payroll records must be kept for at least three years. 29 C.F.R. §516.5(a). 2. Records on which wage computations are based must be kept for at least two years, i.e., time cards and piece work tickets, wage rate tables, work and time schedules, and records of additions to or deductions from wages. 29 C.F.R. §516.6. 3. Collective bargaining agreements and individual employment contracts must be kept for at least three years (when an agreement is not in writing, prepare and retain a written memorandum summarizing it). 29 C.F.R. §516.5(b). 4. Certificates and notices must be kept for at least three years. 29 C.F.R. §516.5(b).

Actor	Action
Building Principal	<p>Display an official poster outlining the provisions of FLSA, available at no cost from local offices of the Wage and Hour Division and toll-free, by calling 1-866-487-9243. This poster is also available electronically for downloading and printing at: www.dol.gov/whd/regs/compliance/whd_fs.pdf</p> <p>Keep records regarding the posting of notices for at least 3 years. 29 C.F.R. §516.5(b).</p>

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Compensable Work Time for Non-Exempt Employees Under the FLSA

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

Resources

Overview - www.dol.gov/whd/flsa.

For help determining whether time spent on work-related activities is compensable as “hours worked,” see the U.S. Dept. of Labor’s [FLSA Hours Worked Advisor](#).

Volunteers - www.dol.gov/elaws/esa/flsa/docs/volunteers.asp.

Compensable Time Defined for Non-Exempt Employees

The amount of pay due an employee cannot be determined without knowing the total number of hours actually worked by that employee in each workweek. An employee must be paid for all of the time considered to be hours worked, and all time that is *hours worked* must be counted when determining overtime.

Non-Exempt Employee - The term *non-exempt employee* refers to employees who are not exempt from the overtime provisions in the wage and hour laws. See administrative procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*.

Hours Worked - Non-exempt employees must be compensated for all hours worked in a workweek. In general, hours worked include:

- All the time an employee must be on duty;
- All the time an employee must be on the employer’s premises;
- All the time an employee must be at any other prescribed place of work; and
- Any additional time the employee is allowed, i.e., “suffered or permitted” to work (commonly referred to as “working off the clock”).

Suffered or Permitted to Work - If an employer knows or has reason to know that a non-exempt employee starts work early or continues to work late, it is considered work time. 29 C.F.R. §785.11.

This includes knowing or having reason to know that an employee works at home, e.g., as when a Building Principal’s secretary calls for substitutes early in the morning. 29 C.F.R. §785.12.

If an employee works additional straight time, at the regular rate of pay, or overtime hours without authorization, that employee must still be compensated but may be disciplined for violating School Board policy.

Volunteering to Perform Regular Work - Non-exempt employees may not volunteer to perform their regular work duties off-the-clock and without compensation. 29 U.S.C. §203(e)(4)(A). An employee must be paid even if he or she offers to do the work on his or her *own time*. Employees may not waive wage and hour law requirements.

Volunteering to Perform Services that Are Not the Same as Regular Work - Non-exempt employees may volunteer to perform services under these conditions:

1. The volunteer services are not the same as or similar to the employee's regular work duties,
2. The employee offers the services freely and without coercion, direct or implied, and
3. The employee provides the services without promise of compensation although a volunteer may be paid "expenses, reasonable benefits, or a nominal fee to perform such services." 29 U.S.C. §203(e)(4)(A), 29 C.F.R. §553.101 and 103.

A fee is not nominal if it is a substitute for compensation or tied to productivity. 29 C.F.R. §553.106(e). While the specific circumstances in each case must be analyzed, the District will generally limit nominal pay to employees for volunteer services to no more than 20% of what the District would otherwise pay to hire an employee for the same services. See *Wage and Hour Division (WHD) Opinion Letters* FLSA 2005-51 (11-10-05); FLSA 2006-28 (8-7-06); and FLSA 2006-28 (10-7-06). See also *WHD Opinion Letters* FLSA 2004-6 (7-14-04); and FLSA 2004-8 (9-7-04) for examples of non-exempt school employees serving as volunteer athletic coaches. U.S. Dept. of Labor WHD opinion letters are available at: www.dol.gov/whd/opinion/search/index.htm?FLSA.

Examples of Hours Worked for Non-Exempt Employees

Meal periods, unless the employee is completely relieved of all duties and free to leave the duty post for at least 30 minutes. Teacher aides who must supervise students during their lunch are not considered relieved of duties. Employees who eat at their desk and answer phones or otherwise perform work are not considered relieved of duties.

Attendance at inservices, meetings, or lectures, unless: (1) attendance is outside the employee's regular working hours, (2) attendance is voluntary, (3) the activity is not related to the employee's job, and (4) the employee performs no productive work for the District.

Coffee breaks or rest periods of 20 minutes or less.

Work done at home if the supervisor knows or should have known that such work was done.

Work done before or after regular hours or on weekends.

On-call time if the employee is required to remain on the employer's premises or so close that he/she is unable to use the time effectively for his/her own purposes while on-call.

Transporting material to a worksite before the start of the workday.

Time spent preparing for work, e.g., bus drivers doing safety checks before the route or securing the bus after the route.

Clean-up work at the end of a shift.

Travel time during the workday from one job site to another, e.g., non-exempt school nurses traveling from one school to another.

Travel time during the regular working hours, even if it is the weekend.

Attending a Board meeting at night either to take minutes or perform some other required or assigned duty.

DATED:

General Personnel

Administrative Procedure - Fair Labor Standards Act 12-Step Compliance Checklist

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

The U.S. Dept. of Labor, Wage and Hour Division, administers the FLSA. It posts an encyclopedic amount of information on the FLSA on its website at: www.dol.gov/whd/regs/compliance/hrg.htm#8.

Checklist for compliance with the FLSA:

1. Classify employees as exempt or non-exempt.

Identify which employees are covered by the overtime requirements of the FLSA, i.e., *non-exempt*, and which employees are exempt from the overtime requirements. See Administrative Procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*, for a list of school employees traditionally exempt and non-exempt. Include a record in each employee's file stating whether he or she is exempt or non-exempt.

An exemption from the FLSA overtime pay/compensatory time requirements is the exception, rather than the rule. Any uncertainty should be resolved in favor of finding the employee to be non-exempt and the overtime compensable, as the burden is on the school system to prove that exemptions are applicable.

2. Make sure all employees have access to and understand the School Board policy and administrative procedures on the workweek, overtime, and compensatory time. See Board policy 5:35, *Compliance with the Fair Labor Standards Act*, and Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*.

In addition, make sure that all employees:

- a. Are provided a copy of the Board policy or access to the Board policy published on-line;
- b. Acknowledge that they have received and understand the policy; and
- c. Agree to follow the policy and procedures or be subject to discipline.

3. Notify non-exempt employees of their expected work hours in a workweek.

Be clear that the salary of non-exempt employees is paid for a 40-hour workweek. Supervisors may regularly schedule employees to work 37.5 hours per week and leave the remainder as possible flexible time. However, to avoid the possibility of *straight-time* claims for hours worked between 37.5 and 40, supervisors need to clearly communicate that the District pays employees a salary for up to 40 hours of work and that the District retains the right to request that the employee perform additional duties up to 40 hours without additional pay.

4. Keep precise records of the hours worked by every non-exempt employee by using a good timesheet, time clock, computerized check-in system, or other method. Make sure individual employees keep and sign their weekly record of hours worked. Print an acknowledgment similar to the following on every time sheet: "I acknowledge that I have reviewed this time

sheet and that it accurately records all of the time that I worked for the District on the dates indicated and that I did not work for the District at any other times during the workweek that are not recorded on this timesheet.”

5. Annually train District supervisory staff, as well as supervisors when first assigned supervisory duties, on FLSA compliance issues, including:
 - a. What counts as compensable work time (see Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*);
 - b. How timesheets must be completed for non-exempt employees; and
 - c. Their duty to monitor timesheets and verify time worked.
6. Train all non-exempt staff when hired and regularly thereafter on the following topics:
 - a. Board policy requirements;
 - b. What counts as compensable time; and
 - c. How to complete timesheets correctly.
7. Require non-exempt employees who want to volunteer to execute a Volunteer Agreement. See Exhibit 5:35-E, *Volunteer Agreement Executed by a Non-Exempt Employee*.

Non-exempt employees may only volunteer to perform services on behalf of the school that do not involve the same types of duties they regularly perform in their jobs. Further, in order to be a bona fide volunteer (1) the volunteer services may not be the same as or similar to the employee’s regular work duties, (2) the employee must freely and voluntarily, i.e., without any direct or implied coercion or requirement, agree to perform the volunteer services, and (3) the employee provides the services without promise of compensation; however, a volunteer may be paid expenses, reasonable benefits, or a nominal fee to perform the services. See Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*, for information about *nominal fees*.
8. Have all non-exempt employees sign the following documents:
 - a. A statement that they were given a copy of the Board’s policy on work time and have reviewed it, and that they understand violators may be subject to discipline; and
 - b. If applicable, an agreement that any overtime worked over 40 hours per week will be compensated with time and a half compensatory time rather than overtime pay. See Exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off*.
9. Have supervisory, payroll, and business staffs monitor weekly time records.

Make sure that supervisory staff continuously monitors weekly time records for accuracy and completeness, and that they report all overtime worked by non-exempt staff to the finance office for either overtime pay or compensatory time credit.
10. Keep FLSA-required records for non-exempt and exempt employees. See Administrative Procedure 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act*.
11. Post all federal and State required employment posters.

Make sure that all employment posters are widely posted, e.g., in the teachers' lounge, school office, cafeteria kitchen, bus garage, janitor's closet, and other places where employees gather.

12. Consult the Board Attorney about FLSA compliance.

DATED:

Pending Implementation

General Personnel

Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee

I would like to serve as a volunteer for the School District. I understand that:

1. I may **not** volunteer to perform a job that is the same or similar job for which I am employed.
2. My time and service as a volunteer are given without promise, expectation, or receipt of any form of compensation.
3. My volunteer services are not being performed in the course and scope of my regular employment and are not in any way required by the School District.
4. Either the District or I may terminate my volunteer services at any time for any reason. My withdrawal will not affect my continued employment with the School District.

This agreement will continue in force until terminated by either the employee or School District.

Volunteer Signature

Date

Supervisor

Date

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Communicable and Chronic Infectious Disease

The following procedures will be implemented when a District employee has a communicable and/or chronic infectious disease. A copy of the procedures will be given to the employee.

The District shall not discriminate against an employee disabled by a communicable or chronic infectious disease. An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions.

Evaluation of the Employee's Condition

1. The employee who has or is suspected of having a communicable and chronic infectious disease is encouraged to inform the Superintendent immediately.
2. The Superintendent will inform the Communicable and Chronic Infectious Disease Review Team within three days.
3. The Communicable and Chronic Infectious Disease Review Team will meet within three days to:
 - a. Meet with the employee or a member of the employee's family to review the status of the employee's health, and
 - b. Evaluate the employee and submit a written report with recommendations to the Superintendent.
4. The School Board will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
5. The employee or a member of the employee's family will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
6. The employee may be required to submit to a physical examination, given by a physician chosen and paid for by the District.

Monitoring the Employee's Condition

The employee's health condition will be reviewed on a schedule determined by the Communicable and Chronic Infectious Disease Review Team. The Team's employee status report will be given to the Superintendent.

Each status report will indicate an employment recommendation for the employee, such as:

1. Continued employment at the same position, with possible accommodations,
2. Continued employment but transfer to another position, with possible accommodations,
3. Temporary exclusion from the work place, or
4. Dismissal.

Employee Dismissal

The dismissal of an employee on contractual continued service shall be in accordance with 105 ILCS 5/24-12.

The dismissal of an employee not on contractual continued service shall be in accordance with the law or policy applicable to his or her position.

Confidentiality

The employee's medical condition and records shall be held in strictest confidence and shared only with members of the Communicable and Chronic Infectious Disease Review Team, the employee's direct supervisor, and someone who would need to know in the event of an emergency. Medical records will not become part of the employee's personnel file.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Federal and State Grant Travel Expense Procedures

Employees must follow these procedures, **in addition to** the requirements of the Board policy 5:60, *Expenses* subhead entitled **Additional Requirements for Travel Expenses Charged to Federal and State Grants**, when their travel expenses are charged to federal grants and State grants governed by the Grant Accountability and Transparency Act (GATA).

Use of Expense Forms

Employees will submit their estimated travel expenses using 5:60-E2, *Employee Estimated Expense Approval Form*, in advance of travel and 5:60-E1, *Employee Expense Reimbursement Form*, following completion of travel. When travel expenses will be charged in part to grant funds and in part to non-grant District funds because certain expenses exceed those permitted to be charged to a grant by policy 5:60, *Expenses*, and/or these procedures, the Superintendent or designee notes that fact and the amount to be charged to each funding source in the “Comments” field on 5:60-E1, *Employee Expense Reimbursement Form*, and/or the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, as applicable.

Lodging – General

1. Employees are not eligible for actual reimbursement of lodging expenses unless they are on official *travel status* for more than 12 hours. Travel status begins when the employee leaves his or her work location or, if reporting directly to a destination, from his or her residence or other location. It ends when the employee returns to his or her work location or, if reporting directly from the original destination, to the employee’s residence or other location at the completion of the authorized travel. See 80 Ill.Admin.Code §3000.140.
2. Employees must first contact any preferred hotel vendors of the District.
3. It is the employee’s responsibility to request the lowest available lodging rate the time of making a reservation. However, if the employee requires special lodging consideration due to a disability the employee may be reimbursed the actual cost of the least costly lodging that is substantially accessible. Employees should always inquire if a hotel offers a discounted rate for local government employees, including public school district employees. If applicable, employees should be prepared to show their school identification to prove school district employment when checking-in.
4. Employees should make hotel reservations as far in advance as possible. Employees need to be aware of hotel cancellation policies. In busier times, cancellation policies will sometimes require the traveler to cancel 72 hours in advance or be charged for the room. If an employee must cancel a reservation, the employee needs to cancel before the deadline, if at all possible. Employees making reservations for several nights in a row need to be aware of hotel early check-out policies. Some hotels charge an early check-out fee if a guest checks out prior to their scheduled departure date.
5. Employees must carefully review the bill upon check-out to ensure that the room charge reflects the appropriate rate and that no unauthorized charges have been added. For example, some hotels will automatically add a security charge or phone usage charge to a bill. If these services are not used, the charges should be removed before checking-out. Energy surcharge and lodging resort fees will be reimbursed if not optional.

6. If direct billing, employees must ensure that all personal or incidental charges are paid when checking-out, i.e., pay movies, personal phone calls, etc.
7. Employees must obtain a copy of the hotel bill to attach to 5:60-E1, *Employee Expense Reimbursement Form*.
8. If traveling by car, an employee needs to inquire regarding self-parking options to minimize parking expenses.

Lodging – Excessive Lodging Requests

When lodging at or below the State or federal rate for a particular location is unavailable, employees must:

1. Document on 5:60-E2, *Employee Estimated Expense Approval Form*, that lodging at the scheduled rate for the location is unavailable.
2. Attach documentation to 5:60-E2, *Employee Estimated Expense Approval Form*, showing that a minimum of three budget to mid-fare hotels were contacted (where available). If there are less than three hotels available in a location to contact, the employee must document that fact on the form. The employee must inquire if the hotels will honor the government rate when obtaining quotes. If the District has any preferred hotels at the location, the employee must contact those hotels first.
3. Submit all excessive lodging requests to the Superintendent or designee for pre-approval. The Superintendent or designee will place a note in the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, to reflect approval of an excessive lodging amount.

Note: An excessive lodging request is not required if an employee stays in accommodations arranged by a conference/seminar organization or in the lowest-priced room available at or near a hotel where a conference or seminar is located.

Meals

Per diem rates and actual reimbursement amounts for meals may not exceed the rates established by the Governor’s Travel Control Board or federal travel regulations, whichever is less. To determine the lesser amount, compare the State rates with the federal per diem rates. Historically, the State meal allowances have been lower than the federal meal allowances. State rates are available at: www2.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx. Federal rates are available at: www.gsa.gov/travel/plan-book/per-diem-rates.

Airfare

When booking airfare, employees:

1. May not book airfare and lodging as a package through third party vendors. When booked as a package, third party vendors do not provide a detailed receipt which causes an issue verifying that the lodging rates are within the proper guidelines.
2. Should always know the restrictions and potential penalties applicable to the fare in case cancellation or change is necessary, regardless of how an airline ticket is booked.

Ride Sharing Services

When using a ride sharing service such as Uber and Lyft, employees must use the lowest cost service the ride sharing service offers such as “UberX” and “Lyft Standard.” Employees will not be reimbursed for premium services offered by ride share companies such as “Uber XL,” “UberSELECT,” “UberBLACK,” “UberSUV,” “UberLUX,” or “LyftPlus.” Employees need to be

aware that ride sharing services may charge users more during times of high demand. Ride sharing services typically let riders know in advance when prime time or surge pricing is in effect. Rides obtained during these higher cost periods are not reimbursable.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Coordination with Children's Advocacy Center

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

If the District is located within a county that is served by an accredited CAC, it must coordinate with the CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5:90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531. For a map of accredited CACs, and to identify a CAC that may serve the District, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the District's local CAC.

Glossary of Terms

Alleged incident of sexual abuse - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: on school grounds during a school activity, outside of school grounds, or not during a school activity. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Alleged victim - A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Child advocate - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.

Forensic interview - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel - School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault - See Ill. Criminal Code of 2012 definitions at:

720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.

720 ILCS 5/11-1.20. Criminal sexual assault.

720 ILCS 5/11-1.30. Aggravated criminal sexual assault.

720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.

720 ILCS 5/11-1.50. Criminal sexual abuse.

Coordination with CAC

Actor	Action
ISBE	Identifies persons in positions who may be appropriate child advocates for students during a school’s investigation into an alleged incident of sexual abuse. As of March 2020, ISBE has not identified any persons.
Superintendent or designee	<p>Establishes a CAC Communication Committee (Committee) to operate as a Superintendent committee. See 2:150-AP, <i>Superintendent Committees</i>. Consider including:</p> <ul style="list-style-type: none"> District Nondiscrimination Coordinator (see 2:260, <i>Uniform Grievance Procedure</i>; and 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, <i>Abused and Neglected Child Reporting</i>) School personnel Employees from the accredited CAC that serves the District <p>Chairs and convenes Committee meetings for the purpose of implementing the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Note: To achieve the minimum requirement of State law that the District coordinate with its local CAC, this procedure establishes an administrative committee. Establishing a committee provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district and the CACs that serve each district. While smaller school districts, e.g., one-building districts, may be able to implement a program through one meeting, larger school districts will likely require the uniform coordination this Committee provides.</p> <p>Informs the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p> <p>Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. Note: 105 ILCS 5/10-22.39(d) requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:</p> <ol style="list-style-type: none"> 1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and

Actor	Action
	<p>expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed.</p> <p>3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality.</p>
School Personnel	<p>Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c) (final citation pending), added by P.A. 101-531):</p> <ol style="list-style-type: none"> 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 25 ILCS 5/7, amended by P.A. 101-583. The written report shall include, if known, each of the following: <ul style="list-style-type: none"> The name and address of the child, his or her parents/guardians, or other persons having custody; The child's age; The child's condition, including any evidence of previous injuries or disabilities; and Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report has been made.
Superintendent or Building Principal	<p>Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.</p> <p>Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.</p>
DCFS and/or Appropriate Law Enforcement Agency	<p>Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the CAC serving the District. 105 ILCS 5/22-85(d) (final citation pending), added by P.A. 101-531.</p> <p>Note: If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.</p>
CAC	<p>Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1) (final citation pending), added by P.A. 101-531.</p> <p>Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator. At a minimum:</p> <ol style="list-style-type: none"> 1. Ensures that all applicable parties have each other's contact information; and 2. Shares the CAC's protocol regarding the process of approving the

Actor	Action
	viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2) (final citation pending), added by P.A. 101-531.
Nondiscrimination Coordinator	<p>Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall:</p> <p>Open and conduct the District’s investigation into the alleged incident of sexual abuse in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse.</p> <p>If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District’s investigation in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>If DCFS/law enforcement investigation is opened, continues with the following steps.</p> <p>Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it.</p> <p>Note: This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District is cannot interview the alleged victim regarding the alleged incident.</p> <p>While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator:</p> <p>Continues the District’s investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator.</p> <p>May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Note: Evidence gathered by the Nondiscrimination Coordinator during the District’s investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). Consult the Board Attorney regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that</p>

Actor	Action
	<p>must be met prior to disclosure.</p> <p>Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.</p>
CAC	<p>Informs the Nondiscrimination Coordinator that:</p> <ol style="list-style-type: none"> 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h) (final citation pending), added by P.A. 101-531.
Nondiscrimination Coordinator	<p>If the electronic recording of the forensic interview of the alleged victim is available for viewing:</p> <ol style="list-style-type: none"> 1. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim's parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h) (final citation pending), added by P.A. 101-531); and <p>Note: Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim's parent/guardian (if under the age of 13).</p> <ol style="list-style-type: none"> 2. Views the electronic recording of the forensic interview. <p>If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.</p>
CAC	<p>After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g) (final citation pending), added by P.A. 101-531.</p>
Nondiscrimination Coordinator	<p>If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District's interview of the alleged victim. <u>Id.</u></p> <p>If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.</p> <p>Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k) (final citation pending), added by P.A. 101-531.</p>

DATED:

General Personnel

Administrative Procedure - Staff Development Program

The following procedure implements policy 5:100, *Staff Development Program*. It sets professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. *Morris v. Ill. State Bd. of Educ.*, 198 Ill.App.3d (3rd Dist. 1990).

This procedure is consistent with the minimum requirements of State law. If the District has a local collective bargaining agreement, it may contain provisions that differ from this procedure. When the procedure's subject matter is superseded by a bargaining agreement, insert the following: "Please refer to the current [*insert name of any applicable CBA*]."

Implementation of Staff Development Program

All District-sponsored staff development programs, including in-services, shall be approved by the Superintendent. Staff development opportunities exist through the following:

- A. Planned in-service programs, courses, seminars, and workshops are offered within the District.

Every staff member is encouraged to suggest topics, formats, and speakers for in-service meetings. Suggestions should be given to the Superintendent or any member of the advisory committee, if one exists.

- B. Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested.

With the Superintendent's approval, staff members may be released with full pay to:

- Attend professional conventions and meetings, visit exemplary programs, as well as participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
- Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
- Attend training and staff development programs sponsored by an Educational Service Center (105 ILCS 5/2-3.62), the Illinois State Board of Education, a Regional Office of Education, the Illinois Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.

- C. Leaves of absence for advanced training and internships are governed by School Board policy and/or collective bargaining agreements, if any.

- D. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Offices of Education (ROE) or Intermediate Service Centers (ISC), whichever is applicable, governing the schools of that region. The request for approval should be submitted to the Regional Superintendent (for ROEs) or Chief Administrative Officer (for ISCs) at least 30 days prior to the event.

- E. Many opportunities for on-going professional development opportunities exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors.
- F. For nutrition directors and school nutrition professionals, the annual training standards for school nutrition professionals. 7 C.F.R. Parts 210 and 235.

LEGAL REF.: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.
 7 C.F.R. Parts 210 and 235.
 105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 5/10-
 20.17a, 5/10-20.60 (final citation pending), 5/10-22.6(c-5), 5/10-22.39, 5/10-
 23.12, 5/22-80(h), and 5/24-5.
 105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education
 Act.
 23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
 77 Ill.Admin.Code §527.800.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Statement of Economic Interests for Employees

Date	Action
Upon initial employment	All employees who are required to file a statement of economic interests (see Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>) must file such a statement upon initial employment if employed by May 1. 5 ILCS 420/4A-105(c).
On or before February 1, annually	Superintendent or designee shall certify to the appropriate county clerks a list of names and addresses of employees who are required to file a statement of economic interests (see policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>). The list shall set out the names in alphabetical order by county of residence. The Superintendent or designee shall send the list to county clerks of the counties in which those employees reside, or if any employee resides outside of Illinois, to the county clerk of the county in which the District’s principal office is located. 5 ILCS 420/4A-106.5, added by P.A. 101-221 and amended by P.A. 101-617.
On or before April 1, annually	County clerk of each county shall notify employees whose names have been certified to him or her of the requirements for filing statement of economic interests. 5 ILCS 420/4A-106.5, added by P.A. 101-221.
On or before May 1, annually	All employees who are required to file a statement of economic interests (see Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>) must file a statement of economic interests with the county clerk of the county in which the principal District office is located (5 ILCS 420/4A-106.5), unless he or she has already filed a statement in relation to the District within the calendar year. 5 ILCS 420/4A-105.
After January 1, 2011	<p>Any county clerk who uses a system of Internet-based filing of economic interest statements must: (1) post the contents of statements, without filers’ addresses or signatures, that were filed using the Internet on a publicly accessible website, and (2) otherwise comply with 5 ILCS 420/4A-108.</p> <p>The times for the filing of statements of economic interests set forth in Section 4A-105 must be followed in any system of Internet-based filing.</p>

DATED:

General Personnel

Administrative Procedure - Employee Conduct Standards

Professional and ethical behavior is expected of all District staff members. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the School District, and define misconduct justifying disciplinary action, up to and including dismissal. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the provision is severable and the applicable bargaining agreement will control. In addition, each educator must comply with 5:120-E, *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE) (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain a professional relationship with all students, both in and outside the school and attend all in-service trainings on educator ethics, teacher-student conduct, and school, employee-student conduct for all personnel (105 ILCS 5/10-22.39). Violations of this standard include, but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) willfully or negligently failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/); (c) engaging in harassing behavior; (d) soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and (e) furnishing tobacco, alcohol, cannabis, or any other illegal/unauthorized substance, including e-cigarettes, to any student or allowing a student under his or her supervision to use tobacco, alcohol, cannabis (including medical cannabis unless the student is authorized to be administered a medical cannabis infused product by the school employee pursuant to *Ashley's Law*), or any other illegal/unauthorized substance.
4. Maintain a safe and healthy environment, free from being impaired by and/or under the influence of prohibited substances to ensure high quality performance for the District and its students. The use of illegal drugs and/or abuse and misuse of alcohol, drugs, and other lawful products while on District premises or while performing work for the District diminishes the District's credibility and ability to educate students about drug and substance abuse prevention pursuant to Board policy 6:60, *Curriculum*. Violations of this standard include, but are not limited to, engaging in any of the prohibited activities listed in the District's drug- and alcohol-free workplace policy. Examples include using or being impaired by or under the influence of illegal drugs; abusing, misusing, and/or being impaired by or under the influence of alcohol, drugs, and/or other lawful products when performing work for the District when

impairment is detectable regardless of when and/or where the use occurred; and/ or using or being impaired or under the influence of or possessing medical cannabis in a school bus or on school grounds.

5. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds; (b) willfully or negligently failing to immediately report suspected cases of child abuse or neglect or of gender harassment; (c) knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement; and (d) failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
6. Comply with the Professional Testing Practices for Educators, prepared and published by ISBE for educators who administer any standardized test (at www.isbe.net/Documents/prof-test-prac.pdf). This document contains numerous examples of actions that violate test security; actions that must not be part of test preparation; actions that must not occur during test administration; and actions that must be avoided when reporting test results.
7. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.
8. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard include, but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
9. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
10. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
11. Comply with all State and federal laws and rules regulating public schools and School Board policies, including but not limited to: 2:105 (Ethics and Gift Ban), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:60 (Expenses), 5:90 (Abused and Neglected Child

Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:140 (Solicitations By or From Staff), 5:170 (Copyright), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:230 (Maintaining Student Discipline), 5:280 (Duties and Qualifications), 5:290 (Employment Termination and Suspensions), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records), and 8:30 (Visitors to and Conduct on School Property).

Conviction of any employment disqualifying criminal offense listed in 105 ILCS 5/10-21.9 or 5/21B-80 will result in dismissal.

Before disciplinary action is taken, the supervisor will conduct a fair and objective investigation to determine whether the employee violated a standard or other work rule and the extent that any violation impacts educational or operational activities, effectiveness, or efficiency. Discipline must be appropriate and reasonably related to the seriousness of the misconduct and the employee's record. Any applicable provision in a contract, bargaining agreement, or State law will control the disciplinary process.

DATED:

General Personnel

Exhibit - Code of Ethics for Illinois Educators

Code of Ethics for Illinois Educators, Illinois State Board of Education (ISBE) (23 Ill.Admin.Code §22.20)

a) Responsibility to Students

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

1. Embody the Standards for the School Support Personnel Endorsements (23 Ill.Admin.Code Part 23), the Illinois Professional Teaching Standards (23 Ill.Admin.Code Parts 24 and 130), and Standards for Administrative Endorsements (23 Ill.Admin.Code Part 29), as applicable to the educator, in the learning environment;
2. Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
3. Maintain a professional relationship with students at all times;
4. Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
5. Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

1. Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
2. Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
3. Represent their professional credentials and qualifications accurately; and
4. Demonstrate a high level of professional judgment.

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

1. Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;

2. Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
 3. Seek out and engage in activities that contribute to the ongoing development of the profession;
 4. Promote participation in educational decision-making processes;
 5. Encourage promising candidates to enter the education profession; and
 6. Support the preparation, induction, mentoring, and professional development of educators.
- d) Responsibility to Parents, Families and Communities
- The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:
1. Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
 2. Encourage and advocate for fair and equal educational opportunities for each student;
 3. Develop and maintain professional relationships with parents, families, and communities;
 4. Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
 5. Cooperate with community agencies that provide resources and services to enhance the learning environment.
- e) Responsibility to ISBE
- Illinois educators are committed to compliance with the School Code (105 ILCS 5/) and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:
1. Provide accurate communication to ISBE concerning all educator licensure matters;
 2. Maintain appropriate educator licensure for employment; and
 3. Comply with State and federal laws and regulations.

DATED:

General Personnel

Exhibit - Employee Receipt of Board Policy on Personal Technology and Social Media

I, the individual whose signature appears below, acknowledge receipt of the Board policy 5:125, *Personal Technology and Social Media; Usage and Conduct*. I affirm that I have read the policy and agree to comply with its requirements.

Name (please print)

Signature

Date

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Email Retention

Emails, including attachments, sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business related communications.

Accordingly, employees have the same responsibilities for email messages as they do for any other communication and must distinguish between record and non-record messages. This allows for the proper storage or disposal of email. However, no District record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on School Board member use and retention of email, see 2:140-E, *Guidance for Board Member Communications, Including Email Use*. For help with these responsibilities, please contact the District's FOIA Officer.

Non-Record Messages

Email messages are *non-record messages* if they do not evidence the District's organization, function, policies, procedures, or activities; or contain informational data appropriate for preservation. These are generally informal or preliminary drafts, notes, recommendations, or memoranda that do not contain official action. Examples include:

1. Personal correspondence not received or created in the course of District or school business, such as, "What's for dinner?" or "I'll be glad to drive to the meeting."
2. Notices concerning meetings or workshops, dates, discussion topics, or material to prepare for or to be discussed during a meeting.
3. Publications or promotional materials from vendors and similar materials that are available to anyone.
4. Correspondence containing recommendations or opinions that are preliminary to a decision.
5. Informal correspondence to parents/guardians concerning school activities or an individual student's progress or assignments provided the messages do not contain notice of final or official action.
6. Draft material.

If the email is a *non-record message*, the employee should delete it as soon as its purpose is fulfilled unless the email is subject to a litigation hold. The goal is to control excessive accumulation of material.

Official Record Messages

Email messages are *official record messages* if they are evidence of the District's organization, function, policies, procedures, or activities or contain informational data appropriate for preservation. Examples include:

1. Policy documents or contract-related documents.

2. Correspondence, e.g., letters, memos, or emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.

Official record messages should routinely be transferred to the records maintenance location identified by the Records Custodian or Head of Information Technology (IT). Before transferring the message, the employee should identify it as belonging in one of the categories of records established by the Records Custodian or Head of IT. Once transferred, it becomes the official copy and the original electronic version may be deleted according to the District's approved record preservation and retention schedule. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Personnel Records

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Applicant Records

Records for a successful employment applicant are maintained with the individual's employment records. Records for an unsuccessful employment applicant are maintained for no less than five years from the application date. Applicant records include the following if received by the District:

- Employment application forms
- Transcripts
- Previous work experience
- References
- Such other relevant information as the District desires of applicants for screening purposes

Personnel Records

Personnel records for all employees include:

- Pre-employment records, including verification of past employment
- Dates of employment
- Valid certificate and/or evidence of required credentials for services being performed
- Criminal background investigation history and report
- Form I-9 required under the Immigration Reform and Control Act
- Records maintained pursuant to Internal Revenue Service regulations
- Payroll information and deductions, including all records required to be kept by 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act* (29 C.F.R. §§516.2 and 516.3)
- Records maintained for the Ill. Teachers' Retirement System or the Ill. Municipal Retirement System
- Credit release information
- Sick leave, leaves of absence, personal leave, and vacation data (where appropriate)
- Salary schedule data
- Relevant health and medical records, including the verification of freedom from tuberculosis required by the School Code (105 ILCS 5/24-5)
- Supervisory evaluations
- Promotions
- Awards received
- Personnel documents that have been or are intended to be used in determining an employee's qualification for promotion, transfer, discharge, or disciplinary action
- Disciplinary actions and accompanying records
- Notice of discharge and accompanying records
- Letter of resignation or retirement
- Notification that an employee is the subject of an Ill. Dept. of Children and Family Services (DCFS) investigation pursuant to the Abused and Neglected Child Reporting Act (ANCRA) and any report to DCFS made or caused to be made by a District employee concerning another employee; this record will be deleted if DCFS informs the District that the allegations were unfounded
- Any additional information the District deems to be relevant

In addition to the above, personnel records for all professional personnel include:

Valid certificate for services being performed
Copies of official transcripts required by the School Code (105 ILCS 5/24-23)
Transcripts of graduate work completed
Verification of past teaching experience, if any
Record of in-service work completed
Acknowledgement of mandated reporter status

Employment records will be maintained permanently for all District employees and former employees unless the Local Records Commission's approval is obtained to dispose of them.

Restrictions on Information that May Be Kept

The District will not gather or keep a record of an employee's associations, political activities, publications, communications, or non-employment activities, unless the employee submits the information in writing or authorizes the District in writing to keep or gather such records. However, the District may gather or keep records in an employee's personnel file concerning: (1) activities or associations with individuals or groups involved in the physical, sexual, or other exploitation of a minor, or (2) activities occurring on the District's premises or during the employee's working hours that interfere with the performance of the employee's duties or activities, or those of other employees, regardless of when and where occurring, that constitute criminal conduct or may reasonably be expected to harm the District's property, operations or educational process, or programs, or that could, by the employee's actions, cause the District financial liability. 820 ILCS 40/9, amended by P.A. 101-531.

Access to Employee Records and Correction Requests

An employee is granted access to his or her personnel records according to provisions in the Ill. Personnel Record Review Act (PRRA), 820 ILCS 40/, and any relevant provisions in an applicable collective bargaining agreement. Except for the documents described in 820 ILCS 40/10, an employee is granted access to his or her personnel records at least two times in a calendar year at reasonable intervals. Unless otherwise indicated in an applicable bargaining agreement, access to the employee's personnel records will be according to the following guidelines:

1. The employee must submit a written inspection request to the Superintendent or the Superintendent's designee.
2. The Superintendent or designee will provide the employee the opportunity for inspection within seven working days after the request. If such deadline cannot reasonably be met, the District will have an additional seven days to comply.
3. The employee will inspect the personnel record at the District's administrative office during normal working hours or at another time mutually convenient to the employee and the Superintendent or designee.
4. Inspection of personnel records will be conducted under the supervision of an administrative staff member.
5. Neither an employee nor his or her designated representative will have access to records that are treated as exceptions in the PRRA discussed below.
6. The employee may copy material maintained in his or her personnel record. Payment for record copying will be based on the District's actual costs of duplication.
7. The employee may not remove any part of his or her personnel records from his or her file or may not remove any part of his or her personnel records from the District's administrative office.
8. Should the employee demonstrate his or her inability to inspect his or her personnel records in person, the District will mail a copy of the specific record(s) upon written request.

9. Should the employee be involved in a current grievance against the District or involved in any other contemplated proceedings against the District, the employee may designate in writing a representative who has the authority to inspect the personnel records under the same rights as the employee.
10. If the employee disagrees with any information contained in the personnel record, a removal or correction of that information may be mutually agreed upon by the District and employee. If agreement cannot be reached, the employee may submit a written statement explaining his or her position. The District will attach the employee's statement to the disputed portion of the personnel record and the statement will be included whenever that disputed record is released to a third party as long as the disputed record is part of the employee's personnel file. Inclusion of any written statement attached to the disputed record in an employee's personnel file without any further comment or action by the District will not imply or create any presumption that the District agrees with the statement's contents.

Requests by Third Parties

The Board Attorney shall be consulted whenever a subpoena or court order requests personnel record information. Any other request for personnel information by a third party will be treated as a FOIA request and immediately forwarded to the School District's Freedom of Information Officer (see 2:250-AP1, *Access to and Copying of District Public Records*). Concerning a request for a disciplinary report, letter of reprimand, or other disciplinary action:

1. If the responsive record is more than four years old and is not related to an incident or an attempted incident of sexual abuse or severe physical abuse, access will be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8, amended by P.A. 101-531.
2. If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse or severe physical abuse, the request cannot be denied. 820 ILCS 40/8, amended by P.A. 101-531.
3. If the responsive record is four years old or less, access will be granted (regardless of its nature). The District will provide the employee with written notice or through electronic mail, if available, on or before the day any such record is released, unless notice is not required under the Personnel Record Review Act. 5 ILCS 140/7.5(q); 820 ILCS 40/7 and 40/8, amended by P.A. 101-531.
4. The employee will not be informed if the employee has specifically waived written notice as part of a written, signed employment application with another employer; the disclosure is ordered to a party in a legal action or arbitration; or information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.

A FOIA request for a performance evaluation will be denied. 820 ILCS 40/11, 5 ILCS 140/7.5(q).

Before replying to a request from a third party, the District will review the requested records and delete or redact material that is protected from disclosure. 820 ILCS 40/8, amended by P.A. 101-531.

Restriction on Employee Access

The PRRA, 820 ILCS 40/10, provides that the right of the employee or the employee's designated representative to inspect his or her personnel records does not extend to:

1. Letters of reference for that employee.
2. Any portion of a test document, except that the employee may see a cumulative total test score for either a section of or the entire test document.
3. Materials relating to the employer's staff planning, such as matters relating to the District's development, expansion, closing or operational goals, where the materials relate to or affect

more than one employee, provided, however, that this exception does not apply if such materials are, have been or are intended to be used by the employer in determining an individual employee's qualifications for employment, promotion, transfer, or additional compensation, or in determining an individual employee's discharge or discipline.

4. Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
5. Records relevant to any other pending claim between the District and employee that may be discovered in a judicial proceeding.
6. Investigatory or security records maintained by the District to investigate criminal conduct by an employee or other activity by the employee that could reasonably be expected to harm the District's property, operations, or education process or programs, or could by the employee's activity cause the District financial liability, unless and until the District takes adverse personnel action based on information in such records.

Complying with Requirements in the Abused and Neglected Child Reporting Act

The Superintendent will execute the requirements in ANCRA whenever a District employee makes a report to DCFS involving another District employee's conduct. This includes performing the following tasks (325 ILCS 5/4 and 820 ILCS 40/13):

1. Disclose to any school district requesting information concerning a current or former employee's job performance or qualifications the fact that he or she was the subject of another employee's report to DCFS. Only the fact that a District employee made a report may be disclosed.
2. Inform the District employee who is or has been the subject of such report that the Superintendent will make the disclosure as described above.
3. Delete the record of such a report if DCFS informs the District that the allegation was unfounded.

LEGAL REF.: 5 ILCS 140/, Freedom of Information Act.
325 ILCS 5/4 and 5/7.4, Abused and Neglected Child Reporting Act.
820 ILCS 40/, Personnel Record Review Act.
23 Ill.Admin.Code §1.660.

DATED:

General Personnel

Administrative Procedure - Copyright Compliance

These guidelines help staff members determine if they may use non-original work freely or whether permission is needed to use or copy it. Whenever a staff member is uncertain, has questions, or needs permission from a copyright owner to use or copy a work, he or she should contact the Superintendent or designated copyright compliance officer. Appendix 1 is a *Fair Use Assessment Factors Checklist*. Appendix 2 contains use resources available online.

1. Is the work copyright protected? *A “no” means you may use the work freely; a “yes” or uncertain answer means you should proceed with the second query.*
 - a. No, if it is in the public domain.
 - b. No, if it is a U.S. Government publication.
 - c. No, if it is an idea or method described in copyrighted work.
 - d. The presence of a copyright notice is not determinative.
 - e. Yes, almost all other works.
2. Do you want to exercise one of the copyright owner’s exclusive rights? *A “yes” or uncertain answer means you should proceed with the third query.*
 - a. Yes, if you plan to copy the work.
 - b. Yes, if you plan to use the work as the basis for a new work.
 - c. Yes, if you plan to electronically distribute or publish copies.
 - d. Yes, if you plan to perform music or drama, recite prose or poetry, or if you plan to play a video and/or audio digital or tape recording or a CD-ROM or DVD.
 - e. Yes, if you plan to publicly display the work.
3. Does your planned use of the work require the copyright owner’s permission? *A “no” means you may use the work, provided that any copies contain the copyright notice as it appears in the original work; a “yes” or uncertain answer means you should contact the Superintendent or designated copyright compliance officer.*
 - a. No, if your planned use of printed work is within the *fair use* exception as defined in 17 U.S.C. §107. See Appendix 1.
 - b. No, if your planned use of the work is within the *library’s special rules* exception as defined in 17 U.S.C. §108.
 - A library may make a single copy containing the copyright notice for the purpose of archiving lost, stolen, damaged, or deteriorating works.

- A library may make a single copy containing the copyright notice for a student or staff member at no more than the actual cost of photocopying, provided that the library finds that the copyrighted work cannot be obtained elsewhere at a fair price.
- c. No, if your planned use of the work is within the *educational performances and displays* exception as defined in 17 U.S.C. §110.
Performances by teachers or students are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
 - d. No, if you plan to use it in an overhead or opaque projector for instructional purposes.
 - e. No, if you plan to copy and use music for academic purposes, other than performance.
 - f. Yes, notwithstanding the above, if you plan to create anthologies, compilations, or collective works.
 - g. Yes, notwithstanding the above, if copies will be *consumed* during the course. *Consumable* works include: workbooks, exercises, standardized tests, test booklets, and answer sheets.
 - h. Yes, notwithstanding the above, if you plan to substitute copies for the purchase of the work; likewise, if you yearly copy the same item.
 - i. You must receive permission from the Superintendent or designated copyright compliance officer before showing the off-air recording of television programs, video rentals, or videos purchased for home use. You must follow any applicable license agreements.
 - j. You must receive permission from the Superintendent or designated copyright compliance officer before using any non-District owned software and/or CD-ROM or DVD products in District-owned equipment. No one may install or download any program on District-owned equipment without the Superintendent or designee's permission.
 - k. You must follow licensing agreements applicable to District-owned software and CD-ROM or DVD products.
 - Licensing agreements with the manufacturer and vendor shall be followed.
 - Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment, to avoid the installation of privately purchased software on school equipment, and to avoid the use of single copy software or CD-ROM products across a network with multiple users unless the applicable license agreement permits.
 - A back-up copy shall be purchased for use as a replacement when a program is lost or damaged. If the vendor is not able to supply such, the District shall make a back-up program in accordance with the terms of the applicable licensing agreement or 17 U.S.C. §117.

Appendix 1: Copyright Fair Use Assessment Factors Checklist

Purpose and Character of Use of Copyrighted Work

Use this checklist to analyze whether material falls under the *fair use doctrine*. Factors favoring fair use will generally indicate that material may be used without seeking permission from the copyright

owner. Factors opposing fair use require permission to reprint or adapt the material from the copyright owner. If a copyright owner is known, always request permission before using any material.

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Teaching	<input type="checkbox"/> Commercial activity - gain of financial rewards from (<i>sic</i>) use; e.g., sale of goods, services; advertising; fundraising, etc.
<input type="checkbox"/> Research/Scholarship/Academics	<input type="checkbox"/> Profiting from use
<input type="checkbox"/> Nonprofit educational institution	<input type="checkbox"/> Bad-faith behavior; e.g., misrepresentation of intended use
<input type="checkbox"/> Criticism	<input type="checkbox"/> Denying credit to original author or artist
<input type="checkbox"/> Comment	<input type="checkbox"/> Entertainment
<input type="checkbox"/> News reporting	
<input type="checkbox"/> Used to create something new	
<input type="checkbox"/> Restricted access given	
<input type="checkbox"/> Parody	

Nature of Copyrighted Work Used

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Published work	<input type="checkbox"/> Unpublished work
<input type="checkbox"/> Factual or nonfiction based	<input type="checkbox"/> Highly creative work (art, music, novel)
<input type="checkbox"/> Out of print work	<input type="checkbox"/> Fiction

Amount and Substantiality of Copyrighted Work Used

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Small amount used	<input type="checkbox"/> Large portion or whole work used
<input type="checkbox"/> Portion used not central or significant to entire work	<input type="checkbox"/> Portion used is the heart of the work

Impact on Market of Copyrighted Work

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> User owns lawfully acquired/purchased copy	<input type="checkbox"/> Could replace sale of copyrighted work
<input type="checkbox"/> One or few copies made	<input type="checkbox"/> Significantly impairs market/potential market of copyrighted work or derivative work
<input type="checkbox"/> No significant effect on market/potential market for copyrighted work	<input type="checkbox"/> Reasonable available licensing mechanisms
<input type="checkbox"/> No similar product marketed by copyright holder	<input type="checkbox"/> Affordable permission to use copyrighted work available
<input type="checkbox"/> No ready licensing or permission mechanism	<input type="checkbox"/> Numerous copies made

	<input type="checkbox"/> Made accessible on the internet or elsewhere
	<input type="checkbox"/> Repeated or long-term use

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Appendix 2: Copyright Resource List

U.S. Copyright Office

www.copyright.gov

Copyright Act, as amended, Title 17 of the United States Code

www.copyright.gov/title17/92chap1.html

Copyright Term and the Public Domain in the United States; updated every Jan. 1.

copyright.cornell.edu/resources/publicdomain.cfm

Cornell University Copyright Information Center

Circular 21: Reproductions of Copyrighted Works by Educators and Librarians

www.copyright.gov/circs/circ21.pdf

U.S. Copyright Office

Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals (see Circular 21: Reproductions of Copyrighted Works by Educators and Librarians, page 6) www.copyright.gov/circs/circ21.pdf

TEACH Act (Technology, Education and Copyright Harmonization Act of 2002)

www.copyright.gov/legislation/pl107-273.pdf

The TEACH Act and some Frequently Asked Questions

www.ala.org/advocacy/copyright/teachact/faq

TEACH ACT - Amended Section 110(2) Comparison Chart, Sections 110(1)-(2)

www.unc.edu/~uncclng/TEACH.htm

The University of North Carolina at Chapel Hill

WIPO (World Intellectual Property Organization)

www.wipo.org

MPAA (Motion Picture Association of America)

www.mpa.org

iCopyright.com (Automated copyright licensing system for digital content)

www.icopyright.com

Permissions Group (Negotiation of rights and fees for the use of copyrighted material in and for all media)

www.permissionsgroup.com

SIIA (Software & Information Industry Association)

www.sia.org

CCC Copyright Clearance Center (Copyright permission for publications worldwide)

www.copyright.com

ASCAP (American Society of Composers, Authors and Publishers)

www.ascap.com

BMI (Broadcast Music Inc.)

www.bmi.com

SESAC, Inc. (A performing rights organization)

www.sesac.com

The Harry Fox Agency, Inc. (Licensing agency for U.S. music publishers)

www.harryfox.com

The Authors Registry (Maintains an extensive directory of authors)

www.authorsregistry.org

Copyright & Fair Use (Stanford University Libraries)

fairuse.stanford.edu/

Copyright Society of the USA

www.csusa.org

The Copyright (Copyright Registration and Information Resource)

www.benedict.com

Crash Course in Copyright

University of Texas Libraries

copyright.lib.utexas.edu/

Kohn on Music Licensing

www.kohnmusic.com

National Writers Union

www.nwu.org

Poets & Writers, Inc.

www.pw.org

Project Gutenberg (Internet's oldest producer of FREE electronic books (eBooks or eTexts))

www.gutenberg.org

WATCH: Writers and Their Copyright Holders

The University of Texas at Austin

tyler.hrc.utexas.edu/

DATED:

General Personnel

Administrative Procedure - Seeking Permission to Copy or Use Copyrighted Works

The following resources are a partial list of where to begin searching for permission to copy or use copyrighted work. Whenever it is unclear who the owner is, or if the owner is a legal entity of some kind (a business or organization), be sure that the person granting permission is authorized to do so. Once it is known whom to ask, initiate contact by writing a letter, calling, or emailing. Seek written permission that clearly describes its scope. Document the receipt of an oral permission and send the owner a confirming letter. A copyright protects materials regardless of whether the owner cares about protection or not. Thus, if required permission cannot be obtained, the work may not be used.

1. For information regarding how to find copyright owners, contact the Writers Artists and Their Copyright Holders (WATCH) program through the University of Texas, Austin's Harry Ransom Humanities Research Center at research.hrc.utexas.edu/watch/. Phone: 512/471-8944, Fax: 512/471-9646, Email: www.hrc.utexas.edu/contact/.
2. For a part of a book or a journal article, contact: Copyright Clearance Center, "CCC" Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, Phone: 978/750-8400, Fax: 978/646-8600 Email: info@copyright.com, www.copyright.com.
3. For images, contact: The Film Foundation, 7920 Sunset Boulevard, 6th Floor, Los Angeles, CA 90046, Phone: 303/436-5060, Fax: 323/436-5061, Email: www.film-foundation.org; American Society of Media Photographers, 150 North Second Street, Philadelphia, PA 19106, Phone: 215/451-2767, Fax: 215/451-0880, Email: www.asmp.org.
4. If the author owns the copyright in a contribution to a periodical, magazine, or newspaper, permission may be obtained through The National Writers Union, PO Box 2424, Chicago, IL 60690, Phone: 312/924-1835, www.nwu.org; and the Society of Children's Book Writers and Illustrators, 8271 Beverly Blvd., Los Angeles, CA 90048, Phone: 323/782-1010, Fax: 323/782-1892, Email: scbwi@scbwi.org, www.scbwi.org.
5. For a musical work, contact: American Society of Composers, Authors and Publishers, (ASCAP) One Lincoln Plaza, New York, NY 10023, Phone: 212/621-6000, Email: www.ascap.com; Broadcast Music Incorporated, (BMI), 320 West 57th Street, New York, NY 10019-3790, Phone: 212/586-2000, Email: www.bmi.com/licensing; or SESAC, 55 Music Square East, Nashville, TN 37203, Phone: 615/320-0055, Fax: 615/329-9627, Email: www.sesac.com.
6. To record and distribute a musical composition recorded by someone else, or synchronize music with visual images, contact: The Harry Fox Agency, Inc., National Music Publishers Association, 711 Third Avenue, 8th Floor, New York, NY 10017, Phone: 212/370-5330, Fax: 646/ 487-6779, Email: www.harryfox.com, www.nmpa.org.
7. Play Rights

<p>Samuel French, Inc. 235 Park Avenue South, 5th Floor New York, NY 10003 Phone: 866/598-8449 Fax: 212/206-1429 info@samuelfrench.com www.samuelfrench.com</p>	<p>Anchorage Press (Plays for young people) c/o Dramatic Publishing 311 Washington St. Woodstock, IL 60098-3308 Phone: 800/448-7469 Fax: 800/334-5302 customerservice@dpcplays.com www.dramaticpublishing.com</p>
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Dramatists Play Service, Inc.
440 Park Avenue South
New York, NY 10016
Phone: 212/683-8960
Fax: 212/213-1539
postmaster@www.dramatists.com
www.dramatists.com

8. For news archives, check the Web. Many of the largest news organizations have placed archives of their back issues online.

9. Movies

The Motion Picture Licensing Corporation, 5455 Centinela Avenue, Los Angeles, CA 90066, Phone: 800/462-8855, Fax: 310/822-4440, Email: mplc.org/index/contactform, info@mplc.com, www.mplc.com, grants public performance rights. If the author and the publisher are known, contact them directly. If the publisher is unknown contact: The Literary Marketplace, www.literarymarketplace.com (for books) or Ulrich's International Periodicals, www.ulrichsweb.com (for journals), both published by the R. R. Bowker Company, www.bowker.com.

10. Changed Owner

The apparent copyright owner may not be the real copyright owner. The U.S. Copyright Office, www.copyright.gov, provides online searching of its registration records and performs professional searches for a fee.

11. Software

Contact the software's manufacturer at the address given on the licensing agreement.

DATED:

General Personnel

Administrative Procedure - Instructional Materials and Computer Programs Developed Within the Scope of Employment

Definitions

The definitions used in this procedure are in accordance with State and federal law. In the event of a change, these procedures shall be deemed to be modified to the extent required by the change.

Works made for hire - Instructional materials and computer programs (including written, electronic, digital, audio, visual materials and tapes, films, and works of art) when an employee creates them:

1. Within the employee's scope of employment,
2. In whole or in part during hours of District employment (not including lunch periods or other similar free periods),
3. Under the District's supervision or control,
4. As a direct result of the employee's duties with the District, and/or
5. Using District resources or facilities.

Proceeds - Profits derived from the marketing or sale of instructional materials after deducting the expenses of developing and marketing these materials.

Computer program - A series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

Computer - An internally programmed, general purpose digital device capable of automatically accepting and processing data and supplying the results of the operation.

Instructional Material Prepared Within the Scope of Employment

All instructional materials developed by an employee within the scope of District employment are works made for hire and belong to the District. The District is entitled to all proceeds from the marketing or sale of works made for hire other than computer programs.

An employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of employment. The District has the exclusive right to register the copyrights for them. Unless the employee specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

Computer Programs Prepared Within the Scope of Employment

All computer programs developed by an employee within the scope of District employment are works made for hire and belong to the District.

An employee who develops a computer program is entitled to a share of the proceeds from its sale as agreed to by the District. Neither the employee nor the District may receive more than 90% of the proceeds. An employee's representative may conduct the negotiation; the School Board must approve all agreements.

The employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of District employment. The District has the exclusive right to register the copyrights for them. Unless the employee

specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

The District shall compute proceeds. The proceeds of a computer program developed by more than one employee shall be equitably distributed among such employees, in proportion to their participation in the program's development.

LEGAL REF.: 17 U.S.C. §101.
105 ILCS 5/10-23.10.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process

Before using this exhibit, consult the Board Attorney to first identify whether the District is an online service provider (OSP) under the DMCA. The DMCA is an amendment to 17 U.S.C. §101 *et seq.* It provides certain limitations on the liability of OSPs for copyright infringement under the DMCA's *Safe Harbor Provision* (SHP). OSPs are operators of websites that allow users to generate content of their own and upload that content to the OSP's website.

If the District is an OSP, the SHP shields the District from being sued when or if infringing copyrighted content is uploaded to its website(s), and it provides limitations on liability for storage, at the direction of a user, of copyrighted material residing on a system or network controlled or operated by or for an OSP. The SHP is only available if an OSP designates an agent to receive notifications of claimed infringement, provides the agent's contact information to the U.S. Copyright Office, and posts that information on the its website in a location accessible to the public (www.copyright.gov/onlinesp/).

If the District is an OSP, the Superintendent or designee will follow these steps to identify and register a DMCA agent to receive notifications of claimed infringement:

1. Identify an agent to receive notification of claims of infringement. This may be the Superintendent, an Assistant Superintendent, or another administrator.
2. Review the video tutorial or video tutorial transcript entitled "Creating a DMCA Designated Agent Registration Account" at www.copyright.gov/dmca-directory/help.html, which provides step-by-step instructions for creating a Registration Account with the U.S. Copyright Office.
3. Go to dmca.copyright.gov/login.html and follow the tutorial instructions to create a Registration Account.
4. Review the video tutorial or video tutorial transcript entitled "Designating an Agent for Service Provider" at www.copyright.gov/dmca-directory/help.html, which provides step-by-step instructions for designating an agent with the U.S. Copyright Office.
5. Log in to your DMCA Designated Agent Registration Account at dmca.copyright.gov/osp/login.html and follow the tutorial instructions to designate a DMCA agent.
6. Continue following the tutorial instructions to the "Certify and Pay" step, and pay the requisite fee on Pay.gov using one of the payment methods provided. **Note:** Consult the Board Attorney about filing alternative names when registering and whether additional fees may apply. The fee for filing allows for the listing of only one name for OSP. It is the OSP's legal name. If the District uses other names or additional URLs, it should include them in the same filing to avoid additional fees to register.
7. Post the District's DMCA agent's contact information in a publicly accessible location on the website. See policy 5:170, *Copyright*. **Note:** Consult the Board Attorney about further steps necessary for registering and posting DMCA agent information. For example, some websites make users verify that they are not infringing copyright when they upload content, along with a Terms of Service and Copyright Policy. Other steps may include training from the Board

Attorney about procedures to terminate repeat infringers, responding to takedown notices, etc.

LEGAL REF.: 17 U.S.C. §101 et seq., Federal Copyright Law of 1976

DATED:

Pending Implementation

General Personnel

Exhibit - Request to Reprint or Adapt Material

On District letterhead

Date

To: _____

On behalf of the School District, I am requesting permission to **reprint** [*to use without change*] or **adapt** [*to use and modify*] the following material:

No reprinted or adapted material will be used in a sales promotion or advertising campaign. If permission to reprint or adapt this material is granted, the material will be used for the following purpose(s): _____

The following credit line will appear on each reprint or adaption:

Reprinted/Adapted, with permission from (publication) _____ Copyright year of publication _____ Copyright owner _____ All rights reserved.
--

If you agree to grant permission for the School District to reprint or adapt the above listed material, please sign the **Permission to Reprint or Adapt Material** and return it to the requestor.

Please contact me at _____ if you have any questions. Thank you for your consideration.

School District Requestor (*please print*)

Email/Fax

Signature

Date

Permission to Reprint or Adapt Material

I hereby grant permission to the School District requestor to reprint or adapt material as requested on the terms and conditions stated herein.

Copyright owner (*please print*)

Signature

Date

DATED:

General Personnel

Administrative Procedure - Resource Guide for Family and Medical Leave

Web Resources

Compilation of resources from the U.S. Dept. of Labor (DOL), Wage & Hour Division
www.dol.gov/whd/fmla

Revised FMLA Poster

www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf

Certification of Health Care Provider for Employee's Serious Health Condition

www.dol.gov/whd/forms/WH-380-E.pdf

Note: Consult the Board Attorney to ensure that: (1) the District is using the most recent version of the DOL's FMLA notification and certification forms, (2) Genetic Information Nondiscrimination Act (GINA) safe harbor protections are adequately customized into these forms (the DOL did not include in its forms the specific instructions included in GINA's sample safe harbor provision), and (3) both federal and State law requirements are met.

Certification of Health Care Provider for Family Member's Serious Health Condition

www.dol.gov/whd/forms/WH-380-F.pdf

See **Note**, above.

Notice of Eligibility and Rights & Responsibilities

www.dol.gov/whd/forms/WH-381.pdf

Designation Notice

www.dol.gov/whd/forms/WH-382.pdf

Certification of Qualifying Exigency For Military Family Leave (PDF)

www.dol.gov/whd/forms/WH-384.pdf

Certification for Serious Injury or Illness of Covered Servicemember -- for Military Family Leave

www.dol.gov/whd/forms/WH-385.pdf

Fact Sheet #28 (Non-Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28.htm

Fact Sheet #28A (Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28a.htm

Department of Labor Rules

29 C.F.R. Part 825,

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29cfr825_main_02.tpl

Subpart A - Coverage Under the Family and Medical Leave Act §825.100

§825.100	The Family and Medical Leave Act
§825.101	Purpose of the Act
§825.102	Definitions
§825.103	[Reserved]
§825.104	Covered employer
§825.105	Counting employees for determining coverage
§825.106	Joint employer coverage
§825.107	Successor in interest coverage
§825.108	Public agency coverage

§825.109	Federal agency coverage
§825.110	Eligible employees
§825.111	Determining whether 50 employees are employed within 75 miles
§825.112	Qualifying reasons for leave, general rule
§825.113	Serious health condition
§825.114	Inpatient care
§825.115	Continuing treatment
§§825.116-118	[Reserved]
§825.119	Leave for treatment of substance abuse
§825.120	Leave for pregnancy or birth
§825.121	Leave for adoption or foster care
§825.122	Definitions of covered servicemember, spouse, parent, son or daughter, next of kin of a covered servicemember, adoption, foster care, son or daughter on active duty or call to covered active duty status, son or daughter of a covered servicemember, and parent of a covered servicemember
§825.123	Unable to perform the functions of the position
§825.124	Needed to care for a family member or covered servicemember
§825.125	Definition of health care provider
§825.126	Leave because of a qualifying exigency
§825.127	Leave to care for a covered servicemember with a serious injury or illness (military caregiver leave)

Subpart B - Employee Leave Entitlements Under the Family and Medical Leave Act

§825.200	Amount of leave
§825.201	Leave to care for a parent
§825.202	Intermittent leave or reduced leave schedule
§825.203	Scheduling of intermittent or reduced schedule leave
§825.204	Transfer of an employee to an alternative position during intermittent leave or reduced schedule leave
§825.205	Increments of FMLA leave for intermittent or reduced schedule leave
§825.206	Interaction with the FLSA
§825.207	Substitution of paid leave
§825.208	[Reserved]
§825.209	Maintenance of employee benefits
§825.210	Employee payment of group health benefit premiums
§825.211	Maintenance of benefits under multi-employer health plans
§825.212	Employee failure to pay health plan premium payments
§825.213	Employer recovery of benefit costs
§825.214	Employee right to reinstatement
§825.215	Equivalent position
§825.216	Limitations on an employee's right to reinstatement
§825.217	Key employee, general rule
§825.218	Substantial and grievous economic injury
§825.219	Rights of a key employee
§825.220	Protection for employees who request leave or otherwise assert FMLA rights

Subpart C - Employee and Employer Rights and Obligations Under the Act

§825.300	Employer notice requirements
§825.301	Designation of FMLA leave

- §825.302 Employee notice requirements for foreseeable FMLA leave
- §825.303 Employee notice requirements for unforeseeable FMLA leave
- §825.304 Employee failure to provide notice
- §825.305 Certification, general rule
- §825.306 Content of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.307 Authentication and clarification of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member; second and third opinions
- §825.308 Recertifications for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.309 Certification for leave taken because of a qualifying exigency
- §825.310 Certification for leave taken to care for a covered servicemember (military caregiver leave)
- §825.311 Intent to return to work
- §825.312 Fitness-for-duty certification
- §825.313 Failure to provide certification

Subpart D - Enforcement Mechanisms

- §825.400 Enforcement, general rules
- §825.401 Filing a complaint with the Federal Government
- §825.402 Violations of the posting requirement
- §825.403 Appealing the assessment of a penalty for willful violation of the posting requirement
- §825.404 Consequences for an employer when not paying the penalty assessment after a final order is issued

Subpart E - Recordkeeping Requirements

- §825.500 Recordkeeping requirements

Subpart F - Special Rules Applicable to Employees of Schools

- §825.600 Special rules for school employees, definitions
- §825.601 Special rules for school employees, limitations on intermittent leave
- §825.602 Special rules for school employees, limitations on leave near the end of an academic term
- §825.603 Special rules for school employees, duration of FMLA leave
- §825.604 Special rules for school employees, restoration to an equivalent position

Subpart G - Effect of Other Laws, Employer Practices, and Collective Bargaining Agreements on Employee Rights Under FMLA

- §825.700 Interaction with employer's policies
- §825.701 Interaction with State laws
- §825.702 Interaction with Federal and State anti-discrimination laws

DATED:

Professional Personnel

Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

On District letterhead

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Sincerely,

Superintendent

DATED:

Professional Personnel

Exhibit - Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements

On District letterhead

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification or Licensure Requirements

Dear Parents/Guardians:

All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The teacher listed below has taught your child’s class for the last four consecutive weeks. While the District is unable to verify that the teacher meets applicable State certification or licensure requirements for the grade level and subject area to which he/she is assigned, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience. This notice is required by federal law (20 U.S.C. §6312(e)(1)(B)(ii)).

If you have any questions concerning this notice, please contact the school office.

Teacher: _____

Subject: _____

Sincerely,

Superintendent

DATED:

Pending Implementation

Professional Personnel

Exhibit - Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment

On District letterhead

Date

Re: Your Educator Certification/License

Dear *[insert teacher's name]*:

Teachers working in a program supported with federal funds under Title I, Part A are required to meet applicable State certification and licensure requirements.

Our records indicate you are teaching without meeting applicable State educator certification and licensure requirements for the grade level and subject to which you are assigned. As required by federal law, the District has provided to the parents of the students in your classes that you are teaching without the above-referenced certification or licensure (20 U.S.C. §6312(e)(1)(B)(ii)).

Please contact your Building Principal as soon as possible to discuss your educator certification and licensure requirements. If you believe this letter was sent to you by mistake, please contact your Building Principal as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

DATED:

Professional Personnel

Administrative Procedure - Substitute Teachers

Minimum Qualifications of the Substitute Teacher

Substitute teachers are generally required to have one of the following that is valid in Illinois:

1. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance
2. Substitute teaching license

Exceptions in 105 ILCS 5/21B-20(2)(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement; a provisional career and technical educator endorsement; or a part-time provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(k), amended at 42 Ill.Reg. 8884.

Minimum Qualifications of the Short-Term Substitute Teacher

Short-term substitute teachers must:

1. Hold a valid Short-Term Substitute Teaching License; and
2. Have completed the District's short-term substitute teacher training program.

The District's short-term substitute teacher training program provides short-term substitutes with information on curriculum, classroom management techniques, school safety, and District and building operations. This training program is also available to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.

Personnel File Requirements

All substitute teachers shall have each of the following documents on file with the District Administrative Office.

1. Completed application for employment and transcript of college credits
2. Evidence of license registration
3. Evidence of physical fitness to perform assigned duties and freedom from communicable disease
4. State and federal tax forms
5. If applicable, Immigration and Naturalization Service, Form I-9
6. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within one year of initial employment and at least every five years after that date (required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4)

Contact ISBE, the ROE, or Intermediate Service Center with questions. More information is on the ISBE website, *Substitute Teacher License* at: www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

District Responsibilities

1. The Superintendent or designee maintains a list of all substitute teachers in the District Administrative Office.
2. The Superintendent or designee verifies:
 - a. Criminal background check results
 - b. Appropriate license and registration
 - c. References and employment verification

Additional Requirements and Procedures

1. Board policy 4:175, *Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notification*
2. Administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*
3. Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*
4. Board policy 5:30, *Hiring Process and Criteria*
5. Administrative procedure 5:30-AP2, *Investigations*
6. Board policy 5:150, *Personnel Records*

Standard Duties of All Substitute Teachers

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the applicable collective bargaining agreement or duties for substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans.
5. Leave the classroom and its equipment in order.
6. Leave a note reporting any unusual experience with a student during the day.
7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, so inform the District office.
12. Report any issues you encounter to the Building Principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the School Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, or days of illness.

Assignment Procedures

Substitute teachers will be called as needed from the office of the Building Principal. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however, they may be called the morning they are needed.

Building-Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example:

1. District map with locations of District schools indicated
2. District and school building emergency procedures, location of emergency equipment, etc.
3. School directory
4. School calendar and handbook
5. District student behavior policy and procedures

LEGAL REF.: 105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), 5/21B-20(4), and 5/24-5.23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher License).

DATED:

Professional Personnel

Exhibit - Unsatisfactory Performance Report for Substitute Teachers

To be submitted to the Building Principal. Please print.

Substitute's name _____ ID # _____

School _____ Assignment _____

Classroom teacher's name _____ Date of substitution _____

Areas of concern with a brief explanation:

- Arrived late and/or left early _____
- Inappropriate dress _____
- Improper language _____
- Lack of classroom control _____
- Accurate records not kept _____
- Failed to provide written feedback _____
- Physical aggression against student _____
- Received parental complaint _____
- Did not follow lesson plans or routines _____
- Other _____

Reported by: Student Staff Both

In the future, please do not assign this substitute to:

- Classroom/Teacher's name _____
- Grade level _____
- Building _____
- In any capacity _____

Reporter's name (*printed*) _____

Reporter's signature _____

Date _____

DATED:

Professional Personnel

Administrative Procedure - Suspensions

Suspension Without Pay

Actor	Action
School Board or designee	Provide the professional employee with a written pre-suspension notification that includes: <ol style="list-style-type: none"> 1. The reason(s) for the proposed suspension; 2. The date(s) and duration of the proposed suspension; 3. How the employee may request a hearing; and 4. The employee’s rights to be represented, present witnesses on his/her behalf, and cross-examine any witness who testifies against him/her. Contact the Board Attorney for advice and assistance.
Professional Employee	If a hearing is desired, request within five calendar days of receipt of the pre-suspension notification, a hearing before the Board.
School Board or designee	If a hearing is requested: <ol style="list-style-type: none"> 1. Promptly schedule a hearing and give the employee written notification of its date, time, and place at least 5 calendar days before the hearing. This notification shall set forth the procedure to be followed at the hearing as stated below. <ol style="list-style-type: none"> a. The hearing shall be in closed session. b. The professional employee may be represented by a person of the employee’s choice. c. The school officials and the employee may make short opening statements. d. The school officials shall present their evidence in oral or written form. e. After the school officials conclude their evidentiary presentation, the employee may present evidence to refute the charges orally or in writing. f. Each party shall be afforded an opportunity to cross-examine all witnesses who testify and to examine all written evidence presented. g. The Board may receive all relevant oral and written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in making a

Actor	Action
	<p>determination.</p> <p>h. The school officials and the employee may make closing statements at the conclusion of the hearing.</p> <p>i. The hearing may be recorded stenographically, electronically, or by tape at the direction of either party at its own expense. If either party makes a recording, the other party shall be offered an opportunity to purchase a copy of the transcript or to reproduce the electronic/tape recording.</p> <p>2. Appoint a hearing officer, if desired.</p>
School Board or Hearing Officer, and Professional Employee	<p>Participate in the hearing.</p> <p>The hearing officer, if one was used, shall prepare a written summary of the evidence for the Board.</p>
School Board	<p>Decide whether to suspend the professional employee as authorized by 105 ILCS 5/24-12(d)(1). If a hearing officer was used, the Board may uphold, modify, or reverse the hearing officer's recommendation. If the teacher is not suspended, his or her personnel record shall be expunged of any notices or material relating to the suspension.</p> <p>If the Board's suspension is not sustained: (1) ensure that the professional employee does not suffer the loss of any salary or benefits by reason of the suspension, and (2) assign the professional employee to a position substantially similar to the one that the employee held prior to the suspension. 105 ILCS 5/24-12(d)(10).</p>

Suspension With Pay

Actor	Action
Superintendent or designee	<ol style="list-style-type: none"> 1. Inform the professional employee of a proposed suspension with pay by written or oral notice, which shall specify the reasons for the suspension. If the notice is oral, give written notice as soon as reasonable. 2. Meet with the employee before the proposed suspension to discuss the reasons for the suspension. If the Superintendent or designee cannot, for reasonable cause, meet with the employee before the suspension, the Superintendent or designee shall attempt such a meeting after the suspension begins. 3. Give the professional employee written confirmation of the suspension as soon as reasonably possible. <p>Contact the Board Attorney for advice and assistance.</p>

DATED:

Pending Implementation

Professional Personnel

Administrative Procedure - School Visitation Leave

Eligible employees

These administrative procedures apply to both professional staff and educational service personnel. An employee is eligible for a school visitation leave if he or she has worked for the District at least six consecutive months immediately before the request and works at least one-half of the full-time equivalent position. 820 ILCS 147/40. Periods when school is not in session will not count as a break in consecutive service.

School Visitation Leave

An employee is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the employee's child, if the conference or meeting cannot be scheduled during non-work hours. Employees must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick and disability leave. 820 ILCS 147/15.

Request

An employee must request a school conference and activity leave in writing at least seven days in advance; in an emergency situation, 24 hours' notice is required. The employee must consult with the employer to schedule the leave so as to minimize disruption. 820 ILCS 147/15. A leave request may be denied if granting the leave would result in more than 5% of the work force, or work force shift, taking leave at the same time. 820 ILCS 147/49.

Compensation

A school visitation leave is unpaid. The District will attempt, however, to give the employee the opportunity to make-up the time taken for such a leave, subject to the requirements relating to reduction of pay of exempt employees in the federal Fair Labor Standards Act. 820 ILCS 147/20. The employee taking a visitation leave will not lose any benefits. 820 ILCS 147/35.

Verification

An employee returning from a school visitation leave must provide the Building Principal with verification of the visitation from the school administrator of the school visited. Failure to provide this verification within two working days of the visitation will subject the employee to the standard disciplinary procedures for unexcused absences from work. 820 ILCS 147/30.

LEGAL REF.: 820 ILCS 147/, School Visitation Rights Act.

DATED:

Educational Support Personnel

Exhibit - Notice of Employment

On District letterhead

To _____ Date _____

Please accept this letter as an acknowledgment that you have been or are being offered employment with the School District under the terms and conditions as stated in this letter, School Board policy, and any applicable employee handbook or collective bargaining agreement. If you wish to accept this offer, sign below and return this letter to the central administrative office.

Job position or title _____

Date and time on which you are to report to work _____

Job location _____

Hours per day _____ Days per week _____

Your hourly rate is \$ _____

The remaining terms and conditions of your employment, as well as any employment benefits, are contained in Board policy and any applicable employee handbook and/or collective bargaining agreement. These items will be discussed during your orientation.

Board President or Secretary Date

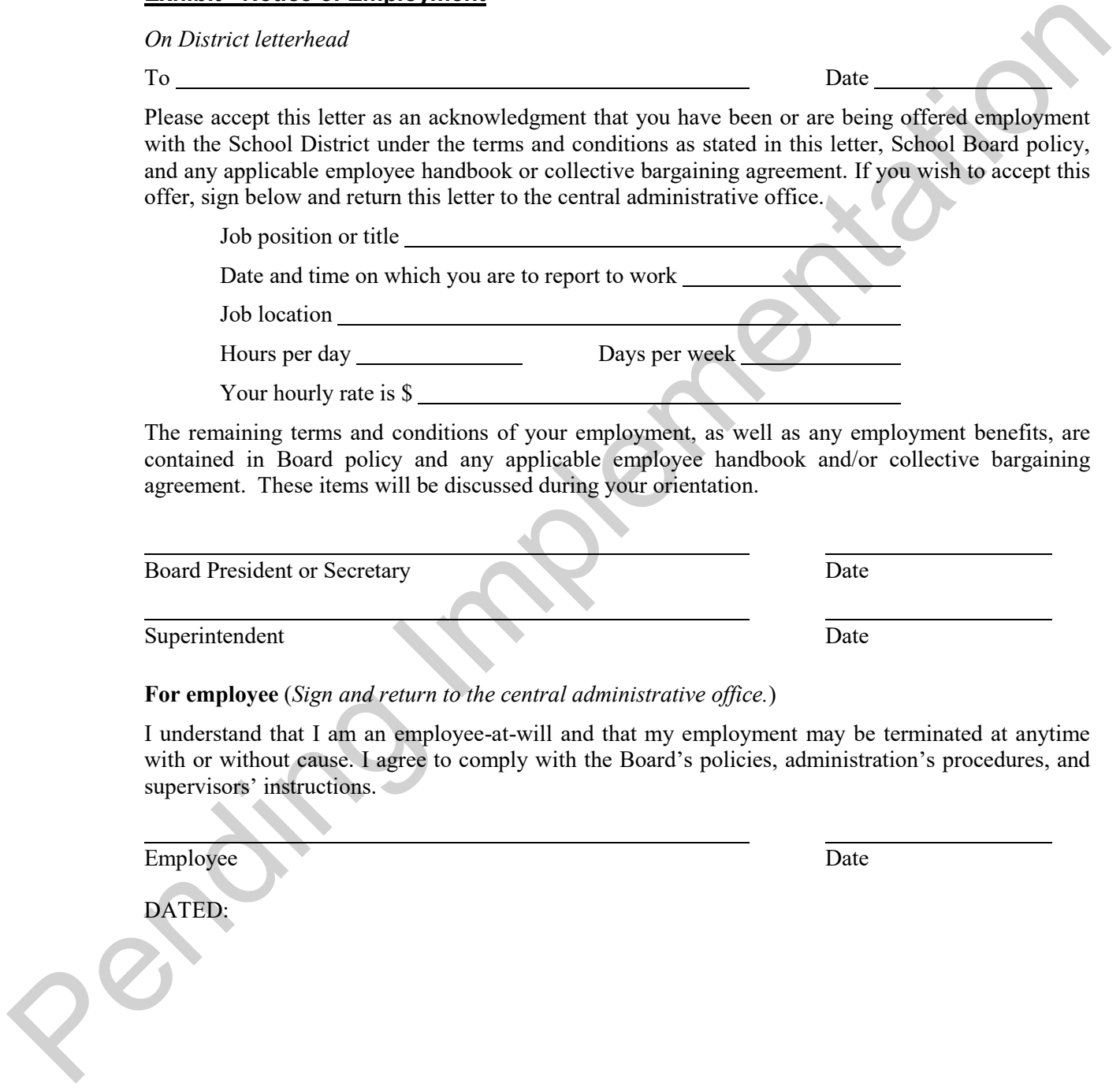
Superintendent Date

For employee (*Sign and return to the central administrative office.*)

I understand that I am an employee-at-will and that my employment may be terminated at anytime with or without cause. I agree to comply with the Board's policies, administration's procedures, and supervisors' instructions.

Employee Date

DATED:



Educational Support Personnel

Administrative Procedure - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers ¹

The District's drug and alcohol testing program shall apply to all individuals in positions that require a commercial driver's license² and those that require an Illinois school bus driver permit.³ This includes casual, intermittent, or occasional drivers, leased drivers and independent owner-operator contractors, as well as full-time, regularly employed drivers.⁴ The Superintendent or designee will identify which positions are covered by the various provisions of this procedure.

Pre-Employment Tests

A pre-employment drug test shall be required of an applicant only after he/she has been offered the position. ⁵

Drug tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.⁶ Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work.⁷ Exceptions may be made for drivers who have participated in

The footnotes should be retained.

¹ State and federal law control this procedure. Before using this procedure, a district should seek legal advice concerning the law's requirements, identifying which employees are covered, and determining any collective bargaining implications or bargaining agreement alignment issues. This procedure should not be used by the district to determine the type of licensure a specific position requires. A district that contracts out the testing of employees subject to mandatory drug and alcohol testing should replace this sample procedure with the procedure supplied by its contractor, while retaining those portions that apply to the employer of a school bus driver permit holder, where the district is that employer. IASB sponsors a Drug and Alcohol Testing Consortium administered by the Mid-West Truckers Association. See www.iasb.com/sponsored/datest.cfm for more information.

Federal drug testing requirements for commercial and school bus drivers, including random testing, are unaffected by the legalization of cannabis for medical and recreational use at the State level. See policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*, at f/n 1 for further information.

² Commercial motor vehicle (CMV) means a motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle . . . (3) is designed to transport 16 or more passengers, including the driver. 49 C.F.R. §383.5. A commercial driver's license is required of the driver of any vehicle designed to transport 16 or more passengers, including the driver. 49 C.F.R. §383.91(a)(3); 625 ILCS 5/6-500(6)(A)(ii).

³ 625 ILCS 5/1-148.3a-5; 5/1-182; 5/1-217; 5/6-104.

See www.isbe.net/Documents/transportation_admin_manual.pdf for helpful links to ISBE documents.

⁴ Definition of *driver* at 49 C.F.R. §382.107.

⁵ This optional paragraph defers drug testing until after a job offer is made in order to limit the number of applicants tested.

⁶ 49 C.F.R. §382.301(a)-(c). If desired, the district may also do a pre-employment alcohol test as allowed by 49 C.F.R. 382.301(d).

⁷ Definition of *safety-sensitive function* at 49 C.F.R. §382.107. Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work, including: driving; remaining in readiness to operate the vehicle; waiting to be dispatched; all time, other than driving time, in or upon a commercial motor vehicle; inspecting and servicing equipment; supervising, performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing other requirements related to accidents; and performing any other work for the district or paid work for any other entity.

the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law. ⁸

Pre-employment testing shall also be required of employees returning to work after a layoff period if the employee was removed from the random testing pool. If the employee remains in the random testing pool, additional testing shall not be necessary.

Controlled Substance Use ⁹

Drivers shall inform their supervisors if at any time they are using a drug that their physician has prescribed for therapeutic purposes. ¹⁰ Drivers using a Schedule I controlled substance cannot perform safety-sensitive functions. ¹¹ Drivers using a non-Schedule I controlled substance may continue to perform safety-sensitive functions only if a licensed medical practitioner who is familiar with the driver's medical history has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle. ¹² If the District has actual knowledge that a driver has used a controlled substance, it shall not permit the driver to perform or continue to perform a safety-sensitive function. ¹³

Pre-Duty Use of Alcohol ¹⁴

No driver shall perform safety-sensitive functions within four hours after using alcohol. If the District has actual knowledge that a driver has used alcohol within four hours, it shall not permit the driver to perform or continue to perform safety-sensitive functions.

On-Duty Use of Alcohol ¹⁵

No driver shall use alcohol while performing safety-sensitive functions. If the District has actual knowledge that a driver is using alcohol while performing safety-sensitive functions, it shall not permit the driver to perform or continue to perform safety-sensitive functions.

Post-Accident Tests ¹⁶

Alcohol tests shall be conducted as soon after an accident ¹⁷ as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or ¹⁸

The footnotes should be retained.

⁸ 49 C.F.R. §382.301(b).

⁹ 49 C.F.R. §382.213.

¹⁰ Pursuant to 49 C.F.R. §382.213(d), the district may require a driver to inform the district when using any therapeutic drug.

¹¹ 49 C.F.R. §382.213(a).

¹² 49 C.F.R. §382.213(b).

¹³ 49 C.F.R. §382.213(c).

¹⁴ 49 C.F.R. §382.207. See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, which may be more restrictive than this federal regulation.

¹⁵ 49 C.F.R. §382.205.

¹⁶ A school bus driver operating a school bus at the time of an accident is deemed by the Illinois implied consent law to have given consent to submit to tests to be administered at the direction of a law enforcement officer of the driver's breath, blood, or urine for the purpose of determining the presence of alcohol, or other drugs, in the person's system. 625 ILCS 5/6-516.

¹⁷ *Accident* is defined at 49 C.F.R. §390.5.

¹⁸ 49 C.F.R. §382.303(a)(1).

2. Who receives a citation within eight hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved: ¹⁹
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage²⁰ as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Controlled substance tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; ²¹
2. Who receives a citation within 32 hours of occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle. ²²

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention. ²³

No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first. ²⁴

If an alcohol test is not administered within two hours following the accident or if a drug test is not administered within 32 hours following the accident, the District shall prepare and maintain records explaining why the test was not conducted.²⁵ Tests will not be given if not administered within eight hours after the accident for alcohol or within 32 hours for drugs. ²⁶

Tests conducted by authorized federal, State, or local officials shall fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath and blood tests meet the requirements of alcohol testing.²⁷ A urine test meets the requirements of a controlled substances test. ²⁸

The footnotes should be retained.

¹⁹ 49 C.F.R. §382.303(a)(2).

²⁰ *Disabling damages* means damage which precludes departure of a motor vehicle from the scene of the accident in its usual manner in daylight after simple repairs. 49 C.F.R. §390.5.

²¹ 49 C.F.R. §382.303(b)(1).

²² 49 C.F.R. §382.303(b)(2).

²³ 49 C.F.R. §382.303(e).

²⁴ 49 C.F.R. §382.209.

²⁵ 49 C.F.R. §382.303(d)(1)

²⁶ 49 C.F.R. §382.303(d)(1); (d)(2).

²⁷ 49 C.F.R. §382.303(g)(1).

²⁸ 49 C.F.R. §382.303(g)(2).

Random Tests ²⁹

Alcohol and drug tests shall be conducted on a random basis at unannounced times throughout the year. The number of random alcohol and drug tests shall be at least equal to those required by federal regulations. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.³⁰ Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. ³¹

Employees off work due to leaves, vacation, and layoffs shall be informed that they remain subject to random testing. Employees drawn for such testing shall be notified and tested as soon as practicable after they return to duty. ³²

Probable Cause Tests (Applicable to School Bus Driver Permit Holders) ³³

A driver who has received a Uniform Traffic Ticket while in control of a school bus or any other vehicle owned or operated by or for the District, when the vehicle is being used over a regularly scheduled route for the transportation of persons enrolled as students in grade 12 or below, in connection with any activity of the District, may be tested for alcohol. To justify an alcohol test, a police officer must have probable cause to believe that the driver has consumed any amount of an alcoholic beverage based upon evidence of the driver's physical condition or other first hand knowledge of the police officer.

Upon receipt of a law enforcement officer's sworn report that the test result was positive or that the driver refused to be tested, the Secretary of State will notify both the permit holder and the District of the sanction (sanction is effective on the 46th day following the date notice was given).

Reasonable Suspicion Tests (Applicable to School Bus Driver Permit Holders) ³⁴

An alcohol or drug test shall be conducted if a supervisor or District official trained in accordance with law has reasonable suspicion that a driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances. ³⁵

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol

The footnotes should be retained.

²⁹ 49 C.F.R. §382.305. The random tests described above must be conducted throughout the calendar year, not just at one time. Further, they should not be conducted at the same time each calendar year, and employees should be tested the same day as the tests are announced. Pursuant to 49 C.F.R. §382.305(b), the number of random alcohol tests annually must equal 10 percent of the average number of driver positions and the number of random drug tests annually must equal 25 percent of the average number of driver positions. However, the Federal Motor Carrier Safety Administration Administrator is authorized to modify these percentages annually based on reported industry violation rates. 49 C.F.R. §382.305(c).

³⁰ 49 C.F.R. §382.305(i).

³¹ 49 C.F.R. §382.305(m).

³² Optional.

³³ 625 ILCS 5/6-106.1a.

³⁴ 625 ILCS 5/6-106.1c. All applicants for a school bus driver permit must consent, in writing, to the release of results of reasonable suspicion drug and alcohol testing under Section 6-106.1c by the employer of the applicant to the Secretary of State. 625 ILCS 5/6-106.1(a)(15).

³⁵ 49 C.F.R. §382.307(a)-(b). Pursuant to 49 C.F.R. §382.603, persons designated to determine whether reasonable suspicion exists must receive at least 60 minutes of training that covers the physical, behavioral, speech, and performance indicators of alcohol misuse and an additional 60 minutes of training covers the indicators of controlled substance use.

prohibitions.³⁶ An alcohol test may not be conducted by the supervisor or District official who determines that reasonable suspicion exists to conduct such a test.³⁷ If an alcohol test is not administered within two hours following a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why the alcohol test was not promptly administered. If an alcohol test is not administered within eight hours following a determination of reasonable suspicion, the District shall cease attempts to administer the alcohol test and shall state in the record the reasons for not administering the test.³⁸ Notwithstanding the absence of a reasonable suspicion alcohol test, no driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while he or she is under the influence of or impaired by alcohol. ³⁹

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier. ⁴⁰

The Superintendent or designee shall ensure that an employee under reasonable suspicion is transported to the designated collection or testing site. ⁴¹

The Superintendent or designee shall notify the Secretary of State, in a manner and form prescribed by the Secretary, of the result of a reasonable suspicion test when: (i) the test indicates an alcohol concentration greater than 0.00; (ii) the test indicates a positive result on a National Institute on Drug Abuse five-drug panel utilizing the federal standards set forth in 49 C.F.R. 40.87; or (iii) when a driver refuses testing. The notification to the Secretary must be submitted within 48 hours of the refusal of testing or the employer's receipt of the test results. ⁴²

Commercial Driver's License Drug and Alcohol Clearinghouse Checks for all CDL Drivers ⁴³

Beginning 1-6-20, prior to employment, the District⁴⁴ will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse to obtain information about the

The footnotes should be retained.

³⁶ 49 C.F.R. §382.307(d).

³⁷ 49 C.F.R. §382.307(c).

³⁸ 49 C.F.R. §382.307(e)(1).

³⁹ 49 C.F.R. §382.307(e)(2). Except as provided in Section 382.307(e)(2), no employer shall take any action under 49 C.F.R. 382 against a driver based solely on the driver's behavior and appearance, with respect to alcohol use, in the absence of an alcohol test. This does not prohibit an employer with independent authority of this part from taking any action otherwise consistent with the law. 49 C.F.R. §382.307(e)(3).

⁴⁰ 49 C.F.R. §382.307(f).

⁴¹ Optional.

⁴² All provisions in the paragraph are required by 625 ILCS 5/6-106.1c.

⁴³ 49 C.F.R. Part 382, Subpart G. The Drug and Alcohol Clearinghouse is a secure online database that gives employers, the Federal Motor Carrier Safety Administration (FMCSA), state driver licensing agencies, and state law enforcement real-time information about CDL holders' drug and alcohol program violations. Beginning 1-6-20, employers and consortia/third-party administrators are required to report drug and alcohol program violations to the Clearinghouse and, for a fee, check that no current or prospective employees are prohibited from performing safety-sensitive functions, such as operating a motor vehicle, due to an unresolved drug and alcohol program violations. See www.clearinghouse.fmcsa.dot.gov for comprehensive FAQ information about the Clearinghouse, including information on queries, consent for queries, reporting and recordkeeping obligations. Until 1-6-23, prospective employers must conduct manual inquiries with a driver's previous employers to satisfy the three-year timeframe for pre-employment driver investigations required under 49 C.F.R. §391.23(e). Thereafter, employers will be able to rely on the Clearinghouse to satisfy that requirement, provided the prospective employee was previously subject to drug and alcohol testing through the FMCSA. Employers must retain records of Clearinghouse queries and responses for three years; as of 1-6-23, an employer who maintains a valid Clearinghouse registration satisfies that requirement. 49 C.F.R. §382.701(e).

⁴⁴ An employer may designate a consortium or third-party administrator to perform queries of the Clearinghouse and report violations to the Clearinghouse on its behalf. 49 C.F.R. §382.107.

driver's eligibility under federal rules to perform a safety-sensitive function.⁴⁵ For current employees, the District will, at least annually, conduct a limited query⁴⁶ of the Clearinghouse for each driver. If information exists in the Clearinghouse about the individual driver, the District will conduct a full query within 24 hours to determine the driver's eligibility under federal rules to perform any safety-sensitive function. If the District fails to conduct a full query within 24 hours, it will not allow the driver to continue to perform any safety-sensitive function until it conducts the full query and confirms that the driver may perform such functions.

Enforcement for Non-School Bus Driver Permit Holders

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. If the District has actual knowledge that a driver has an alcohol concentration of 0.04 or greater, it shall not permit the driver to perform or continue to perform safety-sensitive functions.⁴⁷

Federal laws require that any driver who refuses to submit to a post-accident, random, reasonable suspicion test, or follow-up test as described below, shall not perform or continue to perform safety-sensitive functions. The District shall not permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.⁴⁸

A driver who is tested and found to have an alcohol concentration of .02 or greater, but less than 0.04, may not perform or continue to perform safety-sensitive functions, including driving a commercial motor vehicle, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.⁴⁹

A driver who tests positive for drugs or an alcohol concentration of 0.04 or greater shall be subject to District disciplinary action up to and including dismissal.⁵⁰

The footnotes should be retained.

⁴⁵ Under federal rules, no employer can allow a driver to perform any safety-sensitive function if the results of a Clearinghouse query show the driver (1) has a verified positive, adulterated, or substituted controlled substances test result, (2) has an alcohol confirmation test with a concentration of .04 or higher, (3) has refused to submit to a required alcohol or drug test, (4) the employer has *actual knowledge* (see f/n 53) that the driver used alcohol or drug in violation of federal rules, except where the Clearinghouse query demonstrates that the driver has successfully completed all return-to-work requirements. 49 C.F.R. §382.701(d). Bus driver permit holders in Illinois are subject to more stringent standards than the federal rules; see the **Enforcement for School Bus Driver Permit Holders** subhead in this procedure.

⁴⁶ Employers may choose to conduct *full queries* post-employment for their annual (or more frequent) checks of the Clearinghouse, but full queries require drivers to give specific electronic consent through the Clearinghouse for each query. *Limited queries*, which simply alert employers to the existence of a record about resolved or unresolved drug and alcohol program violations, only require an employee's general written consent, which can be effective for more than one year and allow for multiple limited queries. See 49 C.F.R. §§382.701(a)(2) and 382.703. A sample limited consent form will be posted by the FMCSA on the Clearinghouse website for employers' reference. See www.clearinghouse.fmcsa.dot.gov for updates.

⁴⁷ 49 C.F.R. §382.201.

⁴⁸ 49 C.F.R. §382.211.

⁴⁹ 49 C.F.R. §382.505(a). Federal law provides that no employer shall take any action under 49 C.F.R. 382 against a driver based solely on test results showing an alcohol concentration less than 0.04. This does not prohibit an employer with authority independent of this part from taking any action otherwise consistent with law. 49 C.F.R. §382.505(b).

⁵⁰ Federal law prohibits an employer from taking action against a driver based solely on test results showing an alcohol concentration less than .04. State law prohibits discrimination based on the use of lawful products during non-work hours. 820 ILCS 55/5. However, 820 ILCS 55/5 does not apply to the use of those lawful products that impair an employee's ability to perform the employee's assigned duties. In an attempt to find congruity between the state and federal standards, this procedure uses an alcohol concentration of 0.04 or greater as the level at which a Non-School Bus Permit Holders duties would be impaired.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional (SAP) who shall determine what help the driver needs in resolving such a problem. Any SAP who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law. ⁵¹

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a SAP to determine that he/she has properly followed the prescribed rehabilitation program. ⁵²

If an employee is permitted to return to the performance of safety-sensitive functions, the District will not allow, require, permit or authorize a driver to operate a commercial motor vehicle during any period in which the District determines that a driver is not in compliance with the return-to-duty requirements, after the occurrence of any of the following events:

1. The driver receives a positive, adulterated, or substituted drug test result.
2. The driver receives an alcohol confirmation test result of 0.04 or higher alcohol concentration.
3. The driver refused to submit to a test for drugs or alcohol required by federal regulations.
4. The driver used alcohol prior to a post-accident alcohol test.
5. An employer has *actual knowledge*⁵³ that a driver has:
 - a. Used alcohol while performing safety-sensitive functions;
 - b. Used alcohol within four hours of performing safety-sensitive functions; or
 - c. Used a controlled substance. ⁵⁴

Return-to-Duty Tests for Non-School Bus Driver Permit Holders

If a driver who has violated the District's drug or alcohol prohibition is returned to performing safety-sensitive duties, a drug or alcohol test shall be conducted. ⁵⁵

The District shall not allow employees whose conduct involved drugs to return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result. The District

The footnotes should be retained.

⁵¹ The choice of SAP and assignment of costs shall be made in accordance with employer/driver agreements and employer policies. The assignment of costs of the SAP may be a matter within the scope of negotiations. 49 C.F.R. §40.289(e). As an employer, the district is not required to provide a SAP's evaluation or any subsequent recommended education or treatment for an employee who has violated a DOT drug and alcohol regulation. 49 C.F.R. §289(a).

⁵² 49 C.F.R. §§40.281-40.313; 49 C.F.R. §382.605. If the district offers an employee an opportunity to return to a DOT safety-sensitive duty following a violation, it must, before the employee again performs that duty, ensure that the employee receives an evaluation by a SAP meeting the requirements of §40.281 and that the employee successfully complies with the SAP's evaluation recommendations. 49 C.F.R. §40.289(b).

⁵³ *Actual knowledge* means actual knowledge by an employer that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use, except as provided in §382.121 (voluntary self-identification program). 49 C.F.R. §382.107.

⁵⁴ 49 C.F.R. §382.217.

⁵⁵ 49 C.F.R. §40.305; 49 C.F.R. §382.605.

shall not allow employees whose conduct involved alcohol to return to duty in a safety-sensitive function until the return-to-duty alcohol test indicates an alcohol concentration of 0.02 or less. ⁵⁶

Follow-Up Tests for Non-School Bus Driver Permit Holders

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a SAP as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the SAP in accordance with the law.⁵⁷ The District must carry out the substance abuse professional's follow-up testing requirements. ⁵⁸

Follow-up testing shall consist of at least six tests in the first 12 months following the driver's return to duty.⁵⁹ Testing shall not occur beyond 60 months from the date of the driver's return to duty.⁶⁰ The substance abuse professional may terminate the follow-up testing if he/she determines that the employee has successfully demonstrated compliance. ⁶¹

Maintenance of Records for Non-School Bus Driver Permit Holders

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with the law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver. ⁶²

Enforcement for School Bus Driver Permit Holders

In Illinois, a person whose privilege to possess a school bus driver permit has been canceled under 625 ILCS 5/6-106.1a is not eligible for restoration of the privilege until the expiration of three years from the effective date of the cancellation if the person has refused or failed to complete a test or tests to determine blood alcohol concentration, or has submitted to testing with a blood alcohol concentration of more than 0.00. ⁶³

The Ill. Secretary of State must suspend a school bus driver permit for a period of three years upon receiving notice that the holder refused to submit to an alcohol or drug test as required by Section 5/6-106.1c or has submitted to a test required by that Section that disclosed an alcohol concentration of more than 0.00 or disclosed a positive result on a National Institute on Drug Abuse five-drug panel, utilizing federal standards set forth in 49 C.F.R. 40.87. ⁶⁴

The footnotes should be retained.

⁵⁶ 49 C.F.R. §382.309; 49 C.F.R. §40.305.

⁵⁷ 49 C.F.R. §40.309; 49 C.F.R. §382.311.

⁵⁸ *Id.*

⁵⁹ 49 C.F.R. §40.307(d); 49 C.F.R. §382.311. The district may schedule follow-up testing on dates of its choosing, but it must ensure that the tests are unannounced with no discernible pattern as to their timing, and that the employee is given no advance notice. 49 C.F.R. §40.309(b).

⁶⁰ 49 C.F.R. §40.307(d)(2).

⁶¹ 49 C.F.R. §40.301(c)(2); 49 C.F.R. §382.311.

⁶² 49 C.F.R. §§382.401-382.405. 49 C.F.R. §§382.401, 382.403 identifies records that the district must keep for varying periods of time in connection with alcohol misuse and controlled substances use prevention programs. 49 C.F.R. §382.405 prohibits the release of information required to be maintained by 49 C.F.R. §382.401 except as required by law.

⁶³ 625 ILCS 5/6-106.1b.

⁶⁴ 625 ILCS 5/6-106.1(g)(7); 92 Ill.Admin.Code §1035.35.

A driver who tests positive for drugs or is found to have an alcohol concentration of greater than 0.00 shall have their employment terminated. ⁶⁵

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. ⁶⁶ The information shall identify all of the following: ⁶⁷

1. The person designated by the District to answer drivers' questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382, including post-accident testing under §382.303(d);
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver, including post-accident information, procedures and instructions required by §382.303(d); ⁶⁸
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers who do not hold a school bus driver permit found to have an alcohol concentration of 0.02 or greater but less than 0.04;

The footnotes should be retained.

⁶⁵ If handled correctly by the district, the incongruity between State and federal law in this area is a non-issue given that a driver who has had his or her license suspended for a three year period is no longer able to fulfill the duties of the job for which he or she was hired. The district should consult with the board attorney in order to determine how best to move forward with the termination of the suspended driver.

⁶⁶ Required by 49 C.F.R. §382.601.

⁶⁷ 49 C.F.R. §382.601(b).

⁶⁸ 49 C.F.R. Part 40 specifies detailed testing procedures that must be used to ensure accuracy, reliability, and confidentiality. These procedures include training and proficiency requirements and requirements for a suitable test location. Firms with which the district contracts for collection and laboratory services can be expected to provide information about the procedures they use; these procedures should be distributed to employees and included in the district's regulation.

11. The consequences for drivers who hold a school bus driver permit found to have an alcohol concentration over 0.00; ⁶⁹
12. The effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management; ⁷⁰ and
13. Other legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs. ⁷¹

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. ⁷²

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements. ⁷³

Before drug and alcohol tests are performed, pursuant to 49 C.F.R. §382, the District shall inform drivers that the tests are required by these regulations. ⁷⁴

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application. ⁷⁵

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive. ⁷⁶

DATED:

The footnotes should be retained.

⁶⁹ There is no requirement to notify the district and provide information to School Bus Driver Permit holders specifically addressing the legal requirements applicable to them under Illinois law. The district should also inform School Bus Driver Permit holders of the disciplinary consequences for violating any Illinois drug and alcohol laws specifically pertaining to school bus permit holders.

⁷⁰ 49 C.F.R. §382.601(b)(11).

⁷¹ Pursuant to 49 C.F.R. §382.601(c), materials supplied to drivers may also include information about other policies and disciplinary consequences based on the district's authority independent of 49 C.F.R. §382 and described as such. Such additional policies or consequences must be clearly and obviously described as being based on independent authority. Id.

⁷² 49 C.F.R. §382.601(d).

⁷³ 49 C.F.R. §382.303(f).

⁷⁴ 49 C.F.R. §382.113. 49 C.F.R. §382.113 also states that employers shall not falsely represent that a test was administered under 49 C.F.R. Part 382.

⁷⁵ 49 C.F.R. §382.411(a).

⁷⁶ Id.

Educational Support Personnel

Exhibit - Agreement to Receive Compensatory Time-Off

The School Board has a policy of granting compensatory time-off to non-exempt employees in lieu of overtime pay for time worked in excess of 40 hours in any workweek. I have either received a copy of the policy or been told where it may be found or downloaded. I understand that:

1. I must obtain my supervisor’s express authorization to work overtime before working in excess of 40 hours in any workweek.
2. I will earn compensatory time-off at a rate of not less than one and one-half (1.5) hours for each one hour of overtime worked.
3. I will be allowed to use accrued compensatory time-off within a reasonable period after making a request to use it, provided that my absence would not unduly disrupt operations considering factors like emergency requirements for staff and the availability of qualified substitute staff.
4. My supervisor may require that I use my accrued compensatory time-off within a certain time period, may prohibit my use of accrued compensatory time-off on certain days, may require that I cash out my compensatory time-off after a particular time period, and may otherwise limit my use of compensatory time-off.

I agree to receive compensatory time-off in lieu of overtime pay for time worked in excess of 40 hours in any workweek, and I accept this as a condition of my employment.

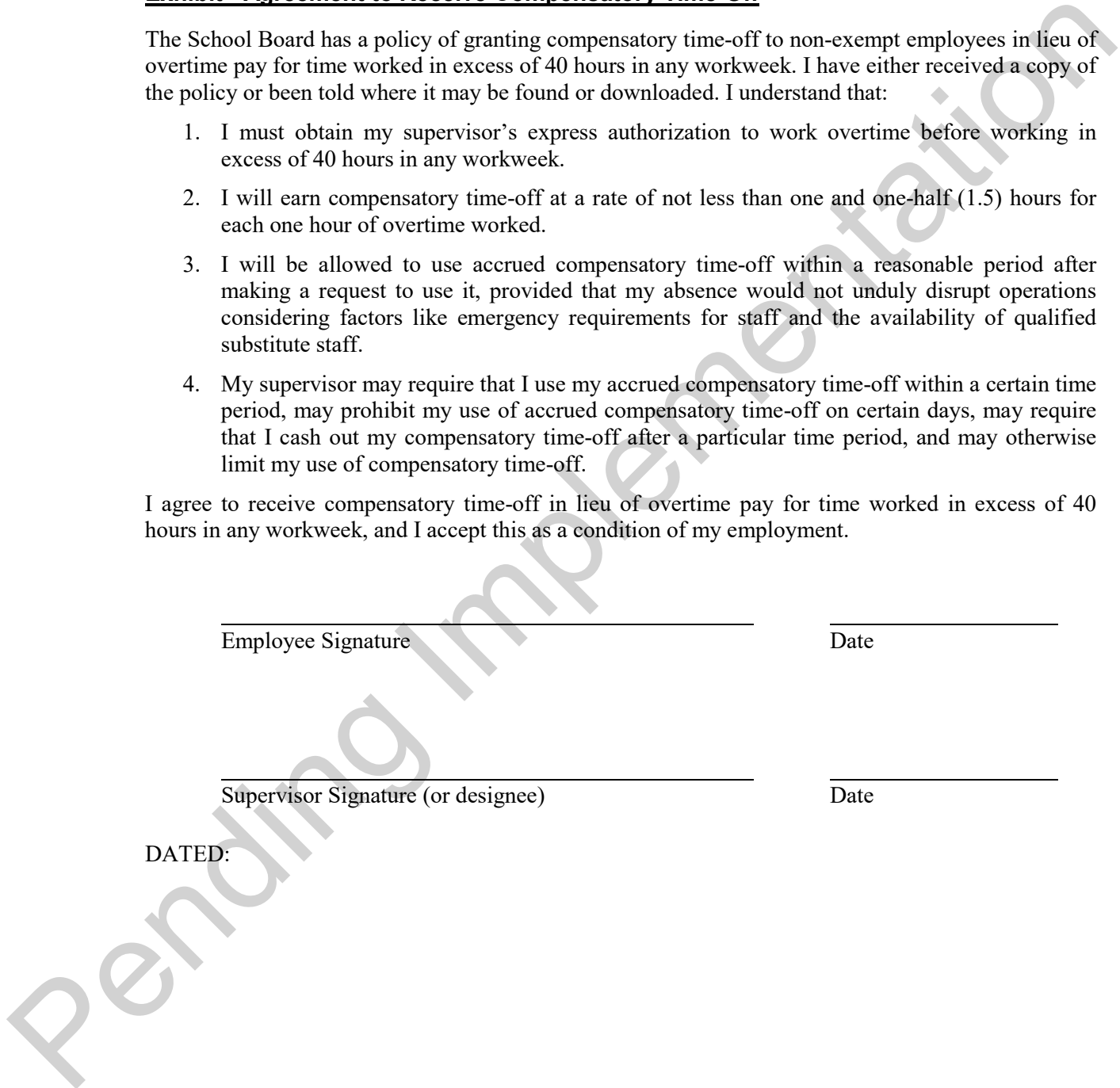
Employee Signature

Date

Supervisor Signature (or designee)

Date

DATED:



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Instruction

Administrative Procedure – Remote and/or Blended Remote Learning Day Plan(s)

*Use this procedure in conjunction with the subhead **Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)** in policy 4:180, Pandemic Preparedness; Management; and Recovery.*

When the District must implement a Remote and/or Blended Remote Learning Day Plan (Plan) that designates *remote learning days* (RLDs) and/or *blended remote learning days* (BRLDs) for instruction in grades pre-kindergarten through 12, the Superintendent must approve a Plan, present the Plan to the Board for adoption prior to its implementation, implement the Plan after Board approval, and post it on the District's website.

The Superintendent will begin the process of developing a Plan in one of the two following ways:

1. Adapting the District's e-learning program (adopted by the Board pursuant to 105 ILCS 5/10-20.56) into a Plan and ensuring that it is posted on the District's website and communicated to the community in accordance with this procedure. See *E-learning Program; Days*, in the **Definitions** subhead below for more information about an e-learning program.
2. Using this procedure if the District has not implemented an e-learning program.

Definitions

Blended Remote Learning Days (BRLDs) – School attendance days during which the District provides hybrid days of in-person and remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If the District has implemented an *e-learning program*, these school attendance days may be met through it. See 105 ILCS 5/10-30, added by P.A. 101-643.

E-learning Program; Days – E-learning is short for electronic learning. As an optional instructional tool for school districts, e-learning days are part of an implemented *e-learning program* in the District that:

1. Uses the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners; and
2. Addresses a district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

An e-learning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide e-learning days that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by 105 ILCS 5/10-19 (105 ILCS 5/10-20.56(b), amended by P.A. 101-12);
2. Conducts a public hearing on the District's initial e-learning program proposal or renewal with at least 10 days' advanced notice (*Id.* at 5/10-20.56(c), amended by P.A. 101-12); and
3. On or before September 1st annually, to ensure access for all students, receives verifications by the regional office of education (ROE) or intermediate service center (ISC) that the board's proposal for an e-learning program has: (a) met the requirements specified in 105 ILCS 5/10-

20.56, amended by P.A. 101-12; (b) the components designed to reasonably and practicably accomplish the requirements outlined in the enabling statute; and (c) not exceeded the minimum number of emergency days in a district’s approved school calendar. In its verification process, the ROE/ISC ensures that the specific needs of all students are met, including special education students and English Learners, and that all mandates are still met using the proposed research-based program. See 105 ILCS 5/10-20.56(b), amended by P.A. 101-12.

While the ROE/ISC must annually verify a district’s e-learning program, the Board’s approval of an e-learning program is for a term of three years. 105 ILCS 5/10-20.56(d)(10), amended by P.A. 101-12.

Plan – The District’s formal implementation of remote instruction that includes RLDs and BRLDs. If the District already has an e-learning program in place, it should adapt the program into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met. When finalized, it is provided to students and faculty, posted on the District’s website where other policies, rules, and standards of conduct are posted, and listed in 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Plans should be periodically reviewed and amended to ensure the needs of all students continue to be met throughout the suspension of in-person learning. If a plan is amended, post the amended plan to the District website.

Remote Learning Days (RLDs) – Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility-timed, and it may or may not involve technology. School attendance days are days that the District provides remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12 on days of attendance. These days are counted as pupil attendance days for calculation of the length of the District’s official calendar under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If a district has implemented an *e-learning program*, these school attendance days may be met through it. Five RLDs, taken consecutively or in separate increments, may be used to develop, review, or amend the District’s Plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30, added by P.A. 101-643.

Remote Learning Planning Days – Up to five consecutive or separate increment days that a district may use to develop, review, or amend its Plan or to provide professional development to staff about remote education. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. See 105 ILCS 5/10-30, added by P.A. 101-643.

Plan Development and Implementation

Use this Plan before, during, and after implementing 105 ILCS 5/10-30, added by P.A. 101-643. Note: The legislative history and purpose of 105 ILCS 5/10-30, added by P.A. 101-643 is to ensure school districts may reopen in time for the start of the 2020-2021 school year, even if that requires remote learning.

Consult the Board Attorney for guidance on this procedure. 105 ILCS 5/10-30, added by P.A. 101-643 was signed days before PRESS Issue 104 publication. PRESS Editors expect the Ill. State Board of Education is likely to provide more guidance regarding the implementation of remote and/or blended remote learning day plan(s) that may affect the contents of this procedure prior to the ability of PRESS Editors to update it.

Actor	Action
Board	If permitted by local resources and conditions, implement an e-learning program pursuant to 105 ILCS 5/10-20.56, amended by P.A. 101-12.

Actor	Action
	<p>If the Board decides not to implement an e-learning program in the District, provides the Superintendent with the resources necessary to implement a Remote and/or Blended Remote Learning Day Plan (Plan) that meets the needs of all students. 105 ILCS 5/10-30, added by P.A. 101-643.</p> <p>Directs, through policy, the Superintendent to recommend any suspensions or amendments to policies to reduce any Board-required graduation or other instructional requirements in addition to the minimum requirements specified in School Code that the District was not able to complete due to a pandemic. 105 ILCS 5/10-16.7.</p> <p>Monitors Board policies 2:20, <i>Powers and Duties of the School Board; Indemnification</i>, 4:180, <i>Pandemic Preparedness; Management; and Recovery</i>, and 6:20, <i>School Year Calendar and Day</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i> (if applicable), and makes changes recommended by the Superintendent. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Considers all policy changes recommended by the Superintendent pursuant to policy 2:240, <i>Board Policy Development</i>, and included as a topic for discussion in the annual report required by Board policy 6:10, <i>Educational Philosophy and Objectives</i>.</p> <p>Adopts the Superintendent-approved Plan for District-wide implementation.</p> <p>Provides appropriate, additional resources requested by the Superintendent to successfully implement the Plan.</p>
Board and Superintendent	<p>Identify, discuss, modify, and monitor relevant policies that remote learning may possibly affect, including but not limited to:</p> <ul style="list-style-type: none"> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness; Management; and Recovery</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Temporary Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:270, <i>Employment At-will, Compensation, and Assignment</i> 5:300, <i>Schedules and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays and Leaves</i> 6:10, <i>Educational Philosophy and Objectives</i> 6:15, <i>School Accountability</i> 6:20, <i>School Year Calendar and Day</i> 6:30, <i>Organization of Instruction</i> 6:60, <i>Curriculum Content</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:300, <i>Graduation Requirements</i> 7:70, <i>Attendance and Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i> 8:30, <i>Visitors to and Conduct on School Property</i>

Actor	Action
	8:100, <i>Relations with Other Organizations and Agencies</i>
Superintendent or Designee	<p>When the District is required by the State Superintendent of Education to implement RLDs and/or BRLDs:</p> <ol style="list-style-type: none"> 1. If an e-learning program is in place: <ol style="list-style-type: none"> a. Adapts it into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met; b. Approves the Plan; and c. Presents the Plan to the Board for adoption. 2. If an e-learning program is not in place: <ol style="list-style-type: none"> a. Establishes a District-wide Remote Learning Committee to design a Plan for implementation of RLDs and BRLDs. Committee members should include: <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Plan) Pandemic Planning Team member(s) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Part C, District Safety Coordinator and Safety Team; Responsibilities) District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i>, and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>) Staff members Parents/Guardians Students b. Chairs and convenes Committee meetings. Manages virtual attendance by some or all Committee members when necessary. 3. Designates RLDs and/or BRLDs in grades pre-kindergarten through 12. 4. Approves the Plan and presents it to the Board for adoption. 5. Implements the Plan. 6. Ensures that the Plan is provided to students and faculty, posted on the District’s website where other policies, rules, and standards of conduct are posted, and listed in 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>. 7. Provides periodic reports to the Board about the Committee’s progress and needs, along with any amendments to the Plan for the purposes of ensuring that it meets the needs of all students by adding information items to the Board’s agendas as needed.
Remote Learning Committee	<p>Designs a Plan for the Superintendent’s approval and Board’s adoption to implement remote instruction through the District in a manner that:</p> <ol style="list-style-type: none"> 1. Explores what may work best for the school community using Remote Learning Recommendations During COVID-19 Emergency at:

Actor	Action
	<p>www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf, and any other remote learning guidance issued by the Ill. State Board of Education (ISBE).</p> <p>2. Potentially uses Remote Learning Planning Days consecutively or in separate increments to develop, review, or amend this Plan or provide professional development to staff about remote education;</p> <p>If the District does not have an e-learning program, includes design in the Plan for implementation of remote instruction that also provides:</p> <ol style="list-style-type: none"> 1. Accessibility of remote instruction to all students enrolled in the District; 2. Hybrid RLDs and BRLDs, as directed or allowed by the ISBE; 3. Activities for both RLDs and BRLDs that align with State learning standards and policies 6:10, <i>Educational Philosophy and Objectives</i>, 6:15, <i>School Accountability</i>, 6:30, <i>Organization of Instruction</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i>, if applicable; 4. Communication between students and teacher(s), as necessary to align with the requirements of policy 7:340, <i>Student Records</i>; 5. Methods to address the unique needs of students in special populations, including, but not limited to, students eligible for special education under 105 ILCS 5/14-1.01 <i>et seq.</i>, students who are English learners as defined in 105 ILCS 5/14C-2, and students experiencing homelessness under the Education for Homeless Children Act (105 ILCS 45/), or vulnerable student populations; 6. Guidance for how the District will take attendance and monitor and verify each student's remote participation; and 7. Resources for transitions from remote learning to in-person instruction when the State Superintendent declares that RLDs and/or BRLDs are no longer deemed necessary. <p>Delivers the Plan to the Superintendent for approval in a format that is easily posted on the District's website.</p> <p>Periodically reviews and amends the Plan, with the Superintendent as needed, to ensure it meets the needs of all students. 105 ILCS 5/10-30, added by P.A. 101-643.</p> <p>Recommends to the Board, through the Superintendent, any policy changes for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Reports reviews and amendments to the Plan to the Superintendent or designee.</p>
All Staff	Implements the Plan.

LEGAL REF.: 105 ILCS 5/10-30.

DATED:

Instruction

Administrative Procedure - Curriculum Development

Faculty Curriculum Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide system-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

The Superintendent or designee appoints Committee members and directs the Committee providing specific tasks and time-frames.

Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the guides.
3. Completed guides will be given to the Superintendent.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

DATED:

Instruction

Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including, in grades 9 through 12, instruction about both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.
2. In grades 9 through 12, age appropriate sexual abuse and assault awareness and prevention education shall be included in a child sexual abuse prevention program.
3. The grades 9-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); emphasis that sexual abstinence is a responsible and positive decision; tobacco; nutrition; and dental health.
4. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and age appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 9 through 12.
5. In secondary schools, the program shall include: (1) cardiopulmonary resuscitation (CPR) training from a nationally recognized certifying organization, e.g., American Heart Association or American Red Cross, and (2) how to use an AED.
6. In grades 9-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
7. In grades 9-12, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
8. In grades 9-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
9. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 9-12, shall include information regarding the

alternatives to abortion and information regarding the prevention, transmission, spread of AIDS, and the meaning of consent to sexual activity. Course content shall be age-appropriate.

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

10. Students shall be provided parenting education in grades 9-12.
11. Students shall be provided safety education in all grades.
12. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
13. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23.1, 5/27-23.3, 5/27-23.5, and 110/3.

DATED:

Instruction

Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Date _____

Class and Time _____

Teacher _____

Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction be developmentally and age appropriate, evidence-based, medically accurate, and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 9 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District’s instructional materials and course outline for these classes or courses is available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child’s classroom teacher within five days.

I request to examine the instructional materials and course outline for this class.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child’s classroom teacher within five school days.

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 9-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS, and other areas of instruction required by 105 ILCS 5/27-9.1**
- Family life instruction, including in grades 9-12, instruction on the prevention, transmission, and spread of AIDS**
- Instruction on diseases**
- Recognizing and avoiding sexual abuse**
- Instruction on donor programs for organ/tissue, blood donor, and transplantation**

Student (please print)

Parent/Guardian (*please print*)

Parent/Guardian Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - Resources for Biking and Walking Safety Education

105 ILCS 5/27-23.11, added by P.A. 100-1056, requires the District to make education available to students in grades kindergarten through 8 on effective methods for preventing and avoiding traffic injuries related to walking and bicycling. How that education is made available and any specific resources used are at the discretion of the District.

Pedestrian Safety Programs

Pedestrian Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe walking. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/pedsaferjourney/index.html.

Child Pedestrian Safety Curriculum by the National Highway Traffic Safety Administration - Teaches and encourages pedestrian safety for students in grades kindergarten through 5. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned. Available at: www.nhtsa.gov/pedestrian-safety/child-pedestrian-safety-curriculum.

WalkSafe® by the University of Miami KiDZ Neuroscience Center - Organized into three levels for grades kindergarten-1, 2-3, and 4-5, and includes lessons using videos, outside simulation activities, and art projects. Supplemental materials include handouts, flashcards, and pre- and post-assessment tests. Available at: kidzneurosciencecenter.com/walksafe/.

Bicycle Safety Programs

Bicycle Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe bicycling. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/bicyclesaferjourney/index.html.

Bikeology by Shape America and the National Highway Traffic Safety Administration - Aligns with the National Standards for kindergarten-12 Physical Education and includes lessons and assessments for skills and knowledge. Supplemental materials include a parent guide to reinforce the curriculum. Available at: www.shapeamerica.org/publications/resources/teachingtools/qualitytype/upload/bikeology-curriculum-part1-v2.pdf.

BikeSafe® by the University of Miami KiDZ Neuroscience Center - Contains four off-bike lessons to teach bicycle safety skills to middle school-aged children through interactive simulations, modeling, and creative activities. Supplementary materials include student worksheets and parent tip sheets. An on-bike lesson plan is also provided. Available at: kidznc.org/bikesafe.

Bike Safety Quiz by Ride Illinois - Teaches kids, adults, and motorists how to share the road safely. Interactive quizzes for each audience cover safety techniques and relevant state laws. Available at: www.bikesafetyquiz.com/.

Cycling Skills Clinic Guide by the National Highway Traffic Safety Administration - Provides a step-by-step approach to planning and initiating an on-bicycle safety skills event, including instructions and resources for setting up and conducting a skills-training course. Available at: one.nhtsa.gov/Driving-Safety/Bicycles/CyclingSkillsClinic.

Kids on Wheels Training Manual by the Active Transportation Alliance - An experiential, on-bike curriculum to teach grades 2-4 students to travel safely on a bicycle. Over three lessons, students are engaged in demonstrations, hands-on exercises, and on-bicycle riding skills activities. Available at: www.activetrans.org/resources/education.

Combined Pedestrian and Bicycle Safety Programs

Bicycle and Pedestrian Safety: 10-minute Lessons for PE Class by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons consisting of one 10- to 15-minute physical activity. Available at: www.activetrans.org/resources/education.

Bicycle and Pedestrian Safety: 9 Lessons for the Classroom by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons designed to be delivered in a classroom setting. Available at: www.activetrans.org/resources/education.

LEGAL REF.: 105 ILCS 5/27-23.11

DATED:

Instruction

Administrative Procedure - Teaching About Religions

The following are guidelines for teaching about religions:

1. Instruction must be age appropriate to ensure that students will not believe the District is sponsoring religion.
2. Instruction may expose students to religious views, but may not impose any particular views.
3. Instruction must be informational, not indoctrination.
4. Instruction must be academic, not devotional.
5. Instruction may study what people believe, but may not teach a student what to believe.
6. Instruction should include a variety of religions, but should not press for student acceptance of any one religion.

Within the parameters of the academic study of religion, teachers may display objects, artifacts, and symbols that illustrate a variety of religious customs, beliefs, and expressions. Any classroom and school display presented as a part of religious studies or holiday activities must meet the following criteria:

1. The display will be exhibited on a temporary basis.
2. The display will be constructed in a manner that presents no endorsement, favoritism, or promotion of a single religion or religious belief.
3. The display will include non-secular as well as secular symbols.
4. The display will include appropriate descriptive labels attached to the symbols.

Individual student participation in the preparation of a religious study display or a religious holiday display is strictly voluntary. If the display is a class activity, any student who wishes not to participate must be given an alternative assignment.

DATED:

Instruction

Administrative Procedure - Dissection of Animals

Actor	Action	Time
Curriculum Director	<p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/25.</p>	Throughout the curriculum development process
Building Principal	<p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at: www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection.</p>	Annually when course offerings and descriptions are distributed to students
Guidance Counselors and Teachers	Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).	Whenever a student may choose between dissection and an alternative program
Students	If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection. 105 ILCS 112/25.	Continuously

DATED:

Instruction

Exhibit - Guidelines and Application for Using Animals in School Facilities for Educational Purposes

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided: 1) prior permission is received from both the supervising teacher and the Building Principal or designee; and 2) the following *Guidelines for Using Animals in School Facilities* are agreed to by the applicant, supervising teacher, and/or the animal owner.

Please print

Name and type of animal	School facility
Materials (i.e., cages, food, etc.)	Date(s) requested
Educational purpose	

Guidelines for Using Animals in School Facilities

Prohibited Animals

The following animals are prohibited in school facilities:

1. Inherently dangerous animals (e.g., lions, tigers, cougars, and bears)
2. Nonhuman primates (e.g., monkeys and apes)
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes)
4. Aggressive or unpredictable animals, wild or domestic
5. Stray animals with unknown health and vaccination history
6. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians)

Vaccination Requirements

Prior to bringing certain animals into school facilities, current health records and/or proof of current vaccination is required as follows:

1. **Cats** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
2. **Dogs** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPIV), parovirus, Bordatella, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
3. **Ferrets** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
4. **Psittacine Birds** – Proof of treatment or negative test results for psittacosis (avian chlamydiosis).

General Guidelines

To protect students and staff from zoonotic diseases, the following guidelines apply to animals brought into school facilities for educational purposes:

1. The Building Principal or designee must approve all animals brought into school facilities.
2. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
3. Students must be supervised by District staff during all human-animal contact.
4. Animals should be handled humanely.
5. Animals should be displayed in enclosed cages or under appropriate restraint (e.g., leash).
6. Animals may not roam free, fly free or have contact with wild animals.
7. No animals are allowed in areas where food or drink is prepared or consumed.
8. Food for animals must be stored in air-tight, closed contains (preferably hard plastic) to prevent spills and attracting nuisance animals and/or insects.
9. Anyone handling animals must wash his/her hands thoroughly with warm water and soap afterwards. Hand sanitizer may not be used as a substitute for soap and water.
10. Areas where animals have been present must be cleaned and disinfected by District staff.
11. Animal waste must be appropriately disposed of by a District staff member (e.g., using disposable plastic gloves and plastic bags). **Under no circumstances are students allowed to clean cages/aquariums or handle animal waste.**
12. The supervising teacher must:
 - A. Consult with parent(s)/guardian(s) to determine any special considerations needed for students who are immunocompromised or have allergies, asthma, or other health concerns; and
 - B. Complete and issue the *Student Permission for Exposure to Animal(s)* form to the parent(s)/guardian(s) of all students who will be exposed to the animal(s).
13. A responsible adult must accompany all animal visits into school facilities.

Procedures for the Housing, Care and Handling of Specific Animals

1. **Dogs** – All dogs must be housebroken.
2. **Farm animals** – Due to the risk of E. coli O157:H7, Salmonella, Campylobacter, and Cryptosporidium, these animals are not appropriate unless meticulous attention to personal hygiene can be assured.
3. **Ferrets** – Ferrets bite when startled, therefore students should not handle ferrets in the classroom. Students under the age of five are prohibited from having contact with these animals.
4. **Fish** – Use disposable gloves when cleaning aquariums. Do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
5. **Hamsters, Guinea pigs, and Gerbils** – Due to the risk of Salmonella bacteria and Lymphocytic choriomeningitis virus, special care must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.
6. **Psittacine Birds** – Because these birds (e.g., parrots, parakeets, budgies, and cockatiels) can carry disease, students are prohibited from handling them. Staff members should clean cages when students are not present.
7. **Reptiles and Amphibians** – Due to the risk of Salmonella bacteria, special precautions must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.

Animal-Related Injuries

If an animal bites, scratches, or otherwise injures someone at school and the skin is pierced, the Building Principal or designee will ensure:

1. The teacher immediately reports the incident to the Building Principal or designee and school nurse;
2. If necessary, the school nurse notifies public health authorities;
3. The school nurse notifies the student's parent(s)/guardian(s); and
4. An incident/accident report is completed by the staff member responsible at the time of the injury and forwarded to the school nurse.

Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities

1. Applicant responsibilities:
 - A. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
 - B. The applicant must submit health records and/or proof of current vaccination as set forth in these *Guidelines for Using Animals in School Facilities*.
 - C. Animals are not to be transported on school buses.
2. Supervising teacher and/or facility staff responsibilities:
 - A. The supervising teacher signing the application must assume primary responsibility for the animal.
 - B. Only the teacher or students designated by the teacher are to handle the animals.
 - C. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
3. Animal owner's responsibilities:
 - A. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.
 - B. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

I agree to abide by the *Guidelines for Using Animals in School Facilities* outlined above in this application.

_____ Applicant (<i>please print</i>)	_____ Telephone number
_____ Address	
_____ Applicant's signature	_____ Date
_____ Supervising teacher (<i>please print</i>)	
_____ Supervising teacher's signature	_____ Date
_____ Animal owner's name if different from applicant (<i>please print</i>)	
_____ Animal owner's signature	_____ Date

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

Approved **Denied**

_____ Building Principal or designee's signature	_____ Date
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DATED:

Instruction

Exhibit - Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____

Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On (insert date) , the following animal(s) will visit my classroom for educational purposes:

- Cat Bird Ferret Guinea Pig
- Dog Rabbit Hamster Reptile or amphibian
- Rat Mouse Gerbil Other _____

The following animals are prohibited in schools: venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians), wild or exotic animals, mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes), non-human primates, stray animals, or aggressive/unpredictable animals.

The Building Principal or designee will ensure that the District’s *Guidelines for Using Animals in School Facilities* are followed. You may find these *Guidelines* in the school office. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by (insert date) . If you have any questions or concerns, please feel free to contact me at (insert contact information) .

To Be Completed by Parent/Guardian:

- I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student’s exposure to the animal(s) listed above.
- I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

DATED:

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

The District implements by reference the IASB/ICSA special education procedures found at www.iasb.com/law/icsaspeded.cfm.

DATED:

Pending Implementation

Instruction

Exhibit - Notice to Parents/Guardians Regarding Section 504 Rights

On District letterhead.

Date:

Dear Parent/Guardian:

Re: Section 504 Rights

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights ensured by Section 504 to those disabled students who do not qualify for special education and related services under the Individuals With Disabilities Education Act (IDEA). The intent of this notice is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Please keep this explanation for future reference.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
5. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior,

physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.

8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.

[Insert details regarding the district's hearing and review procedures.]

13. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475
Chicago, IL 60661
Phone: 312/730-1560
Fax: 312/730-1567
TDD: 877/521-2172
Email: OCR.Chicago@ed.gov

If you would like more information about the differences between Section 504 and IDEA, see *Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities*, available at: www2.ed.gov/about/offices/list/ocr/504faq.html.

Sincerely,
Superintendent

DATED:

Instruction

Exhibit - Special Education Required Notice and Consent Forms

Below is the URL to Ill. State Board of Education (ISBE) updated *Special Education Required Notice and Consent Forms* and instructions to understand the purpose and use of each form. The forms are the official versions of the State-required forms. The URL also provides access to each form in languages other than English.

www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx

DATED:

Pending Implementation

Instruction

Administrative Procedure - Access to Classrooms and Personnel

Access to classrooms and personnel is permitted in limited situations by 105 ILCS 5/14-8.02(g-5). Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or student. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the student. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent(s)/guardian(s) or student is allowed access once per school quarter for up to one hour or one class period.¹ A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the Individualized Education Program (IEP) team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or student, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the student, the student’s

performance, the student's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the student, including interviews of educational personnel, student observations, assessments, tests, or assessments of the student's educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee's school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the student's current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
 - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling.
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or student will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release Student Record Information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records and/or information. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other School District designee must facilitate such visit(s) when the student attends a program outside of the District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

DATED:

Instruction

Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____

DOB: _____

School attending: _____

Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview School District personnel or the student named above for the purpose of assessing the student’s special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____
_____ for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | Illinois certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ | |

I have been requested by the above named student’s parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____

Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____

Opportunity to interview the student.

I will need more than one hour or one class period for my visit for the following reason(s): _____

Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records and/or information.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

DATED:

Instruction

Administrative Procedure – Service Animals

State and federal laws allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. The animal may accompany the student to all school functions, whether in or outside the classroom. Use this procedure to identify and manage legal and practical issues when a student with a disability uses a service animal at school.

Definitions

Service Animal - A dog or miniature horse trained or being trained as a hearing animal, guide animal, assistance animal, seizure alert animal, mobility animal, psychiatric service animal, autism service animal, or animal otherwise trained to assist an individual with a physical, mental or intellectual disability, according to State law. 105 ILCS 5/14-6.02; 720 ILCS 5/48-8. Federal law defines *service animal* as any *dog* or *miniature horse* that is individually trained to perform tasks or work for the benefit of a student with a disability. 28 C.F.R. §§35.104 and 35.136. Federal law also explains that other species of animals, whether wild or domestic, trained or untrained, are not service animals.

Under federal law, *disability* includes a physical, sensory, psychiatric, intellectual, or other mental disability. The *work or tasks performed* must be directly related to the student’s disability. Examples of work or tasks include, but are not limited to, assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

For more information about the definition of *service animal*, see the following U.S. Dept. of Justice, Civil Rights Div., *Disability Rights Section*, documents:

Service Animals at: www.ada.gov/service_animals_2010.htm.

Frequently Asked Questions about Service Animals and the ADA at: www.ada.gov/regs2010/service_animal_qa.html.

Handler - An individual who has and maintains control over the service animal. This individual may be the student using the service animal. Control of the service animal means using a harness, leash, or other tether, unless the handler is unable because of a disability to use one of these devices or their use would interfere with the service animal’s safe, effective performance of work or tasks. If or when these devices are not used, control of the service animal must be accomplished through voice control, signals, or other effective means.

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Cooperates with the District to successfully incorporate the service animal into the educational environment.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p style="text-align: center;">The Board Attorney will be a necessary participant in the</p>

Actor	Action
	<p>District’s efforts to manage the issues presented by service animals being used in school facilities. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed for this issue.</p> <p>Contacts the District’s insurance carrier(s) to assess appropriate coverage for issues involving service animals, including a handler.</p> <p>Informs all Building Principals and Special Education Coordinators that any <i>disabled student</i> has the right to be accompanied by a service animal “that is individually trained to perform tasks or work for the benefit of a student” at all school facilities or functions.</p> <p>105 ILCS 5/14-6.02 grants a student with a disability the right to bring a service animal to all school functions, whether in or outside the classroom. Schools must modify their policies, practices, or procedures to permit the use of a service animal by a student with a disability. 28 C.F.R. §35.136(a).</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building principals and instructs them to: (1) inform their individual building staff of these guidelines when service animals are present in their individual buildings, and (2) use this exhibit as an internal District document to ensure legitimate safety interests of staff and students. It may not be used as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p> <p>If a student does not qualify as a student with a disability, consult the Board Attorney before excluding the service animal from the school. This will ensure that there are not special circumstances that require the school to allow access despite a student’s non-disabled status.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability. <p>Permits the use of the service animal if the answer to either of the above questions is positive, i.e., determines that the service animal will perform tasks for the benefit of a student with a disability.</p> <p>Informs the parent/guardian that the student’s service animal may accompany the student to school, and explains that the service animal must be under the control of its handler at all times and housebroken. 28 C.F.R. 35.136(b), and (d).</p> <p>If the school excludes the service animal:</p>

Actor	Action
	<ol style="list-style-type: none"> 1. Notifies the parent/guardian in writing of the reasons for the exclusion and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; 34 C.F.R. Parts 104 and 300; and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>. 2. Gives the student with a disability the opportunity to participate in all of the school's services, programs, or activities without having the service animal at the school facility.
Building Principal	<p>When notice of the need for a service animal in a school facility is provided:</p> <p>Balances student's need for the service animal and the legitimate safety interests of other students and staff by ensuring the service animal will meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>. Takes appropriate steps to inform the student's parent(s)/guardian(s) of any unmet guidelines and what actions must be taken to meet these guidelines and avoid exclusion of the service animal.</p> <p>Discusses 6:120-AP3, E1, with building staff. Requests to be immediately informed if the animal's behavior does not conform to these guidelines.</p> <p>Ensures that the District conducts a criminal background check on any handler(s) pursuant to policy 6:250, <i>Community Resource Persons and Volunteers</i>. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>.</p> <p>ADA regulations, 28 C.F.R. §§35.130(f) and 35.136(h), and the Illinois White Cane Law, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student's parent/guardian and the handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and 2. Meeting the service animal's basic needs during the school day. <p>Any plan depends on the individual student's service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances. See 28 C.F.R. §35.136(e). Consider addressing: where the animal will relieve itself, who disposes of the waste, where the animal drinks water, and who provides it, etc. Note: While the school is not required to provide staff to take the animal outside, it may need to provide a staff member to accompany a student outside if the student is the animal's handler. See 28 C.F.R. §35.130(b)(7); <u><i>Alboniga v. Sch. Bd. of Broward Co. Fla.</i></u>, 87 F.Supp.3d 1319 (S.D. FL. 2015).</p>

Actor	Action
	<p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. With the Superintendent's permission, consulting the Board Attorney. 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students based upon the individual facts of the situation. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the individual facts of the situation require. <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, 396 Ill.App.3d 1105 (5th Dist. 2009), for a discussion about the balancing of interests. Other helpful publications include:</p> <p>The U.S. Dept. of Education's <i>Reasonable Accommodation Handbook</i>, Section C10, provides information about balancing competing interests in the context of a service animal's presence in the work environment. See: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf.</p> <p>The Ill. Attorney General Office's <i>Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations</i> at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice's <i>Commonly Asked Questions about Service Animals in Places of Business</i> at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Considers creating a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See</p>

Actor	Action
	<p>policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See the Humane Care of Animals Act, 510 ILCS 70/4.03, 70/4.04, and 70/7.15 (makes it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law, 775 ILCS 30/3 (makes it unlawful to interfere with the rights of a disabled person).</p> <p>Contacts the student's parent/guardian if at any time the animal fails to meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p>When a service animal arrives at school without notice:</p> <p>Keeps the animal with the student if the service animal is obviously:</p> <ol style="list-style-type: none"> 1. Able to perform tasks or work for the benefit of a student with a disability, 2. Able to stay under the control of its handler and, if not, the handler can take effective action to control it, and 3. Housebroken. <p>Informs staff that the animal may not be taken away from the student.</p> <p>Informs the parent/guardian of this procedure and requests their cooperation with the District to successfully incorporate the service animal into the educational environment.</p> <p>Excludes the animal and contacts the student's parent/guardian if the animal does not obviously meet the conditions in 6:120-AP3, E1.</p> <p>Contacts animal control if the Principal or designee believes the animal is not properly vaccinated, licensed, may be dangerous, or is sick.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.
Humane Care for Animals Act, 510 ILCS 70/
Illinois White Cane Law, 775 ILCS 30/
28 C.F.R. Part 35.
28 C.F.R. §36.104.
34 C.F.R. Parts 100 and 300.

DATED:

Instruction

Exhibit - Guidelines for Service Animals in School Facilities

For use by Superintendent and Building Principal only.

This exhibit’s guidelines are not intended for use as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal. It is intended for use by the Building Principals to:

1. Ensure that the legitimate safety interests of staff and students are met,
2. Inform their individual building staff of these guidelines when service animals are present in their individual buildings, and
3. Request that staff members inform the Building Principal if they observe a service animal that is not meeting any of the listed guidelines.

These guidelines are not based on speculation, stereotypes, or generalizations about students with disabilities. Each guideline includes an explanation based upon State and federal law with legal citations and resources that provide further information.

The animal is *individually trained* to perform tasks for the benefit of a student with a disability.

Explanation	Legal Citation(s) and Resources
<p>A service animal must perform work or an individualized task(s) for the benefit of a student with a disability. When it is not obvious what service the service animal provides, only the following questions may be asked:</p> <ol style="list-style-type: none"> 1. Is the animal a service animal required because of a disability? 2. What work or task has the service animal been trained to perform? 	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability.</p> <p>28 C.F.R. §§35.104 and 35.136 mirror state law and require that the work or tasks performed by a service animal be directly related to the student's disability. Section 36.104 defines work or tasks, which include but are not limited to, assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Note: Providing emotional support, well-being, comfort, companionship or being present to deter criminal behaviors does not satisfy the requirement to “perform work or tasks.”</p>

The animal has a current rabies vaccination tag.

Explanation	Legal Citation(s) and Resources
<p>A service animal must have a current rabies vaccination and tag for the safety interests of all individuals in the school environment.</p> <p>School officials must always assume that the service animal is properly licensed.</p>	<p>510 ILCS 5/8 requires a current rabies vaccination, which is verified through a current rabies vaccination tag. Because State law requires animals to receive this vaccination, it is a legitimate safety requirement that is based upon an actual risk for the service animal to access school facilities. 28 C.F.R. §35.130(h).</p> <p>Federal law does not allow the District to ask for proof of a license. This is true even when local municipalities, cities, or villages within the District’s boundaries have additional registration requirements. The U.S. Dept. of Justice opines that unlicensed animals do not pose the same safety concern as those that are not vaccinated, i.e., the fundamental nature of the school environment is not affected by failing to obtain a license. The District may call animal control if there is a legitimate suspicion that the animal is not licensed, and the animal’s owner may then be subject to a fine. However, the animal must still be allowed in the school.</p>

The handler(s) may lawfully:

- 1. Be on school property, and**
- 2. Have contact with children.**

Explanation	Legal Citation(s) and Resources
<p>The animal handler must not be a person who is a <i>sex offender</i>, as defined by the Sex Offender Registration Act, or a <i>violent offender against youth</i>, as defined in the Murderer and Violent Offender Against Youth Registration Act.</p>	<p>720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Because this requirement is State law, it is a legitimate safety requirement based upon an actual risk for the service animal’s handler to access school facilities. 28 C.F.R. §35.130(h).</p> <p>The U.S. Dept. of Justice opines that a service animal’s handler should be treated the same as the District treats all other resource persons and volunteers. Note: Some school boards forbid the use of convicted felons as volunteers.</p> <p>Board policy 6:250, <i>Community Resource Persons and Volunteers</i>, requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.</p>

The animal is under the control of the handler and housebroken.

Explanation	Legal Citation(s) and Resources
<p>A service animal must be under the control of its handler.</p> <p>A service animal must be housebroken.</p>	<p>Federal law allows exclusion of a service animal from the school environment when its handler is not able to take effective action to control the animal or the animal is not housebroken. The U.S. Dept. of Justice opines that one accident, however, will not be sufficient for exclusion of a service animal. 28 C.F.R. §35.136.</p> <p>For more examples and explanation regarding effective action to control a service animal and whether an animal is housebroken, see Americans with Disabilities Act, Title II Regulations, Nondiscrimination on the Basis of Disability in State and Local Government Services, <i>2010 Guidance and Section-by-Section Analysis</i> at: www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm .</p>

DATED:

Pending Implementation

Instruction

Administrative Procedure - Care of Students with Diabetes

The Ill. Council of School Attorneys prepared material for implementing the Care of Students with Diabetes Act (105 ILCS 145/). This material includes:

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: process for selecting a delegated care aide; training; developing a diabetes care plan; classroom management; and sample authorization, release, and acknowledgement

The material is posted on the IASB website, iasb.com/law/diabmats.cfm.

School officials should periodically check the IASB website for updates to the material that are made in response to legislation or other developments.

DATED:

Instruction

Administrative Procedure - Accelerated Placement Program Procedures

The District’s Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student, and is implemented by the Superintendent or designee. 105 ILCS 5/14A.

This administrative procedure contains five sections as follows:

1. Definitions
2. Annual Notification
3. Referral Process
4. Evaluation Process
5. Eligibility Determination

Definitions

Accelerated placement is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: accelerating a student in a single subject, and grade acceleration.

Individual subject acceleration is the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student’s grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student’s current classroom.

Whole grade acceleration is the practice of assigning a student to a higher grade level than is typical, given the student’s age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Commonly referred to as *skipping* a grade, grade acceleration may be done at the beginning of or during the school term.

Referral Process

Actor	Action
Parent(s)/Guardian(s), Licensed Educational Professionals, Student (with written consent of a parent/guardian), or Peer (through a licensed educational professional who has knowledge of the student’s abilities).	Refers a student for possible evaluation for accelerated placement using the process set forth in this procedure.
Student Services Director, Building Principal, or designee	Within 15 school days after receiving a referral, determines whether an evaluation for accelerated placement is warranted. To determine whether an evaluation is warranted, may review existing data about the student, utilize screening data, and conduct preliminary procedures such as observation of the student, consultation with the teacher or other individual making the request, and a conference with the student.

Actor	Action
	Provides the student's parent(s)/guardian(s) with written notice of the referral determination. For cases not warranting an evaluation, the process ends here. For cases warranting an evaluation, proceed to Evaluation Process, below.

Evaluation Process

Actor	Action
Student Services Director, Building Principal, or designee	<p>Convenes an Evaluation Team (consisting of District teacher(s) and school support personnel, as appropriate) having the knowledge and skills necessary to:</p> <ol style="list-style-type: none"> 1. Identify multiple valid, reliable indicators to use during the evaluation; 2. Identify appropriate assessment instruments; 3. Administer said assessments; and 4. Interpret evaluation results. <p>The composition of the team may vary depending upon the type of acceleration requested and other relevant factors.</p>
Evaluation Team	<p>Identifies multiple valid, reliable indicators and any assessment instruments appropriate to use during the evaluation.</p> <p>Prepares a written document identifying the evaluation components. This may occur without a meeting.</p>
Student Services Director, Building Principal, or designee	<p>Provides parent(s)/guardian(s) with written notification of the Evaluation Team's conclusions regarding the evaluation components and requests parent(s)'/guardian(s)' written consent to conduct the evaluation.</p>
Parent/Guardian	<p>Provides written consent to conduct the evaluation.</p>
Evaluation Team	<p>Completes the evaluation within 15 school days following the date of receipt of parent(s)'/guardian(s)' written consent to conduct the evaluation.</p> <p>Ensures the evaluation is nondiscriminatory and follows policy 7:10, <i>Equal Educational Opportunities</i>.</p>

Pending Implementation

Eligibility Determination

Actor	Action
Evaluation Team	Convenes a meeting with parent(s)/guardian(s) to review evaluation results and determine eligibility for the APP. Provides parent(s)/guardian(s) with written notice of eligibility determination. <ol style="list-style-type: none">1. If the student is found eligible for the APP, prepares and provides parent(s)/guardian(s) with a written plan detailing the type of acceleration the student will receive and strategies to support the student.2. If the student is not found eligible for the APP, provides parent(s)/guardian(s) with written notice of their right to appeal the eligibility determination, within five calendar days after receiving the determination, by submitting a written request to the Superintendent.
Parent/guardian	If desired, within 15 calendar days after receiving written notice that student is not eligible for the APP, submits written appeal to the Superintendent.
Superintendent	Within 15 calendar days after receiving the written appeal request, reviews the case, and provides parent(s)/guardian(s) with written notice of his/her decision. The Superintendent's decision is final.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
School Board Preliminary Step	<p>Upon recommendation of the Superintendent, determine whether to expend transportation funds to provide financial homeless prevention assistance to the parents/guardians (or persons who enroll students) of children who are homeless or <i>at risk of becoming homeless</i>, in accordance with the provisions of 105 ILCS 5/29-5 (amended by P.A. 100-332); 105 ILCS 45/1-17 (added by P.A. 100-332). See duties of the Liaison for Homeless Children below for specific eligibility requirements.</p>
Superintendent Preliminary Steps	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432(g)(1)(J)(ii).</p> <p>Under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)), <i>homeless children</i> means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a)(1)). The term includes:</p> <ol style="list-style-type: none"> 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; Note: Effective 12-10-16, Section §11434a(2) will no longer include children “awaiting foster care placement” within the definition of <i>homeless children</i>. 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C)); 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for purposes of this part because the children are living in clauses (1) through (3) above. <p>Under the Ill. Education for Homeless Children Act, 105 ILCS 45/1-5, <i>homeless person, child, or youth</i> includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> 1. An individual who lacks a fixed, regular, and adequate nighttime place of abode. 2. An individual who has a primary nighttime place of abode that is: <ol style="list-style-type: none"> a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare

Actor	Action
	<p>hotels, congregate shelters, and transitional housing);</p> <p>b. An institution that provides a temporary residence for individuals intended to be institutionalized; or</p> <p>c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</p>
<p>Liaison for Homeless Children</p> <p>Duties</p>	<p>Review and use the information provided at: www.isbe.net/Pages/Homeless.aspx to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children. See www2.ed.gov/programs/homeless/legislation.html for the U.S. Dept. of Education’s information about federal requirements.</p> <p>Ensure that homeless children and youths are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families, children, and youths receive educational services for which they are eligible, and make referrals to health care, dental, mental health, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii)-(iv).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their children, and provide them with meaningful opportunities to participate in their children’s education. 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Disseminate public notice of the educational rights of homeless children and youths in the location where they receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(vi).</p> <p>Mediate enrollment disputes to:</p> <ol style="list-style-type: none"> 1. Ensure the child/youth is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; 2. Provide the homeless child/youth’s parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; 3. Complete the dispute resolution process as expeditiously as possible; and 4. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. 42 U.S.C. §11432(g)(3)(E)(iv) and 42 U.S.C. §11432(g)(6)(A)(vii). <p>Fully inform the parent/guardian of a homeless child/youth, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii). Convene a meeting with the parent/guardian and teacher of the child if the travel time to a homeless child’s school of origin is longer than one hour each way, or</p>

Actor	Action
	<p>if the travel time is shorter, but the District wishes to evaluate whether such travel is in the best interest of the child’s development and education. 105 ILCS 45/1-15.</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth’s wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(iv).</p> <p>Assist children/youths who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>If needed, verify children’s homeless status so they may obtain free copies of their birth certificates, in accordance with procedures established by the State Registrar of Vital Records. 410 ILCS 535/25.3, amended by P.A. 100-506, eff. 1-1-18.</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Make a recommendation to the Superintendent regarding whether the Board should authorize financial homeless prevention assistance for families with children who are homeless or <i>at risk of being homeless</i>. 105 ILCS 5/29-5; 105 ILCS 45/1-17.</p> <p>In those cases where the parties agree it is in the best interest of the child and District to do so, prepare a written housing plan (Plan) to provide financial assistance in an amount that will allow a child who is homeless or <i>at risk of being homeless</i> to remain permanently in his/her home or obtain new housing. Financial assistance may include: (1) mortgage or rental assistance that will allow a child to remain permanently in his/her living situation or obtain a new living situation; and/or (2) assistance with unpaid bills, loans, or other financial debts that result in housing being inadequate. 105 ILCS 45/1-17(a).</p> <p>Before entering into any such Plan, verify that all of the following requirements have been met in order for the District to claim the financial assistance against its State transportation funds:</p> <ol style="list-style-type: none"> 1. The District has attempted to provide the financial assistance through its local homeless assistance agency that is part of the McKinney-Vento Homeless Act’s continuum of care. 105 ILCS 45/1-17(b). 2. The amount of the financial assistance will not exceed the District’s actual costs for providing transportation for the child. 105 ILCS 5/29-5. 3. The District is not otherwise claiming the transportation costs in

Actor	Action
	<p>another State or federal grant. 105 ILCS 5/29-5.</p> <p>4. If the assistance is to be provided to a child <i>at risk of becoming homeless</i>, the parent/guardian, person who enrolled the child, or unaccompanied minor has provided documented evidence showing that the child's living situation will, within eight weeks, cease to be fixed, regular, and adequate and will result in the child becoming homeless. Acceptable proof includes, but is not limited to: foreclosure notice, eviction notice, utility shut-off or discontinuation notice, or written statement from the parent/guardian, person who enrolled the student, or unaccompanied minor. 105 ILCS 45/1-17(d).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p>Assignment</p>	<p>Choose the child's attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law):</p> <ol style="list-style-type: none"> 1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or 2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. <p>The term <i>school of origin</i> means the school that the child attended when permanently housed or the school in which the child was last enrolled. 42 U.S.C. §11432(g)(3)(I) and 105 ILCS 45/1-5.</p> <p>If the child is attending his/her school of origin, make a good faith effort to provide or arrange for transportation to and from the school of origin, including authorizing relatives, friends, or a program for homeless persons to provide the child with transportation.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p>Enrollment</p>	<p>Shall immediately enroll the homeless child/youth, even if the child/youth is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child/youth needs to obtain immunizations, or immunization or medical records, shall immediately refer the child/youth's parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p> <p>Maintain records for the homeless child/youth that are ordinarily kept for students according to District policy and procedure on student school</p>

Actor	Action
	<p>records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless child/youth is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ol style="list-style-type: none"> 1. Transportation services; 2. Educational services for which the child/youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; 3. Programs in vocational and technical education; 4. Programs for gifted and talented students; and 5. School nutrition programs. <p>Shall require a parent/guardian of a homeless child/youth, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p>Transportation</p>	<p>Ensure transportation is provided to a homeless child/youth, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); 42 U.S.C. §11432(g)(4)(A). State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term <i>school of origin</i> means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(I). Transportation shall be arranged as follows:</p> <ol style="list-style-type: none"> 1. If the homeless child/youth continues to live in the area served by the school district in which the school of origin is located, the child/youth's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless child/youth's living arrangements in the area served by the district of origin terminate and the child/youth, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless child/youth is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. <p>42 U.S.C. §11432(g)(1)(J)(iii).</p>
<p>Superintendent or Designee</p> <p>Dispute</p>	<p>If a dispute arises, shall inform the homeless child/youth's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs</p>

Actor	Action
	shelter placement. 310 ILCS 85/1 <u>et seq.</u>

DATED:

Pending Implementation

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian and family engagement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of students’ participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, e.g., Head Start and preschool programs
 - Other _____

- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
 - Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
 - Appoint a recording secretary to keep meeting minutes.
 - Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - Determine *success* indicators to measure the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - Review the *success* indicators in order to evaluate the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - Identify:
 - Barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions.
- Use the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
 - Provide status reports to the Board and, periodically, submit updated parent and family engagement compacts to the Board.
 - Revise the applicable parent and family engagement compacts as necessary.

DATED:

Instruction

Exhibit - District-Level Parent and Family Engagement Compact

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. To that end, the District provides opportunities for parent/guardian and family engagement at the District level as follows:

1. The District involves parents/guardians and family members in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the development of comprehensive and targeted support and improvement plans (20 U.S.C. §§6311(d)(1), (2)) by:
 - Establishing a District-level committee with parent/guardian liaisons from each building as well as representatives from other relevant federal, State, and local programs.
 - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parent/guardian participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
 - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - Utilizing PTOs to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.
 - Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
3. The District coordinates and integrates parent/guardian and family engagement strategies under this *Compact*, to the extent feasible and appropriate, with engagement strategies under other relevant federal, State and local programs by:

- Involving District and program representatives to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by 20 U.S.C. §6318 (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions. The District then uses the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, its District-level parents/guardians and family engagement policies. The District does these activities by:
- Evaluating the effectiveness of the content and communication methods through a variety of means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and compact changes to revise and improve program(s).
5. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
 - Providing Building Principal and PTO coordination of events.
 - Establishing a parent-advisory board comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the District's population for the purposes of developing, revising, and reviewing the parent and family engagement policy.

DATED:

Instruction

Exhibit - School-Level Parent and Family Engagement Compact

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.

5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Volunteering in their child's classroom.
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
-
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

DATED:

Instruction

Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: www.isbe.net/Documents/ESSA-faq.pdf.
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at: www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf.

I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

2. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:
 - a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. The teacher is teaching under emergency or other provisional status.
 - c. The teacher is teaching in the field of discipline of the certification of the teacher.

- d. Paraprofessionals provide services to the student and, if so, their qualifications.
3. **Student achievement.** Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.
4. **Non-certificated/licensed teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
5. **Testing transparency.** At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
- b. The purpose for which the assessment is designed and used;
- c. The source of the requirement for the assessment; and
- d. Where such information is available:
 - i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - ii. The time and format for disseminating results.

II. English Learners

1. **Language instruction educational programs.** Districts must inform a parent of an English learner identified for participation, or participating in, such a program of:
 - a. The reasons for their child being identified as an English learner;
 - b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - c. The instructional methods used in their child's program and the instructional methods used in other available programs;
 - d. How their child's program will meet their child's educational strengths and needs
 - e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
 - g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and

- h. Information regarding parental rights that includes written guidance:
 - i. Detailing parents' right to immediately remove their child from the program upon their request;
 - ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and
 - iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.

2. **Outreach.** Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

III. Parent and Family Engagement

1. **Parent and family engagement policies.** Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **Meeting and information.** Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the schoolwide program plan under §6314(b);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- e. If the schoolwide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

IV. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

V. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VI. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and

- b. Offer an opportunity for the parent to opt the student out of the activity.
- 2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
- 3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

- LEGAL REF.:
- I.
 - 1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).
 - 2. ESEA, 20 U.S.C. §6312(e)(1).
 - 3. ESEA, 20 U.S.C. §6312(e)(1).
 - 4. ESEA, 20 U.S.C. §6312(e)(1).
 - 5. ESEA, 20 U.S.C. §6312(e)(2).
 - II.
 - 1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B)..
 - 2. ESEA, 20 U.S.C §6312(e)(3)(C).
 - III.
 - 1. ESEA, 20 U.S.C. §6318(b).
 - 2. ESEA, 20 U.S.C. §6318(c).
 - IV. ESEA, 20 U.S.C. §7225d(a).
 - V.
 - 1. McKinney-Vento Homeless Assistance Act (McKinney-Vento), 42 U.S.C. §11432(e)(3)(C).
 - 2. McKinney-Vento, 42 U.S.C. §11432(g)(3)(B)(iii).
 - 3. McKinney-Vento, 42 U.S.C. §11432(g)(6)(A)(v).
 - VI.
 - 1. Protection of Pupil Rights Act (PPRA), 20 U.S.C. §1232h(c)(2)(A).
 - 2. PPRA, 20 U.S.C. §1232h(c)(2)(B).
 - 3. PPRA, 20 U.S.C. §1232h(c)(3).

DATED:

Instruction

Administrative Procedure - District Annual Report Card Required by Every Student Succeeds Act (ESSA)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by 20 U.S.C. §6311(h)(2)(C) of ESSA.

District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
 - a. ISBE's State Report Card Information (see **ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)** subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
 - i. Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
 - ii. Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
 - iii. Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).
2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv), amended by Pub. L. 115-224; it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c), including--
 - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
 - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

- (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
 - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
 - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
 - (bb) The methodology by which the State differentiates all such schools;
 - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
 - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
 - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
 - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
 - (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care--
 - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
 - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
 - (iv) Information on the number and percentage of English learners achieving English language proficiency.
 - (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
 - (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on--
 - (I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and
 - (II) The number and percentage of students enrolled in--
 - (aa) Preschool programs; and
 - (bb) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.
- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of--
 - (I) Inexperienced teachers, principals, and other school leaders;
 - (II) Teachers teaching with emergency or provisional credentials; and
 - (III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- (x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- (xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.
- (xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.
- (xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--
 - (I) In programs of public postsecondary education in the State; and
 - (II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.
- (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number

and percentage of students meeting State determined levels of performance for core indicators, as defined by section 113(b)(3)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)(3)(A)), and reported by States only in a manner consistent with section 113(b)(3)(C) of such Act (20 U.S.C. 2323(b)(3)(C)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C).
Pub. L. 115-224, Strengthening Career and Technical Education for the 21st Century Act.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Academic Eligibility for Participation in Extracurricular Activities

Actor	Action
Building Principal	Include the minimum academic criteria for participation in the student handbook.
Coach or Sponsor	Explain the minimum academic criteria for participation to student-participants.
Student	In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must pass 25 credit hours of high school work per week. A student must have passed and received credit toward graduation for 25 credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester. Any student-participant failing to meet these academic criteria shall be suspended from further participation in all school-sponsored and school-supported athletic and extracurricular activities until the specified academic criteria are met. Students must also be in regular attendance at school. Students with seven absences or greater in a semester will be evaluated by administration and may be excluded from participation in these trips. Final determination of participation will be made by the administration.
Coach or Sponsor	Before allowing a student to join an extracurricular activity, ensure that the student meets the academic criteria.
Building Principal or designee	At the end of each grade-reporting period, arrange for all coaches and sponsors to have access to their student-participants' grades and grade point averages.
Coach or Sponsor	At the end of each grade-reporting period, determine whether any student(s) failed to meet the academic criteria. For any student who fails to meet the academic criteria: Determine how long the student will be suspended from the activity; explain to the student the reason for the suspension; send a notice of the suspension to the student's parent(s)/guardian(s). For any student suspended for not meeting the academic criteria: At the end of the suspension, determine whether the student now meets the District's academic criteria. If so, notify the student and the student's parent(s)/guardian(s) that the student is now eligible to participate. If the student does not meet these criteria, notify the student's parent(s)/guardian(s) that the student will remain ineligible to participate until the student meets the academic criteria.

DATED:

Instruction

Administrative Procedure - Acceptable Use of the District's Electronic Networks

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the networks. Some examples of unacceptable uses are:

- a. Using the networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the networks for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the networks for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

- m. Using the networks while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the networks in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Network, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

- b. Students and staff engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District’s email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- e. Use of the School District’s email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is almost assured if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology Act of 2001, 20 U.S.C §6751 et seq.
Harassing and Obscene Communications Act, 720 ILCS 135/0.01.

DATED:

Pending Implementation

Instruction

Exhibit - Student Authorization for Access to the District's Electronic Networks

This form accompanies Administrative Procedure 6:235-API, Acceptable Use of the District's Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* form below and return it to your school.

Authorization for Access to the District’s Electronic Networks Form

Students must have a parent/guardian read and agree to the following before being granted unsupervised access:

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District’s Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child’s use is not in a school setting. I have discussed the *Acceptable Use of the District’s Electronic Networks* with my child. I hereby request that my child be allowed access to the District’s electronic networks, including the Internet.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

Students must also read and agree to the following before being granted unsupervised access:

I understand and will abide by the *Acceptable Use of the District’s Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District’s electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic networks, including the Internet.

Student Name *(please print)*

Student Signature

Date

DATED:

Instruction

Exhibit - Staff Authorization for Access to the District's Electronic Networks

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. Each staff member must sign this Authorization as a condition for using the District's Electronic Networks. Please submit this form to the Building Principal.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Administrative Procedure 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, does not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of *Acceptable Use of the District's Electronic Networks*, will result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Access to the District's Electronic Networks* once while employed by the School District.

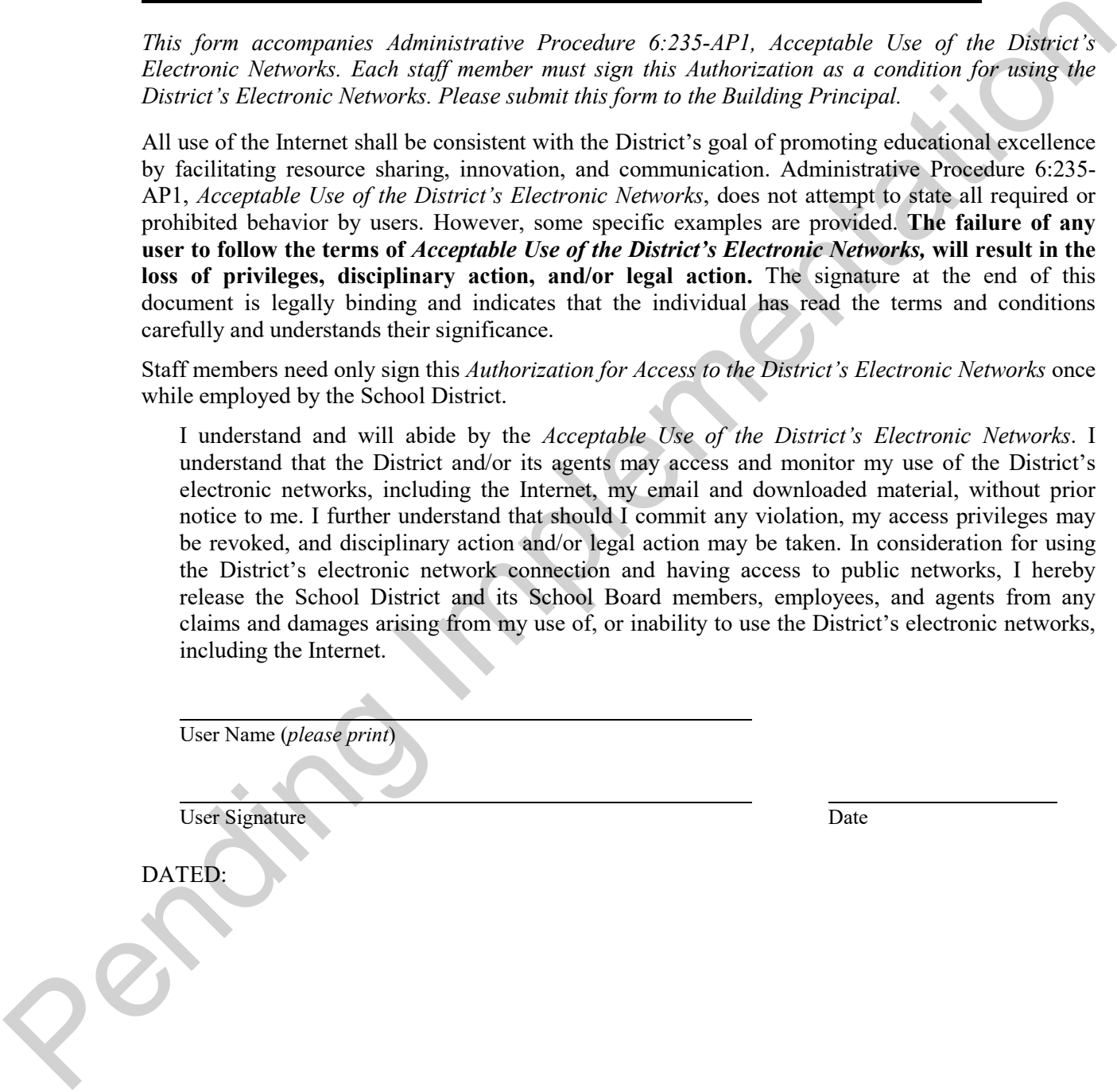
I understand and will abide by the *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

User Name *(please print)*

User Signature

Date

DATED:



Instruction

Administrative Procedure - Web Publishing Guidelines

General Requirements

All material published on the District's website must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for web publishing includes information about the District and its School Board members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Personal information, not related to education, will not be allowed on the District's website.

The District webmaster shall implement a centralized process for review and uploading of material onto the District's website to ensure that, before material is published, it complies with District policy and procedures. The District webmaster shall supervise the efforts of all staff members responsible for web publishing at each level of District web publishing and, when appropriate, hold in-service opportunities for those staff members. The staff members responsible for web publishing are identified in these procedures in the section **Different Levels of Web Publication**. The District webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District's website must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of the District's Electronic Networks*.
3. Due to limited storage space and varying network speeds, file sizes must be kept under 500 kilobytes unless the District webmaster approves otherwise.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District's website. The District reserves the right to remove any material in violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

Publishing Expectations

The following are minimum expectations for all District web pages:

1. The style and presentation of web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's procedures on *Acceptable Use of the District's Electronic Networks*, including material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or harassing, or material that invades the privacy of any individual. Anonymous messages are prohibited.
2. Correct grammar and spelling are expected.

3. All information must be verifiable.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school, and/or department.
6. Widespread use of external links to non-District websites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District. Every effort should be made to ensure that all links are operational. Every link to an external website must open a new browser window.
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District's website. Each site should contain the date the page was last updated.
8. All publications must include the District email address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's website for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District web pages.
10. All documents should be previewed on different web browsers, especially Google Chrome, Mozilla Firefox, or Microsoft Internet Explorer, before being posted on the District's website.

For more information about these expectations or other issues related to web publishing, please contact the System Administrator.

Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District web pages.

A student's last name, last name initial, and grade-level shall not be published on District web pages. In addition, student records shall not be disclosed. In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*). Student email addresses, whether a personal or District account, shall not be listed on any District web page.

Submitting Material to Be Published

Everyone submitting material for publication on the District's website shall have signed an *Authorization for Access to the District's Electronic Networks*. Before material is published on the District's website, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's website is deemed "work for hire," and the copyright in those works vests in the District. All material submitted for the District's website is subject to treatment as a District-sponsored publication.

Different Levels of Web Publication

The following guidelines provide specific information regarding web publishing at different levels within the District. At each level, a staff member is identified as being responsible for web publishing at that level. This individual's web publishing efforts are supervised by the District webmaster.

District-Level

The District webmaster conducts the District-level web publishing efforts and supervises other levels of web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole, e.g., information about Board meetings, Board policy, and schedules. The District homepage shall have a link to an Online Privacy Statement.

Department-Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own web pages as part of the District's website. The department supervisor or director is ultimately responsible for his or her respective department's web pages, but may appoint a staff member as the department's webmaster to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District webmaster informed of who is the department webmaster.

The web-published material should coincide with that department's printed material. The District webmaster should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

The department front pages should maintain the look and feel of the District homepage – the connection to the District should be obvious. Links to the main website's "home" must be included at the bottom of main pages, and the District's logo must be included at the top of main front pages of each department.

School-Level

The Building Principal is ultimately responsible for his or her respective school's webpages, but may appoint a staff member as the school webmaster to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District webmaster informed of who is the school webmaster. All official material originating from the school will be consistent with the District style and content guidelines. The Building Principal or school webmaster may develop guidelines for the various sections of and contributors to the school's web pages.

Staff-Level

Any teacher or other staff member wanting to create web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the school webmaster of his or her desired publishing activities.

Student-Level

A student wanting to create web pages on the District's website as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student's publishing efforts. The sponsoring teacher or staff member shall notify the school webmaster of the desired publishing activities. The student's web page must include an introduction written by the sponsor that describes the intent of the student's web page and contains the sponsor's District email address. Student web pages will be removed at the end of the school year unless special arrangements are made.

Personal web pages are not allowed on the School District's web server. Likewise, student web pages may not contain commercial or advertising links, including links to games and advertisements for games.

CROSS REF.: 6:235 (Access to Electronic Networks)

ADMIN. PROC.: 5:170-AP1 (Administrative Procedure - Copyright Compliance), 6:235-AP1 (Administrative Procedure - Acceptable Use of the District's Electronic Networks), 6:235-AP1, E1 (Exhibit - Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Exhibit - Staff Authorization for Access to the District's Electronic Networks), 6:235-E3 (Exhibit - Online Privacy Statement)

DATED:

Pending Implementation

Instruction

Exhibit - Online Privacy Statement

Online Privacy Statement

The School District respects the privacy of all website visitors to the extent permitted by law. This Online Privacy Statement is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as e-mail headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one webpage to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other

material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each webpage requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or listed below, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Communication Preferences

You can stop the delivery of informational emails from the District by following the specific instructions in the email you receive. Depending on the respective service, you may also have the option of proactively making choices about the receipt of email, telephone calls, and postal mail for particular District information and activities.

Links to Non-District Websites

District websites provide links to other websites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this Online Privacy Statement; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator [*insert contact information*].

DATED:

Instruction

Exhibit - Keeping Yourself and Your Kids Safe On Social Networks

For students:

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4UClick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

And for parents:

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
- Ask to see their profile page (for the first time)...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit www.WiredSafety.org; www.stopcyberbullying.org.

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., www.aftab.com.

Resources for Students and Parents

Resources for students:

Federal Trade Commission - Kids and Socializing Online www.onguardonline.gov/articles/0012-kids-and-socializing-online.

Connect Safely - Social Web Tips for Teens www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html (2014).

Life online (Girls Scouts and Windows) - lmc.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx. Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking www.netsmartz.org/TeensTalkBack/SocialNetworking.

Resources for parents:

National Crime Prevention Council – Social Networking Safety, Tips for Parents www.ncpc.org/topics/internet-safety/social-networking-safety. Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html (2014).

National Cyber Security Alliance - Raising Digital Citizens www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens.

Illinois Attorney General – Stay Connected Stay Informed www.illinoisattorneygeneral.gov/cyberbullying/.

DHS U.S. CERT - Socializing Securely: Using Social Networking Services www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf.

DHS U.S. Computer Emergency Readiness Team - Staying Safe on Social Network Sites www.us-cert.gov/ncas/tips/ST06-003 (January 26, 2011).

Internet Safety: Social Networking Sites for Children blog.privatewifi.com/internet-safety-social-networking-sites-for-children/ (March 30, 2011).

8 Safe Social Networks for Kids kommein.com/8-safe-social-networks-for-kids/ (Jan. 5, 2011). List of sites that are compliant with Children’s Online Privacy Protection Act and have parental controls.

DATED:

Instruction

Exhibit - Children's Online Privacy Protection Act

On District letterhead:

RE: Children's Online Privacy Protection Act

Dear Parents/Guardians:

This letter is being sent as part of the District's continuing effort to educate parents and students about privacy protection and Internet use that occurs outside of the protections required for use of educational technology in school.

The Children's Online Privacy Protection Act (COPPA) gives parents/guardians control over what information companies can collect from their children online. However, not all companies are transparent about what data a mobile app or website collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Talk to your child early and often about online behavior, safety, and security, and encourage your child to make good choices.
- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on the Children's Online Privacy Protection Act and protecting your child online, please see the following links:

www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online#breakingrules

www.consumer.ftc.gov/features/feature-0002-parents

Sincerely,

DATED:

Instruction

Administrative Procedure - Field Trip Guidelines

Actor	Action
Teacher(s) or administrator who seeks consent for a school-sponsored trip with students	<p>Submits a trip proposal to the Building Principal. The proposal must specifically describe each of the following:</p> <ol style="list-style-type: none"> 1. The trip, including possible dates, location, and experience 2. The trip’s educational value 3. Transportation requirements 4. Supervision plans that include, among other things, plans for at least two adult supervisors to be present with every grouping of students 5. The students who will be involved 6. The alternative experience that will be provided non-participating students 7. A summary and evaluation of any previous similar trip
Building Principal	<p>Prepares a recommendation for the Superintendent or Board, as appropriate, using the following factors to analyze the trip proposal:</p> <ul style="list-style-type: none"> Educational value Distance to be traveled Location Travel arrangements Fees Parent concerns Insurance carrier’s liability feedback Safety considerations Heightened security alerts Whether trip is an annual event
Appropriate teacher(s) and Building Principal	<p>Makes final transportation arrangements.</p> <p>Recruits parents/guardians for supervisory roles, as appropriate.</p> <p>Collects signed consent forms and fees from all participating students’ parents/guardians.</p> <p>Makes sure all supervisors have a list of the following:</p> <ol style="list-style-type: none"> 1. Names of all student participants and supervisors 2. Names and specifics of students with special needs 3. Name/phone number of emergency contacts for all students and supervisors 4. Date/time and specific destination of trip 5. Departure/arrival times both to and from destination 6. Name and phone number of transportation company and primary contact in case of emergency 7. Name/phone number of contact at destination 8. Once at destination, where to go in case of an emergency 9. Make final supervisor assignments and inform all supervisors of

Actor	Action
	their individual assignments
Parent(s)/guardian(s)	Decides whether to consent to their student's participation. If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches.
Teacher(s) or administrator proposing the trip	After a trip, evaluates the trip and provides the Building Principal with the evaluation.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Securing and Screening Resource Persons and Volunteers

The Building Principal or designee directs the use of resource persons and volunteers within his or her building. The use of any individual as a resource person or volunteer is subject to School Board policy 4:170, *Safety*; administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*; and School Board policy 8:30, *Visitors to and Conduct on School Property*. Specifically, the Principal or designee directs recruitment, screening, placement, and training within the following parameters:

Qualifications - Resource persons and volunteers may come from all backgrounds and all age groups. The main qualification is for the individual to have a desire to give his or her time and talent to enrich student learning opportunities and the school community generally.

Individuals Not Allowed to Serve as a School Volunteer or Resource Person - No individual who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Child Murderer and Violent Offender Against Youth Registration Act, may serve as a resource person or volunteer. Whenever an individual submits a new volunteer information form, the Building Principal or designee shall review the Illinois Sex Offender Registry, www.isp.state.il.us/sor, and the Murderer and Violent Offender Against Youth Database maintained by the State Police www.isp.state.il.us/cmvo/. The Building Principal may request an individual to submit to a criminal history records check in situations where a check would be prudent. In addition, the Building Principal or designee shall review each new list received from law enforcement containing the names of sex offenders (authorized by the Sex Offender Community Notification Law) and violent offenders against youth (authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law) to determine if any resource person or volunteer appears on it.

Recruitment - School personnel may recruit resource persons and volunteers through the following resources: parents/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the Building Principal, recruits someone, the staff member must provide the individual’s name and address to the Building Principal.

Role - Resource persons and volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Resource persons and volunteers do not have access to confidential student school records.

Selection, Placement, and Supervision - Selection and placement shall be on the basis of an individual’s qualifications and availability and the school’s needs. The individual will be assigned to a staff member only with the staff member’s consent. The relationship between the individual and staff member should be one of mutual respect and confidence.

Requirements - Each resource person and volunteer must register in the school’s main office at the beginning of each visit and wear a name tag while in the building or serving. Unless he or she has already done so during the current academic year, the individual must complete an information form and waiver. Absent an indication on the form that the individual may not qualify, the individual may proceed to the assigned activity.

An individual is prohibited from being a resource person or volunteer if he or she behaves in any manner that demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: swearing, failing to be dependable, failing to follow the supervisor's instructions, committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule.

Training - Each academic year, when an individual first completes the volunteer information form, the Principal or designee should give the individual a copy of this administrative procedure along with other pertinent information. The staff member to whom the individual is assigned is responsible for explaining what is expected of the individual. The Principal or designee should arrange appropriate training opportunities for those volunteer activities requiring a skill or knowledge base, e.g., working in the computer lab.

DATED:

Pending Implementation

Instruction

Exhibit - Resource Person and Volunteer Information Form and Waiver of Liability

Volunteers must complete this form one time each school year. Please print clearly in ink:

Name _____
Last First Middle Telephone

Address _____
Street City Zip Code

Personal physician _____ Telephone _____

Emergency adult contact _____ Telephone _____

Are you now or have you ever been a school volunteer? Yes No

If yes, at which school? _____ Year? _____

Name(s) of any child(ren) attending this school _____

Criminal Conviction Information: Are you a child sex offender? Yes No

Have you ever been convicted of a felony? Yes No If Yes, list all offenses.

Offense	Date	Location
_____	_____	_____
_____	_____	_____

If requested, are you willing to consent to a criminal history records check? Yes No

Waiver of Liability

The School District does not provide insurance coverage to non-District personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer’s acknowledgment that they are providing volunteer service at their own risk.

By your signature below:

You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer’s unpaid service to the School District.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature or kind, arising out of the volunteer’s supervised or unsupervised service to the School District. You also agree to waive any and all claims against the School District, or its officers, School Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer’s supervised or unsupervised service to the School District.

For volunteer coaches only: I understand that while fulfilling my coaching responsibilities, I am a school official under State law. In accordance with policy 5:90, *Abused and Neglected Child Reporting*, I will report to the Building Principal any hazing, which includes any unsanctioned or unauthorized act that results in bodily harm to any person. If the act results in death or great bodily harm, I will make a report to law enforcement and promptly notify the Building Principal that a report has been made (720 ILCS 5/12C-50.1).

Volunteer Name (*please print*)

Volunteer Signature

Date

For School Use Only

General description of assignment(s):

- Supervising students as needed by a teacher
- Supervising students during a regularly scheduled activity
- Assisting with academic programs
- Assisting at the resource center or main office
- Other _____

Name of supervising staff member _____

Illinois Sex Offender Database Registry at: www.isp.state.il.us/sor/

Registry checked by: _____ Date: _____ (*mandatory*)

Illinois Murderer and Violent Offender Against Youth Registry at: www.isp.state.il.us/cmvo/

Registry checked by: _____ Date: _____ (*mandatory*)

Dru Sjodin National Sex Offender Public Website (NSOPW) at: www.nsopr.gov

NSOPW checked by: _____ Date: _____ (*mandatory*)

To be completed by the Building Principal:

Will the individual be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a fingerprint-based criminal history records check would be prudent? Yes No

If *yes*, and provided the individual authorized the fingerprint-based criminal history records check, please provide the following:

Date that the background check was requested _____

Date that the background check was received and reviewed _____

Check reviewed by (*please print*) _____

Signature of Reviewer

Date

DATED:

Instruction

Exhibit - Curriculum Objection

Please complete this form and return it to the Building Principal, who will submit it to the District Complaint Manager. Please print.

Subject area Classroom teacher

Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which you object (*include name, title, author, and any other identifying information*).

How did you become aware of the curriculum area, instructional material, or program?

- by classroom observation by review
- by word-of-mouth other _____

To what in the curriculum area, instructional material, or program do you object? Be specific.

Do you want your child excluded from participation? Yes No

In place of participation in the curriculum area, what course of study would you recommend for your child?

Complainant name (*please print*) Telephone

Complainant represents: Student Parent/guardian of student
 Other _____

Complainant address

Signature of complainant Date

DATED:

Instruction

Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance and are not exclusive):</p> <ol style="list-style-type: none"> 1. Preparation of assignments, including completeness, accuracy, legibility, and promptness. 2. Contribution to classroom discussions. 3. Demonstrated understanding of concepts. 4. Application of skills and knowledge to new situations. 5. Organization, presentation, and content of written and oral reports. 6. Originality and reasoning ability when working through problems. 7. Accomplishment in class presentations and projects. 8. Performance on tests, quizzes, and final examinations. <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of <i>incomplete</i> should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within two weeks, will be changed to a failure.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Ensures that parents/guardians are informed of their child’s progress at regular intervals, but at least four times a year, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise.</p>

Actor	Action
	<p>All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to his/her child's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> 1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers. 2. Open houses, parent education meetings, and newsletters. 3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.
Building Principal or designee	<p>Makes a recommendation to the Superintendent regarding:</p> <ol style="list-style-type: none"> 1. Whether a 4.0 or a 5.0 (or another alternative) system should be used for calculating grade point average (GPA); 2. Whether advanced placement, honors, and accelerated courses will have additional points added toward calculating GPA and class rank, i.e., weighted grades; 3. Which courses' grades will be used in computing GPA and class rank; 4. How to determine academic scholars, class valedictorian, salutatorian, and/or honor roll; and 5. Whether a pass/fail option will be offered and, if so, the guidelines for that option.
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervise their child's completion of course work.</p> <p>Sign or otherwise acknowledge receipt of their child's report cards and other assessment notices and provide appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention/promotion decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>

Actor	Action
Building Principal or designee	<p>Confers with any parent/guardian and/or student who objects to a grade or to a retention/promotion decision.</p> <p>Discusses with the teacher the reason(s) why an objection was made to a grade or to a retention/promotion decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade or retention/promotion decision based on the existence of any of reasons authorized in policy 6:280, <i>Grading and Promotion</i>, i.e.:</p> <ul style="list-style-type: none"> • A miscalculation of test scores; • A technical error in assigning a particular grade or score; • The teacher agrees to allow the student to do extra work that may impact the grade; • An inappropriate grading system used to determine the grade; or • An inappropriate grade based on an appropriate grading system. <p>Decides whether to change the grade or retention/promotion decision and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

DATED:

Instruction

Exhibit - Application for a Diploma for a Service Member Killed in Action or for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict

Complete and submit to the Superintendent.

Please print:

_____		_____
Name to Appear on Diploma		Phone
_____		_____
Address		Birth Date
_____		_____
_____	_____	_____
City	State	Zip

For Veterans of WWII, the Korean Conflict, or the Vietnam Conflict

The applicant is requesting a high school diploma and attests that he or she meets the following criteria as established by School Board policy:

1. Served in the U.S. Armed Forces during World War II, the Korean Conflict, or the Vietnam Conflict.

Please check one or more of the following:

- World War II: December 7, 1941 - December 31, 1946, including the induction period of September 16, 1940 – December 6, 1941
- Korean Conflict: June 27, 1950 - January 31, 1955, including the induction period of January 1, 1947 – June 26, 1950
- Vietnam Conflict: January 1, 1961 – May 7, 1975

2. Left high school in order to serve in the U.S. Armed Forces.
3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

_____	_____	_____
Applicant's Name (<i>printed</i>)	Signature	Date

For Service Members Killed in Action

The applicant is requesting a high school diploma on behalf of a service member who was killed in action and attests that the deceased service member meets each of the following criteria as established by Board policy:

1. Was killed in action while performing active military duty with the U.S. Armed Forces.
2. Left high school in order to serve in the U.S. Armed Forces.

3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

Applicant's Name (*printed*)

Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - State Law Graduation Requirements

The School Code, 105 ILCS 5/27-22, amended by P.A.s 101-464 and 101-643, and 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-180, contains the following course requirements for a student in Illinois to receive a high school diploma. Other graduation requirements, including additional course requirements, if any, are contained in School Board policy 6:300, *Graduation Requirements*. For guidance in offering the coursework necessary to meet the State graduation requirements, see the Illinois State Board of Education, *State Graduation Requirements, Guidance Document* (2016), available at: www.isbe.net/Documents/grad_require.pdf.

State Law Graduation Requirements
105 ILCS 5/27-22

Sec. 27-22. Required high school courses.

(a) - (d) are not listed because their dates have passed.

(e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade must, in addition to other course requirements, successfully complete all of the following courses:

- (1) Four years of language arts.
- (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content, and one of which may be an Advanced Placement computer science course. A mathematics course that includes geometry content may be offered as an integrated, applied, interdisciplinary, or career and technical education course that prepares a student for a career readiness path.
- (4) Two years of science.
- (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process.
- (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.

(f-5) If a school district offers an Advanced Placement computer science course to high school students, then the school board must designate that course as equivalent to a high school mathematics course and must denote on the student’s transcript that the Advanced Placement

computer science course qualifies as a mathematics-based, quantitative course for students in accordance with subdivision (3) of subsection (e) of this Section.

- (g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an Individualized Education Program.

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an Individualized Education Program.

- (h) The provisions of this Section are subject to the provisions of Section 27-22.05 [substitutions for required courses].
- (i) The State Board of Education may adopt rules to modify the requirements of this Section for any students enrolled in grades 9 through 12 if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Management Agency Act.

105 ILCS 5/22-85

(final citation pending), added by P.A. 101-180

Sec. 22-85. Graduation requirements; Free Application for Federal Student Aid.

- (a) Beginning with the 2020-2021 school year, in addition to any other requirements under this Code, as a prerequisite to receiving a high school diploma from a public high school, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:
 - (1) File a Free Application for Federal Student Aid with the United States Department of Education or, if applicable, an application for State financial aid.
 - (2) On a form created by the State Board of Education, file a waiver with the student's school district indicating that the parent or guardian or, if applicable, the student understands what the Free Application for Federal Student Aid and application for State financial aid are and has chosen not to file an application under paragraph (1).
- (b) Each school district with a high school must require each high school student to comply with this Section and must provide to each high school student and, if applicable, his or her parent or guardian any support or assistance necessary to comply with this Section. A school district must award a high school diploma to a student who is unable to meet the requirements of subsection (a) due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements under this Code and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver under subsection (a).
- (c) The State Board of Education may adopt rules to implement this Section.

DATED:

Instruction

Exhibit – Form for Exemption from Financial Aid Application Completion

This form is to be used to document a parent/guardian or student’s exemption from the State law requirement to file, as a prerequisite to receiving a high school diploma:

- *A Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>,*
- *An application for State financial aid at www.isac.org/students/before-college/financial-aid-planning/retention-of-illinois-rise-act/, or*
- *An Ill. State Board of Education (ISBE) FAFSA Nonparticipation Form at www.isbe.net/Documents/FAFSA-Non-Participation-Form.pdf. 105 ILCS 5/22-85(b) (added by P.A. 101-180, final citation pending).*

Return a copy of the completed form to the parent/guardian or student, and keep a copy in the student’s file.

Completed by Student’s parent/guardian or Student, if 18 years or older or legally emancipated.

Student’s Name: _____

Address: _____

School: _____

Grade: _____

I am unable to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form because of the following:

Completed by the High School Principal.

Extenuating circumstances exist and the Student is exempt from the requirement to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form:

Yes No, exemption denied

(Complete next portion only if the answer is Yes above)

I attest that the District has made the following good faith efforts to assist the Student’s parent/guardian or Student in filing an application or a waiver from this requirement:

The student has met all other graduation requirements and receive a diploma.

Yes, exemption approved No, exemption denied

High School Principal Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - Class Substitution Request

Students in grades 9-12 may satisfy one or more high school courses or graduation requirements by successfully completing related vocational or technical education courses, or a registered apprenticeship program. Students participating in a registered apprenticeship program must be at least 16 years old.

This request for class substitution must be completed by the student's parent/guardian (or by the student who is at least 18 years of age) and submitted to the Building Principal for approval. Such requests will be kept in the student's temporary school record in accordance with 23 Ill.Admin.Code §1.445 (as applicable) and Section 4 of the Ill. School Student Records Act (105 ILCS 10/4).

_____ Student Name <i>(please print)</i>		_____ Grade
_____ Parent/Guardian Name <i>(please print)</i>	_____ Telephone	_____ Student Birthdate

Class Requesting to Substitute	Vocational/Technical Course/Registered Apprenticeship Program Substitute

_____ Student Signature	_____ Date
_____ Parent/Guardian Signature <i>(For students under age 18)</i>	_____ Date

Request for class substitution: **Approved**
 Denied

_____ Building Principal	_____ Date
-----------------------------	---------------

DATED:

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Pending Implementation

Students

Administrative Procedure - Accommodating Transgender Students or Gender Non-Conforming Students

This procedure's accommodation and support guidelines advance the District's goals of: (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights and Dept. of Justice have issued guidance.

While there is no mandate requiring procedures for accommodating transgender students or gender non-conforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs in which transgender or gender non-conforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender students and gender non-conforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. The U.S. Dept. of Education has taken varying positions on the application of Title IX to transgender or gender non-conforming students depending upon the administration in power. However, the Seventh Circuit U.S. Court of Appeals (which has jurisdiction over the State of Illinois) has ruled that a school's practice of denying a transgender student access to the bathroom that aligned with his gender identify violated Title IX because it was a sex-based classification. See Whitaker by Whitaker v. Kenosha Unified School District No. 1 Board of Education, 858 F.3d 1034 (7th Cir. 2017).

School Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender students or gender non-conforming students is based on the Ill. State Board of Education's (ISBE) non-regulatory guidance and OCR pronouncements. See the last section, **Resources**.

Gender-Based Bullying and/or Harassment Is Prohibited

The laws prohibiting gender discrimination require the District to protect transgender students and gender non-conforming students from bullying and harassment by other students. Under Title IX of

the Education Amendments of 1972 (Title IX), a school district is responsible for damages suffered by a student who was the victim of protected sex-based harassment: unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity. 34 C.F.R. §106.30(a). Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, and its accompanying procedures are used to address sex-based harassment as defined in Title IX. The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials are used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student or gender non-conforming student (from the *Arcadia Resolution Agreement*, 7-24-13, at: www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf and ISBE Non-Regulatory Guidance, *Supporting Transgender, Nonbinary and Gender Nonconforming Students*, at: www.isbe.net/supportallstudents). **Note:** Definitions are not intended to label students, but rather to assist with understanding. *Gender identity*, *sex assigned at birth*, *transgender*, and *gender transition* are defined slightly differently in a *Dear Colleague Letter* issued jointly by the U.S. Depts. of Education and Justice on 5-13-16 (see **Resources** below).

Gender-based discrimination – a form of sex discrimination, refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex – a label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be *male* or *female*. This is typically the sex reflected on one's original birth certificate.

Gender expression – an individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender identity – a person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender non-conforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Transgender – an individual whose gender identity is different from the individual's assigned sex at birth. Being transgender is not dependent on appearance, body parts, or medical procedures. Transgender can also be used as an umbrella term that encompasses diversity of gender identities and expressions. For purposes of this procedure, a *transgender student* is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Gender transition – the process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender

expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person. *Gender stereotypes* – stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one’s gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender non-conforming or gender expansive – one’s gender expression or gender identity that does not conform to traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender pronouns – The set of words used to refer to someone without using their name. Common examples include, but are not limited to, “she/her/hers,” “he/him/his,” “they/them/theirs,” and “ze/zir/zirs.”

Gender support plan – a document that may be used to create a shared understanding about the way in which a student’s gender identity will be accounted for and supported at school.

Facilities refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students

- 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
- 2:265, *Title IX Sexual Harassment Grievance Procedure*, contains the process for an individual to report or complain of sexual harassment in violation of Title IX. The District Nondiscrimination Coordinator shall address the report or complaint promptly and equitably.
- 6:60, *Curriculum Content*, requires the history curriculum to include a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois.
- 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District’s curriculum and other educational programs.
- 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
- 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District’s bullying prevention program.
- 7:185, *Teen Dating Violence Prohibited*, prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

- 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
- 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
- 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender or Gender Non-Conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender or gender non-conforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (Illinois Human Rights Act and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations must be made on a case-by-case basis depending upon the needs expressed by the student.

The Superintendent may establish a gender support team that will identify accommodations for a specific student. Those accommodations may be documented in a gender support plan or other written document. The Board Attorney should be consulted and may be invited to be a member of the team.

This following list of possible accommodation considerations is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. Seek the Board Attorney's advice concerning the scope and extent of accommodations.

1. Gender transition
2. Names and gender pronouns
3. School student records

For managing demographic information in the ISBE Student Information System, see www.isbe.net/Documents/student_demographics.pdf.

4. Student privacy and confidentiality
5. Access to gender-segregated areas, e.g. locker rooms and restrooms
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation* at: www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx
7. Dress codes
8. Gender segregation in other activities, e.g., class discussions and field trips (including any overnight school trips)
9. Communication with a new school about gender-specific accommodations upon transfer or graduation

Training for School Staff Members

Professional development for staff members should include regular opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender students and gender non-conforming students; developmentally appropriate strategies for preventing

and intervening in bullying incidents; and Board policies regarding equal educational opportunities, bullying, discrimination, and student privacy.

Resources

Ill. State Board of Education, *Supporting Transgender, Nonbinary, and Gender Nonconforming Students* (March 1, 2020), at www.isbe.net/supportallstudents. *Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity*, published by the National School Board Association and other participating organizations, April 2013, at: www.nsba.org/sites/default/files/reports/Dealing%20with%20Legal%20Matters%20Surrounding%20Students%E2%80%99%20Sexual%20Orientation%20and%20Gender%20Identity.pdf.

Gender Spectrum, an organization whose mission is to help create gender sensitive and inclusive environments for all children and teens, at: www.genderspectrum.org.

Mass. Dept. of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (undated), at: www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html.

OCR Dear Colleague Letter, harassment and bullying (2010), at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html.

OCR Guidance on Responsibilities of Schools to Address Sexual Violence, Other Forms of Sex Discrimination (2014) at: www.ed.gov/news/press-releases/guidance-issued-responsibilities-schools-address-sexual-violence-other-forms-sex.

OCR and DOJ Consent Decrees and Resolution Agreements at:
www2.ed.gov/about/offices/list/ocr/docs/investigations/05115901.html (Anoka-Hennepin School District, MN, 3-5-2012).
www2.ed.gov/about/offices/list/ocr/docs/investigations/09111031.html (Tehachapi Unified School District, CA, 7-7-2011).
www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf (Arcadia Unified School District, CA, 7-24-2013).

OCR Resources for LGBTQ Students, at:
www2.ed.gov/about/offices/list/ocr/lgbt.html

Executive Order No. 11,246, 30 FR 12319, 12935, 3 CFR, 1964-1965 Comp., p. 339, (1965), as amended on 7-21-14, prohibits discrimination by the federal government or federal contractors on the basis of sexual orientation or gender identity. The Secretary of Labor was directed to prepare implementing regulations within 90 days (or by 10-19-14).

The School Leaders Risk Management Association. *District Transgender and Gender Non-conforming Student Practice and Policy*, May 2014 (Copyright - Chicago: Brokers Risk Placement Service, Inc., 2014).

Transgender Students in Schools: Frequently Asked Questions and Answers for Public School Boards and Staff. April 2016 (Copyright – National School Boards Association), at: cdn-files.nsba.org/s3fs-public/reports/2016_Transgender_Guide.pdf?fr8tsknQRT6y2_Cy.WC6K2y2KEH.ewZg.

Which Way to the Restroom? Respecting the Rights of Transgender Youth in the School System. April 2012 (Copyright - National School Boards Association), Grant Bowers and Wendy Lopez, at: www.nsba.org/sites/default/files/reports/Respecting%20the%20Rights%20of%20Transgender%20Youth%20and%20appendices.pdf.

DATED:

Students

Administrative Procedure - Accommodating Breastfeeding Students

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. The District's Title IX Coordinator, in consultation with the Building Principal, will implement reasonable accommodations for the nursing mother in a manner that minimizes disruption to the student's education.

Reasonable accommodations for breastfeeding students, include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant child.
2. Permission to bring onto the school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breastmilk.
4. Access to a place to store expressed breastmilk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child.
6. The opportunity to make up work missed to due to the student's use of reasonable accommodations for breastfeeding.

Complaints

The District's Complaint Manager or Non-Discrimination Coordinator will process any complaints regarding reasonable accommodations for breastfeeding students in accordance with Policy 2:260, *Uniform Grievance Procedure*. In those cases where a complainant appeals the Superintendent's decision to the Board, the Superintendent will inform the complainant that he or she may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent, in accordance with 23 Ill.Admin.Code §200.40.

LEGAL REF.: 105 ILCS 5/10-20.60 (P.A. 100-20, final citation pending).
34 C.F.R. §106.40.

DATED:

Students

Exhibit - Notification to Parents of Family Privacy Rights

Date

Re: Student Survey Participation

Dear Parents:

Your child will be asked to complete a survey as described below:

Survey description: _____

Survey grade/participants: _____ Anticipated Survey date(s): _____

Parents/guardians may request that their child not participate in surveys that concern one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student’s parent/guardian;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income other than as required by law to determine program eligibility.

The school will not penalize any student whose parent/guardian exercises this option. In addition, a parent/guardian may review surveys asking questions about the above areas as well as other instructional materials. School Board policy 7:15, *Student and Family Privacy Rights*, contains a more thorough explanation of these rights and may be obtained from the Building Principal.

Opt-Out Instructions (Note: This notice and opt-out right transfers from parents/guardians to any student who is 18 years old.)

If you do not want your child to participate in this activity, contact your child’s Building Principal no later than _____. If we do not hear from you by this date, we will assume that you do not object to having your child participate in the surveys described above.

Request to Review

If you wish to review any survey instrument or instructional material, please submit your request to the Building Principal. You will be notified of the time and place where you may review these materials.

Building Principal contact information: _____

DATED:

Students

Administrative Procedure - Harassment of Students Prohibited

This procedure informs: (1) the Building Principal of specific steps to prevent harassment of students, and (2) staff members of the appropriate response to allegations of harassment.

Actor	Action
Building Principal or Designee	<p> Informs staff members and students that the District prohibits harassment of students. Distributes or references School Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>, using various methods. Takes measures to prevent harassment of students, which may include: </p> <ol style="list-style-type: none"> 1. Conducts regular harassment awareness training for all school staff, including administrators, teachers, and guidance counselors, and ensures all new employees are trained. 2. Conducts regular age-appropriate harassment awareness training for students. 3. Provides a means for students to learn and discuss what constitutes harassment and how to respond to it in the school setting. 4. Surveys students to determine if harassment is occurring at school. 5. Conducts regular harassment awareness training for parents/guardians. 6. Works with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment. 7. Determines when extra supervision and precaution should be taken, such as when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had multiple disciplinary violations. 8. Has a process in place to: (1) inform a staff member when a student that he or she supervises has a history of violent or sexually inappropriate behavior, and (2) keep such a student constantly supervised. 9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student. 10. Identifies areas in the school building that are isolated, e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms, and takes extra steps to make them safe.

Actor	Action
	11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.
Nondiscrimination Coordinator and/or Complaint Manager(s)	<p>Thoroughly and promptly investigates allegations of harassment by:</p> <ol style="list-style-type: none"> 1. Distributing Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>, to any person upon request; 2. Following Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>; 3. Notifying a student's parents/guardians that they may attend any investigatory meetings in which their child is present; 4. Keeping the complaining parents/guardians informed of any investigation's progress; and 5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation's progress, unless the Superintendent is the subject of the complaint. If a complaint contains allegations involving the Superintendent, the Board President shall be kept informed of an investigation's progress.
All District Staff Members	<p>Immediately reports to the Ill. Dept. of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. See Board policy 5:90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Promptly notifies the Superintendent or Building Principal that you made a report. If a report contains allegations involving the Superintendent, only notifies the Building Principal who shall contact the Board President. If a report contains allegations involving the Building Principal, only notifies the Superintendent.</p>

DATED:

Pending Superintendent

Students

Administrative Procedure - Placement of Nonpublic School Students Transferring Into the District

Actor	Action
<p>Parent(s)/guardian(s) of a nonpublic school student transferring into the District</p>	<p>Shall perform all school admission requirements contained in School Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i>, and administrative procedure 7:50-AP, <i>Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools</i>.</p>
<p>Building Principal or designee</p>	<p>Meets with parent(s)/guardian(s) to discuss appropriate placement.</p> <p>Inquires about the student’s special interests, concerns, and goals.</p> <p>Administers a Student Home Language Survey. ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx.</p> <p>Determines achievement level based on interviews, school records, achievement testing, and/or other appropriate means.</p> <p>Considers special circumstances, e.g., whether the student: is gifted, is accelerated, has a disability, is homeless, has limited English proficiency, is part of a migrant or refugee family, has special medical needs, or has other needs.</p> <p>Before making a placement decision, seeks input from appropriate school personnel.</p> <p>Awards credits and determines placement.</p> <p>Course credit awarded to students transferring from a non-graded school or a school that is not recognized by the state education agency, will be given the grade of “P” for passing with no letter or numerical designation for the level of proficiency.</p> <p>Completes other enrollment procedures.</p>

DATED:

Students

Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools

Annual Review

The Superintendent or designee reviews this procedure to ensure it is consistent with applicable State and federal laws.

Legal Citations

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Guidance Documents

The following non-regulatory guidance list provides more information:

1. Ill. State Board of Education’s annual registration and enrollment guidance document titled *Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers*, www.isbe.net/Documents/guidance_reg.pdf;
2. *Dear Colleague Letter: School Enrollment Procedures*, (OCR 05/08/14), www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf;
3. *Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents* (revised 05/08/14), www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf; and
4. *Fact Sheet: Information on the Rights of All Children to Enroll in School*, www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf.

Transferring In

Steps	Requirements and Actions That Must Be Completed
Compliance with admission eligibility prerequisites in State law and School Board policy	All students seeking admission shall meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and School Board policy on admissions. See Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> .
Compliance with the Missing Children Records Act and Missing Children Registration Law	The Building Principal or designee of the school into which the student is transferring shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student’s birth certificate. 325 ILCS 55/5(b); 20 Ill.Admin.Code §1290.60(a). If the person enrolling a student fails to comply with the above requirement, the Building Principal or designee shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless

Steps	Requirements and Actions That Must Be Completed
	<p>he or she complies within 10 days, the matter will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, refer the case.</p> <p>The Building Principal or designee shall immediately report to the local law enforcement authority and the Ill. Dept. of State Police (ISP) any affidavit explaining the inability to produce a copy of the birth certificate that appears inaccurate or suspicious in form or content. 325 ILCS 50/5 and 55/5(b).</p> <p>The Building Principal or designee shall, within 14 days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. 23 Ill.Admin.Code §375.75(b); 325 ILCS 50/5(c).</p>
Compliance with the Good Standing Requirement	<p>The parent(s)/guardian(s) of a student who is transferring from an Illinois public school shall ensure that a completed <i>Good Standing Form</i> from that school arrives at the school into which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The <i>Good Standing Form</i>, ISBE Form 33-78, available at: www.isbe.net/Documents/33-78_student_transfer.pdf, indicates whether the student's medical records are current and whether the student is currently being disciplined by a suspension or expulsion. 105 ILCS 5/2-3.13a(b).</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the parent(s)/guardian(s) shall certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring. 105 ILCS 5/2-3.13a(b).</p> <p>The Building Principal or designee shall deny admittance to any student who was suspended or expelled for any reason from any public or private school in this or any other state until the student completes the entire term of the suspension or expulsion. 105 ILCS 5/2-3.13a(a).</p> <p>If the student is transferring from an Illinois public school, the Building Principal or designee shall refuse to admit the student unless the student can produce a <i>Good Standing Form</i>.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the Building Principal or designee shall refuse to admit the student unless his or her parent(s)/guardian(s) certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring.</p>
Compliance with the School Code and the Illinois School	If a request has not been made, the Building Principal shall request academic transcripts and medical records from the

Steps	Requirements and Actions That Must Be Completed
Student Records Act	<p>student's former school.</p> <p>The Building Principal or designee shall enroll a student whose former school transferred an unofficial record of grades in lieu of the student's official transcript of scholastic records pursuant to 105 ILCS 5/2-3.13a(a) and 23 Ill.Admin.Code §375.75(i). 105 ILCS 10/8.1.</p> <p>Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district. 105 ILCS 10/8.1(d); 105 ILCS 70/32.</p> <p>Simultaneous with the enrollment of a child of active duty military personnel, the Building Principal or designee shall request the child's educational records from his or her former school. 105 ILCS 70/32.</p>
Compliance with laws concerning education of homeless children	<p>The Building Principal or designee shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment, in accordance with Board policy 6:140, <i>Education of Homeless Children</i>, and 6:140-AP; <i>Education of Homeless Children</i>. 42 U.S.C. §11432(g)(3)(C)(i) (McKinney-Vento Homeless Assistance Act); 105 ILCS 45/1-20.</p> <p>The Building Principal or designee must immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii); 105 ILCS 45/1-10.</p>
Other admission steps	<p>Building Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations.</p> <p>When parent(s)/guardian(s) of a student eligible for special education present a copy of the student's current individualized education program (IEP) to a new school, the student must be placed in a program described in the IEP. 105 ILCS 10/8.1(c); 23 Ill.Admin.Code §226.50(a)(1). If the school does not receive a copy of the student's current IEP or a verbal or written confirmation of the requirements of that IEP from the previous school district when the student is presented for enrollment, the student must be placed in a setting that the District believes will meet the student's needs until a copy of the current IEP is obtained or a new IEP is developed. 23 Ill.Admin.Code §226.50(a)(2).</p> <p>The Building Principal or designee shall administer a Student Home Language Survey, to each student entering the District's schools for the first time. 23 Ill.Admin.Code §228.15(a). ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx.</p>

Steps	Requirements and Actions That Must Be Completed
	<p>If the Building Principal or designee did not send a request for records to the student's former school or school district, he or she shall send a notification to the school or school district from which the student transferred documenting that the student has enrolled in the school. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p> <p>The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. P.A. 99-30 repealed 105 ILCS 5/22-65; this language is not contained in 105 ILCS 70/. All course, program, extracurricular, graduation and other placements from the student's former school shall be initially honored if the District has those options, and spaces available. 105 ILCS 70/35.</p> <p>The Building Principal or designee shall notify the student and the student's parent(s)/guardian(s) of their rights with respect to the collection, distribution, and retention of biometric information in accordance with the Student Biometric Information Collection subhead in Board policy 7:340, <i>Student Records</i>. 105 ILCS 5/10-20.40; 23 Ill.AdminCode §375.30(a).</p>

Transferring Out

Steps	Requirements and Action That Must Be Completed
Initial step	The parent(s)/guardian(s) of a student shall notify the Building Principal of their intent, pay outstanding fees or fines, sign a release form authorizing the release of student records, and return all school-owned property.
Compliance with the Illinois School Student Records Act	<p>After receiving a request to transfer school student records, the Building Principal or designee of the transferring school must provide written notice of the nature and substance of the information to be transferred and the opportunity to inspect, copy, and challenge the record. 23 Ill.Admin.Code §375.70(a).</p> <p>The Building Principal or designee of the transferring school must, within 10 days of the notice of the student's transfer, forward a copy of the student's school record to the student's new school. 105 ILCS 10/8.1(b); 23 Ill.Admin.Code §375.75(c), (h). Each school must forward written information relative to the grade levels, subjects and record of academic grades achieved, current mathematics and language arts placement levels, health records, and a most current set of standardized test reports. However, if the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an official record of the student's grades will be sent in lieu of the student's official transcript of scholastic records. 105 ILCS</p>

Steps	Requirements and Action That Must Be Completed
	<p>5/2-3.13a(a); 23 Ill.Admin.Code §375.75(i).</p> <p>For children of active duty military personnel, if official educational records cannot be released to a student for the purpose of transferring, the Building Principal or designee shall prepare and furnish a complete set of unofficial educational records to the extent feasible. 105 ILCS 70/32(a).</p> <p>The Building Principal or designee shall, within 10 days after the student has paid all of his or her outstanding fines and fees and at the school's own expense, forward an official transcript of the scholastic records as defined in 23 Ill.Admin.Code §375.75(i). 105 ILCS 5/2-3.13a(a).</p> <p>The Building Principal shall notify the parent(s)/guardian(s) and the student of the destruction schedule for the student's permanent and temporary school records and of his or her right to request a copy of those records. 105 ILCS 10/4(h), amended by P.A. 101-161, eff. 1-1-20; 23 Ill.Admin.Code §375.40(c).</p> <p>If within 150 days after a student leaves a school, the school has not received a request for the student's record, or been presented with other documentation that the student has enrolled in another school, the student is counted in the school's and District's calculation of its annual dropout rate. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p>
Compliance with requirements for destruction of biometric information (if applicable)	<p>The Building Principal or designee of the transferring school shall, within 30 days, ensure the destruction of any biometric information collected in accordance with the Student Biometric Information Collection subhead in 7:340, <i>Student Records</i>.</p> <p>No biometric information shall be transferred to another school district in which a student has enrolled. 105 ILCS 5/10-20.40; 23 Ill.Admin.Code §375.70(a)(2). Destruction of a student's biometric information is not subject to authorization by the appropriate Local Record Commission (50 ILCS 205/7). 105 ILCS 5/10-20.40(d); 23 Ill.Admin.Code §375.40(c).</p>
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Building Principal or designee of the transferring school must send the student's records within 10 days of receipt of the request, unless the record has been flagged pursuant to the Missing Children Records Act and/or Missing Children Registration Law; if flagged, the copy shall not be forwarded and the requested school must notify the local law enforcement authority and ISP of the request. 325 ILCS 55/5 and 50/5.</p> <p>If ISP notifies a school of a current or former student's disappearance, the school must flag the student's record so that whenever information regarding the record is requested, the school can immediately report the request to ISP.</p>
Compliance with the Good	The Building Principal or designee of the transferring school shall send to the school in which the student will or has enrolled a

Steps	Requirements and Action That Must Be Completed
Standing Requirement	<p>completed <i>Good Standing Form</i> (ISBE Form 33-78 available at: www.isbe.net/Documents/33-78_student_transfer.pdf) and, if a transferring student is currently suspended or expelled, indicate (105 ILCS 5/2-3.13a(a)):</p> <ol style="list-style-type: none"> 1. The date and duration of the suspension or expulsion, and 2. Whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §7961 <i>et seq.</i>), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school.
Compliance with the Illinois Domestic Violence Act	<p>If a child transferring to another school is a <i>protected person</i> under an order of protection, the petitioner may request the Building Principal or designee to provide written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222(f).</p> <p>The Building Principal or designee shall respond to the above request by providing, within 24 hours of the transfer or sooner if possible, written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222(f).</p>
Compliance with requirements for tracking transfer	<p>The Superintendent and Building Principal, or their designees, shall count a student as a dropout in the calculation of a school's and District's annual student dropout rate unless the school or district to which a student transferred sends notification that the student has enrolled in the transferee school or school district. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p>

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
Plyler v. Doe, 457 U.S. 202 (1982).
105 ILCS 5/2-3.13a, and 5/10-20.40.
105 ILCS 10/, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
325 ILCS 50/, Missing Children Records Act.
325 ILCS 55/, Missing Children Registration Law.
750 ILCS 60/222, Ill. Domestic Violence Act of 1986.
20 Ill.Admin.Code §1290.60(a).
23 Ill.Admin.Code Part 375, Student Records.

DATED:

Students

Administrative Procedure - Challenging a Student’s Residence Status ¹

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student’s attendance. The notice shall detail the specific reasons why the board believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	<p>Within ten calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent.</p> <p>If a hearing is requested to review the Board’s decision: May request that the student continue attending the District’s schools pending the Board’s final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.</p>
Superintendent or Designee	<p>On behalf of the Board and within ten calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District’s consent.</p> <p>At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the District may submit during the hearing and a list of witnesses it may call to testify during the hearing.</p>
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	<p>Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student’s residency.</p> <p>If the hearing is conducted by a hearing officer: Within five</p>

¹ The timelines and other requirements contained in this procedure are required by 105 ILCS 5/10-20.12b.

Actor	Action
	calendar days after the hearing's conclusion, sends a written report of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	If the hearing is conducted by a hearing officer: Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	Whether the hearing is conducted by the Board or a hearing officer: Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service Center's review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service Center decides the student is a nonresident.
Person Who Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or appropriate Intermediate Service Center and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center and the person who enrolled the student with a written response to the petition.
Regional Superintendent of Schools or appropriate Intermediate Service Center	Within ten calendar days after receipt of documentation from the District, issues a written decision as to whether or not there is clear and convincing evidence the student is a resident of the District and eligible to attend the District's schools on a tuition-free basis. The decision shall be transmitted to the Board and the person who

Actor	Action
	enrolled the student, and shall, with specificity, detail the decision's rationale.

LEGAL REF: 105 ILCS 5/10-20.12b, amended by P.A. 99-670.

DATED:

Pending Implementation

Students

Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
<p>Anyone Seeking to Enroll a Student</p>	<p>Must present a certified copy of the student’s birth certificate.</p> <p>Must present proof of residency within the District by providing the required number of documents from each of the following categories:</p> <p><u>Category I</u> (One document required)</p> <ul style="list-style-type: none"> Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners) Mortgage papers (homeowners) Signed and dated lease and proof of last month’s payment, e.g., canceled check or receipts (renters) Letter from manager and proof of last month’s payment, e.g., canceled check or receipt (trailer park residents) Letter of residence from landlord in lieu of lease (7:60-AP2, E1) Letter of residence to be used when the person seeking to enroll a student is living with a District resident (7:60-AP2, E2) <p><u>Category II</u> (Two documents showing proper address are required)</p> <ul style="list-style-type: none"> Driver’s license Vehicle registration Voter registration Most recent cable television and/or credit card bill Current bank statement Current public aid card Current homeowners/renters insurance policy and premium payment receipt Most recent gas, electric, and/or water bill Current library card Receipt for moving van rental <p><u>Military Personnel Enrolling a Student for the First Time in the District.</u></p> <p>Must provide one of the following within 60 days after the date of student’s initial enrollment)</p> <ul style="list-style-type: none"> Postmarked mail addressed to military personnel Lease agreement for occupancy Proof of ownership of residence <p><u>Military Personnel with Legal Custody of a Child Who Want to Keep the Child Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation.</u></p> <p>Upon submitting a written request, the student’s residence will be deemed to be unchanged for the duration of the custodian’s military service obligation. The District, however, is not responsible for the student’s</p>

Actor	Requirements and Actions that Must Be Completed
	transportation to or from school. <u>Military Personnel Placing Nonresident Child with Non-Custodial Parent While on Active Military Duty.</u> A student will not be charged tuition while he or she is placed with a <i>non-custodial parent</i> (a person who has temporary custody of a child of active duty military personnel and who is responsible for making decisions for the child). Must provide any “special power of attorney” created by the student’s parent/guardian for the District to follow. A special power of attorney authorizes: (1) the student to enroll in a district of the non-custodial parent, and (2) the non-custodial parent to make decisions for the student. Any special power of attorney will be filed in the student’s temporary record.
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <i>Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student</i> form, School Board exhibit 7:60-AP2, E3.

IMPORTANT:

The School District reserves the right to evaluate the evidence presented, and merely presenting the items listed in this Procedure does not guarantee admission.

WARNING:

If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

DATED:

Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

A person seeking to enroll a child may use this form as evidence of residency when a signed lease is unavailable – other documents will also be required to establish residency. Return this completed form, signed by your landlord, to the Building Principal. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed and signed by the individual enrolling the child and returned to the Principal. Please print.

_____		_____
Child		School
_____		_____
Individual enrolling the child		Home Telephone

Relationship to the child		
_____		_____
Residence street address	City	Zip code
_____		_____
Landlord’s name		Landlord’s telephone
_____		_____
Landlord’s address	City	Zip code
_____		_____
Signature of the individual enrolling the student		Date

To be signed by your landlord to verify that you are renting this residence.

I certify that the individuals named above are living in the residence named above for the lease term of ____ / ____ / ____ through ____ / ____ / ____.

_____	_____
Landlord’s signature	Date

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

DATED:

Students

Exhibit - Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident

A person seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed by the individual enrolling the child and returned to the Principal. Please print.

Child School

Individual enrolling the child Home Telephone

Relationship to the child

Residence street address City Zip code

Signature of the individual enrolling the student Date

To be completed and signed by the individual who is responsible for the residence. Please print.

Name of the individual who is responsible for the residence Telephone

I am responsible for this residence by ownership, lease, or other _____

Total number of: Persons living at this residence _____ Rooms in residence _____ Bedrooms _____

State the reasons for this living arrangement, including your relationship to the individual enrolling the child:

I certify that this information is true and that the individuals named above are living in my residence.

Signature of the individual who is responsible for the residence Date

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

DATED:

Students

Exhibit - Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student

This form establishes a child’s residency in the School District when the child is not living with a natural or adoptive parent. It must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal.

Student’s name _____ District attendance building _____

Name of individual completing this form (*Please print*) _____ Relationship to child _____

Please check all applicable boxes:

- The child lives with me at my residence address, as stated below, and is not living with me solely for the purpose of attending the District’s school.
- I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for:
 - medical decisions and costs
 - discipline and restitution for vandalism or other crimes
 - food and clothing
 - school fees (books, bus, etc.)

At my residence the child regularly: (*Please explain any unchecked boxes*)

- Eats meals _____
- Sleeps _____
- Spends weekends and summers _____

Important Warning: The School District reserves the right to evaluate the evidence presented. Completing this form does not guarantee admission. If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding a student’s residency to enable that student to attend any school in the District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

Date _____ Signature of individual completing this form _____

Telephone _____ Address _____

Optional: *To be completed by the natural or adoptive parent(s), if one is available.*

Please check all applicable boxes:

- I am the natural or adoptive parent of the child.
- I have willingly transferred full custody and control of, as well as responsibility for this child to: _____
- The transfer of custody is not solely for the purpose of attending the District’s schools.

Date _____ Signature of individual completing this form _____

Telephone _____ Address _____

DATED:

Students

Administrative Procedure - Use of Metal Detectors for Student Safety

Nothing in this procedure shall limit the authority of school officials to search a student in accordance with School Board policy 7:140, *Search and Seizure*. All property removed as a result of this procedure that may be legitimately brought onto District property will be returned to the individual. Property removed from a student, possession of which violates Board policy, shall be confiscated and the student disciplined in accordance with Board policy.

Students who fail to cooperate with school personnel performing their duties may be subject to discipline for insubordination. Individuals who fail to cooperate will be asked to leave District property.

Metal Detectors

Metal detectors may be used when any one of the following occurs: (1) the administration has reasonable suspicion that a weapon is in the possession of unidentified students, (2) weapons or dangerous objects were found at school, on school property, or in the vicinity of a school, (3) violence involving weapons has occurred at a school or on school property, at school functions, or in a school's vicinity, or (4) a mass search takes place according to the District's standards for when and how metal detector searches are to be conducted. The Building Principal shall obtain the Superintendent's permission before using a metal detector. The reasons supporting the use of a metal detector shall be documented.

Signs will be posted to inform individuals that they will be required to submit to a screening for metal as a condition of entering District property. The screening will be conducted by District staff who may be assisted by law enforcement officials.

An individual will be asked to remove metal objects from his or her person prior to use of a metal detecting device. If, after the removal of metal objects, the metal detector activates, the individual will be asked to double-check that he/she removed all metal objects on his or her person, and the metal detecting device will be used again. If the metal detector activates a second time, the individual may be subjected to a *pat-down* search.

School personnel may inspect the contents of any briefcase, knapsack, purse, or parcel that activates the metal detector for the limited purpose of determining whether a weapon is concealed therein.

Pat-Down Search

When feasible, a pat-down search should be conducted: (1) outside the view of others, including students; (2) in the presence of a school administrator or adult witness; and (3) by a certificated employee or liaison police officer of the same sex as the student.

A pat-down search conducted by school personnel shall be limited to clothing for the purpose of discovering items that may have activated the metal detecting device. If school personnel conducting a pat-down search feel an object that may have activated the metal detecting device or may be other prohibited contraband, the individual will be asked to remove it.

Immediately following a pat-down search, a written report shall be made by the school authority who conducted the pat-down search, and given to the Superintendent.

DATED:

Pending Implementation

Students

Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act

On District letterhead

Re: When may school officials require a student to share the content from his or her account or profile on a social networking website?

Dear Parents/Guardians:

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of *social networking websites and platforms* include Facebook, Instagram, Twitter, TikTok, and Snapchat.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school behavior rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Please contact the school if you have any questions.

Sincerely,

Building Principal

DATED:

Students

Administrative Procedure - Agency and Police Interviews

The Ill. Council of School Attorneys with participation from the DuPage County State's Attorney's Office and Regional Superintendent of Schools developed *Guidelines for Interviews of Students at School by Law Enforcement Authorities* to assist law enforcement authorities and school officials in determining when it is appropriate for law enforcement authorities or the Ill. Dept. of Children and Family Services to interview students while the students are at school or participating in school-related activities. The document is available on the Illinois Association of School Boards website: www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf.

DATED:

Students

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods. At times, support from the School Violence Prevention Team (see 4:190, *Targeted School Violence Prevention Program*) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

Preventing Bullying

1. Review 7:180-AP1, E1, *Resource Guide for Bullying Prevention*.
2. Assess the District's Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.net/Documents/sbptf_report_030111.pdf.

Safe Supportive Learning's School Climate Measurement compendium at: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>.

Identifying Bullying

1. Post 7:180-AP1, E2, *Be a Hero by Reporting Bullying*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying, 7:180-AP1, E3, *Memo to Staff Regarding Bullying*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying*.
4. Inform students how to make a report, including an anonymous report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying*.

Investigating Reports of Bullying

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying*.
3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying Investigation*.

Responding to Bullying

1. Complete 7:180-AP1, E7, *Response to Bullying*.

2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying #2**, above).
6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.
9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

DATED:

Students

Exhibit - Resource Guide for Bullying Prevention

General Resources

ISBE's *School Bullying Prevention Task Force Report*:
www.isbe.net/Documents/sbptf_report_030111.pdf

Resources section of the website managed by the U.S. Department of Health & Human Services:
www.stopbullying.gov

Bullying in Schools - Cops – U.S. Department of Justice:
https://cops.usdoj.gov/html/cd_rom/solution_gang_crime/pubs/BullyinginSchools.pdf

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):
www.pbis.org/school/default.aspx

Social and Emotional Learning Standards:
www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx

Dignity in Schools:
<http://dignityinschools.org/take-action/model-school-code/>

Illinois Balanced and Restorative Justice:
www.ibarj.org

Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*:
<https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf>

Safe Supportive Learning's School Climate Measurement Compendium:
<https://safesupportivelearning.ed.gov/index.php?id=133>

PBIS:
www.pbis.org/school/default.aspx

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:
https://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:
<https://www.cdc.gov/violenceprevention/pdf/ipv/ipvandsvscreening.pdf>

World Health Organization Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

Rachel's Challenge:
<https://rachelschallenge.org>

DATED:

Pending Implementation

Students

Exhibit - Be a Hero by Reporting Bullying

Who reports?	YOU, if you have information about bullying, harassment, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!
What do I report?	<p>Any activity that targets someone to be hurt. Bullying, harassment, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</p>
When should I report?	As soon as possible.
Where or how do I report?	<p>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying</i>.</p> <p>You may make an anonymous tip.</p>
Why should I report?	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
What will happen after I report?	<p>An Administrator will:</p> <ol style="list-style-type: none"> 1. Acknowledge and review your report. 2. Treat your report with privacy and respect its sensitive nature. 3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private. 4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others. 5. Provide you with feedback, if appropriate.

DATED:

Students

Exhibit - Memo to Staff Regarding Bullying

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

First - If a student reports bullying to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). Refer the report to my office. Give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Second - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

Third - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact administration and building security or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in School Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student’s person or property.
2. Causing a substantially detrimental effect on the student’s physical or mental health.
3. Substantially interfering with the student’s academic performance.
4. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board’s entire policy may be found on the District’s website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Exhibit - Memo to Parents/Guardians Regarding Bullying

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying is defined as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Exhibit - Report Form for Bullying

To be completed by the bullying target, witness, or person with information about an incident of bullying and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: _____ Date: _____
 Student Parent Staff Other _____

Indicate here if you prefer to remain anonymous. Yes No

Are you the target of the bullying that you are reporting? Yes No

Date of incident: _____ Time of incident: _____

Person(s) being reported as targets of bullying:

Name: _____ Student Staff
Name: _____ Student Staff
Name: _____ Student Staff

Person(s) being reported as aggressors engaged in bullying:

Name: _____ Student Staff Other
Name: _____ Student Staff Other
Name: _____ Student Staff Other

Person(s) who witnessed the bullying:

Name: _____ Student Staff Other
Name: _____ Student Staff Other
Name: _____ Student Staff Other

Was the incident based on any of these characteristics? (Check all that apply.)

- Race
- Sex
- Pregnancy
- Age
- Mental disability
- Marital status
- Associated with person/group with one or more of the above actual or perceived characteristics
- Other _____
- I do not know.
- Color
- Sexual orientation
- Gender-related expression
- Religion
- Order of protection status
- Parental status
- Nationality
- Gender identity
- Ancestry
- Physical disability
- Homeless status

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- Written communication (e.g., handwritten notes, other written documents, email, etc.)
- Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- Items depicting implied hatred or prejudice were worn, possessed or displayed
- Other (*please explain*): _____

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Bus stop |
| <input type="checkbox"/> Gym | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Other _____ | |

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

The above information is true and accurate to the best of my knowledge.

Signature: _____ Date: _____

DATED:

Students

Exhibit - Interview Form for Bullying Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: _____ Date: _____

Name of interviewer: _____ Title: _____

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the **Questions** section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, *Response to Bullying*.
2. Make your notes on a separate document and attach them to this form.
3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.
4. File this form, notes, and any other evidence provided in a designated investigation and response folder.
5. Use this form to complete 7:180-AP1, E7, *Response to Bullying*.
6. Create a *Basic Facts* section, i.e., who, what, where, when, why and how.
7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).
8. Include open-ended questions. For example, ask "How are you feeling?" "How has what happened affected you?"

Questions

1. Has this happened before?
2. Do you fear for your safety? How? Where (at school, home, or both places)?
3. Do you fear that harm would come to any of your personal property? How?
4. Age appropriately ask whether the target's health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?
5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?
6. Have you quit or modified attendance in any extracurricular activities?
7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?
8. Why do you think this behavior is happening?
9. What will help make you feel safe?

DATED:

Students

Exhibit - Response to Bullying

To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student's name for which the record pertains.

Investigator: _____ Title: _____

Investigation

File an interview form for each party interviewed in the designated investigation and response folder.

Check here to indicate that all interview forms have been properly completed and filed.

Target: _____ Date: _____

Aggressor: _____ Date: _____

Witnesses: _____ Date: _____

_____ Date: _____

_____ Date: _____

Are there any prior documented incidents by the aggressor identified above? Yes No (Attach information)

If yes, have incidents involved target or target group previously? Yes No

Findings

Bullying Other: _____

Aggressor motivated by protected characteristics listed in policy 7:20, *Harassment of Students Prohibited*.

Bullying Investigation Response

Response and Plan for Target (Check all that apply and include descriptions.)

Contact parent/guardian: _____ Date: _____

Circle contact method: Phone Email Letter In-person Other: _____

Safety plan: _____

Increase staff supervision: _____

Education: _____

Minimize contact with aggressor: _____

District resources: (Student Services/IDEA/504) _____

Other: _____

Target follow-up scheduled date: _____ Date and initial completed: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: _____

Response and Plan for Aggressor (Check all that apply and include descriptions.)

- Contact parent/guardian: _____ Date: _____
Circle contact method: Phone Email Letter In-person Other: _____
- 7:190-E1, *Aggressive Behavior Reporting Letter and Form* sent Date: _____
- Provide parent/guardian with copies of Board policy 2:260 and 7:180 Date: _____

Restorative Responses

- Safety plan: _____
- Increase staff supervision: _____
- Education: _____
- Non-District affiliated psychological services: _____
- Alternative school assignment: _____
- Minimize contact with target: _____
- District resources (Student Services/IDEA/504): _____
- Other: _____

Punitive Responses

- Loss of privileges: _____
- Detention: _____
- Suspension: _____
- Expulsion: _____
- Community agency service: _____
- Reciprocal Reporting Act utilized: Yes No _____
- Report to School Resource Officer/Law Enforcement: _____
- Other: _____

Aggressor follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

- Contact District complaint manager: _____ Date: _____
- Target response implementation: _____
- Aggressor response implementation: _____
- Systemic culture/climate intervention: _____
- Referral to address needs for ideal conditions for developmental learning: _____
- Other: _____

Submit reports to: Building Principal (if not the investigator) Date: _____
 Superintendent Date: _____

Signature of investigator: _____ Date: _____

DATED:

Students

Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence

On District letterhead

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student 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.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Finally, I have directed staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act overly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?
- Uncontrolled Anger. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?

- **Dramatic Changes.** Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?
- **Injuries.** Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?
- **Quick Progression.** Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Student Handbook - Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities,
2. Conference with parents/guardians, and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days, and/or
2. Expulsion for the remainder of the school term.

DATED:

Students

Student Handbook - Gang Activity Prohibited

Students are prohibited from engaging in gang activity. A *gang* is any group of two or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang;
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang; and
3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed two calendar years.

DATED:

Students

Administrative Procedure - Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students. 105 ILCS 5/10-20.14. The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. Implementation of reciprocal reporting procedures relies heavily on the District's parent-teacher advisory committee and Building Principals, in cooperation with local law enforcement agencies. 105 ILCS 5/10-20.14. The parent-teacher advisory committee is a School Board committee and, thus, is subject to the Open Meetings Act. 5 ILCS 120/1.02. Local implementation of reciprocal reporting procedures may be modified based upon the District's and local law enforcement's specific implementation needs.

Guidelines for Reports from the District to Local Law Enforcement

When sharing information, school officials should be aware of State and federal laws regarding *school student records*. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99; Illinois School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code Part 375. Information kept by law enforcement professionals working in a school is not considered a *school student record*. 105 ILCS 10/2. Also, law enforcement records maintained by law enforcement agencies are not considered a *school student record*. 105 ILCS 5/22-20. For more detailed information about *school student records* and its definition, see 7:340-AP1, *School Student Records*.

1. The Building Principal and/or the Police Department School Liaison Officer (Liaison Officer) will arrange meetings as needed between school officials and individuals representing law enforcement to share information. While not required by State law, meetings may enhance a cooperative relationship between the school and local law enforcement agencies. The following people should be invited to these meetings: dean, building principal, guidance counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Building Principal and the Liaison Officer will share information with the appropriate law enforcement agencies regarding the arrest of a student who is less than 17 years of age and is enrolled in the Building Principal's school when the arrest was for any offense listed in the Juvenile Court Act of 1987. 105 ILCS 5/10-20.14.
 - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity. If the information is a *school student record*, local law enforcement officials must certify in writing that they will not disclose it to any other party except as provided by State law without the prior written consent of the student's parent/guardian. See administrative procedure 7:340-AP1, *School Student Records*, Section H. The *written certification requirement* is at 105 ILCS 10/6(6.5) and 20 U.S.C. §1232g(b)(1)(E)(ii)(II).
 - b. The report should be made as soon as possible after the Liaison Officer or Building Principal reasonably suspects that a student is involved in such activity.
 - c. The Building Principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.

Guidelines for Reporting from Local Law Enforcement to the District

The information shared with the District from law enforcement agencies and the confidentiality of shared juvenile law enforcement records are managed under 105 ILCS 5/22-20 and 705 ILCS 405/1-7, amended by P.A. 100-1162. These laws require the Building Principal to maintain all information and records that the District receives from local law enforcement separate from a student's official *school student record*. Unless otherwise indicated, the information received from local law enforcement may only be used by school staff having a legitimate educational or safety interest in the information to support (1) the proper rehabilitation of the student, and/or (2) the protection and safety of students and employees in the school.

1. The State's Attorney shall provide to the Building Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult, or following any adjudication of delinquency for a violation of Section 24-1, 24-3, 24-3.1, or 24-5 of the Criminal Code of 1961 or the Criminal Code of 2012 (deadly weapon offenses). Access to this information is limited to only the Building Principal, the Superintendent, and any guidance counselor designated by either administrator. 705 ILCS 405/1-8(F).
2. Local law enforcement may disclose the identity of a victim of aggravated battery, battery, attempted first degree murder, or another non-sexual violent offense to appropriate school officials if the presiding judge of the juvenile court approves the disclosure to prevent foreseeable violence. 705 ILCS 405/5-905(2.5).
3. Local law enforcement may transmit juvenile law enforcement records relating to a minor who is arrested or taken into custody before his or her 17th birthday only if law enforcement believes that there is imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds. 705 ILCS 405/1-7(A)(8), amended by P.A. 100-1162, and 405/5-905(h). For an example of relevancy and implementation of this type of law enforcement information in a school building, see Board policy 4:190, *Targeted School Violence Prevention Program*.
4. Local law enforcement agencies and all courts must report to the Building Principal the fact that a student enrolled in the building has been detained for proceedings under the Juvenile Court Act of 1987 or for any crime or violation of a municipal or county ordinance. 105 ILCS 5/22-20.
5. Local law enforcement may allow the Building Principal or appropriate school official(s) to inspect and copy juvenile law enforcement records concerning a minor enrolled in the school who has been arrested or taken into custody for violating the following Ill. laws: Article 24 of the Criminal Code of 1961 or the Criminal Code of 2012 (deadly weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961 or the Criminal Code of 2012; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act; or Section 12 of the Criminal Code of 1961 or the Criminal Code of 2012 (bodily harm); or Article 25 of the Criminal Code of 1961 or the Criminal Code of 2012 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A), amended by P.A. 100-1162, and 405/5-905(h)(A).
6. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the Building Principal if the record involves a student who is arrested or taken into custody *after* his or her 17th birthday.
7. Local law enforcement may disclose only *oral information* about a minor who is the subject of a current police investigation that is directly related to school safety. 705 ILCS 405/5-

905(h). For an example of relevancy and implementation of this type of law enforcement information in a school building, see Board policy 4:190, *Targeted School Violence Prevention Program*.

8. Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders. 705 ILCS 405/1-8(G).

LEGAL REF.: 105 ILCS 5/10-20.14 and 5/22-20.
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

CROSS REF.: 2:150 (Committees), 4:190 (Targeted School Violence Prevention Program),
7:150 (Agency and Police Interviews)

ADMIN PROC.: 7:150-AP (Agency and Police Interviews), 7:340-AP1 (School Student Records)

DATED:

Students

Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint

This administrative procedure applies to all students. Isolated time out, time out, and physical restraint shall only be used only if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The District may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. Any use of isolated time out, time out, and physical restraint by any staff member shall comply with the Ill. State Board of Education (ISBE) rules, Section 1.285, "Requirements for the Use of Isolated Time Out, Time Out, and Physical Restraint."

For further guidance, see ISBE's *Permanent Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint: Guidance and Frequently Asked Questions*, available at: www.isbe.net/Pages/Special-Education-Regulations-Legislation.aspx. **Note:** The special education committee of the Ill. Council of School Attorneys collaborated with ISBE on this guidance in its continuing commitment to help school boards and their districts comply with ISBE requirements.

A written record of each episode of isolated time out, time out, or physical restraint must be created by the Superintendent or designee using the ISBE *Physical Restraint and Time Out* form, available at: www.isbe.net/Pages/Special-Education-Regulations-Legislation.aspx.

Isolated time out, time out, and physical restraint are defined as follows:

Isolated time out - the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

Time Out - a behavior management technique for the purposes of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained under 23 Ill.Admin.Code 1.285(i) for part of the school day, only for a brief time, in a non-locked setting. Time out does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

Physical restraint - holding a student or otherwise restricting a student's movements using a specific, planned technique. A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. *Prone physical restraint* is a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position. *Supine physical restraint* is a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Until 7-1-21, prone and supine physical restraint is prohibited, unless all of the criteria in §1.285(d)(5) are

met. Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

The following also apply:

1. The circumstances under which isolated time out, time out, or physical restraint will be applied are limited to maintaining a safe and orderly learning environment, to the extent necessary to preserve the safety of the student and others. §1.285(j)(1).
2. The ISBE rules are adopted as the District's written procedure to be followed by staff for the use of isolated time out or physical restraint. §1.285(j)(2).
3. Staff members shall inform the Building Principal whenever isolated time out, time out, or physical restraint is used and the Building Principal shall maintain the documentation required according to Section 1.285(j)(3). §1.285(j)(3).
4. The Building Principal shall investigate and evaluate any incident that results in an injury to the affected student, parent/guardian, staff member, or other individual. §1.285(j)(4).
5. The Superintendent or designee shall compile an annual review of the use of isolated time out, time out, or physical restraint. The Building Principal shall report the following information to the Superintendent or designee in order to facilitate the report's compilation: §1.285(j)(5).
 - a. The number of incidents involving the use of these interventions;
 - b. The location and duration of each incident;
 - c. Identification of the staff members who were involved;
 - d. Any injuries or property damage that occurred; and
 - e. The timeliness of parental or guardian notification, timelines of agency notification, and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.33.
23 Ill.Admin.Code §§1.280 and 1.285.

DATED:

Students

Student Handbook - Electronic Devices

Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

Cell Phones and Other Electronic Devices

The possession and use of smartphones, cell phones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned **off** during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions* or *non-consensual dissemination of private sexual images* as defined in State law, i.e., *sexting*. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

Examples of electronic devices that are used as study aids include: devices with audio or video recording, MP3 players, some cellular telephones, smartphones, laptop computers, Chromebooks®, and tablet computers or devices, e.g., iPads®.

Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, CD players, MP3 players used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular telephones (with or without cameras) used for a purpose other than a study aid.

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use his or her electronic device while at school. Using technology must always follow the established rules for cell phones and other electronic devices at school.

The School District is not responsible for the loss or theft of any electronic device brought to school.

DATED:

Students

Administrative Procedure - Guidelines for Investigating Sexting Allegations

Establishing procedures with local law enforcement agencies and State's attorneys to investigate allegations of sexting protects the District, its staff and its students from the broad legal implications that sexting allegations present. This administrative procedure contains three sections:

1. Glossary of Terms
2. Preparation of Guidelines for Investigating Sexting Allegations
3. Investigation and Management of Sexting Allegations

Glossary of Terms

Electronic device: any type of electronic communication device, defined at 705 ILCS 405/3-40(a). It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see www.thesaurus.com, listing cellular and wireless telephones as synonyms). For more discussion, see f/n 3 in administrative procedure 7:190-AP5, *Electronic Devices - Student Handbook*.

Sexting: a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet. For purposes of this procedure, it also includes:

1. *Indecent visual depiction*, which means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person (705 ILCS 405/3-40(a) (enacted to provide law enforcement officials an alternative to bringing child pornography charges against minors in possession of indecent visual depictions through placing them under the supervision of juvenile courts), or
2. *Non-consensual dissemination of private sexual images*, which is a crime that is committed when a person:
 - (1) intentionally disseminates an image of another person:
 - (A) who is at least 18 years of age; and
 - (B) who is identifiable from the image itself or information displayed in connection with the image; and
 - (C) who is engaged in a sexual act or whose intimate parts are exposed, in whole or in part; and
 - (2) obtains the image under circumstances in which a reasonable person would know or understand that the image was to remain private; and
 - (3) knows or should have known that the person in the image has not consented to the dissemination (720 ILCS 5/11-23.5).

Preparation of Guidelines for Investigating Sexting Allegations

This section identifies best practices to create guidelines for investigating sexting allegations at the District-wide level. The Superintendent should discuss this procedure with local law enforcement agencies and State's attorneys to minimize the potential legal implications for students and administrators that managing sexting in school presents. Customize the procedure to each District's specific needs.

Actor	Action
<p>Superintendent or designee</p>	<p>Convene a meeting with the Board Attorney, local law enforcement agencies, and State’s attorney to determine best practices and procedures for investigating sexting in the District. Use the Investigation and Management of Sexting Allegations section (see below) as a template for discussion at the meeting and customize it to meet local considerations as necessary.</p> <p>Ask the Board Attorney to provide direction about searching student owned electronic devices in Step 2: Isolate Evidence / Confiscate Device in the Investigation and Management of Sexting Allegations section (see below).</p> <p>Searching electronic devices involves Fourth Amendment search and seizure and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and look through the phone, or getting a warrant solves this issue. Note: See <i>Searching and Seizing Computers and Obtaining Electronic Evidence Manual</i> (Sept. 2009), Chapter 3, The Stored Communication Act, at: www.justice.gov/sites/default/files/criminal-ccips/legacy/2015/01/14/ssmanual2009.pdf, and Orin S. Kerr, <i>A User’s Guide to the Stored Communications Act, and a Legislator’s Guide to Amending It</i>, <i>George Washington Law Review</i> (Aug. 2004), at: courses.ischool.berkeley.edu/i205/s10/readings/week10/kerr-storedcomm.pdf.</p> <p>Identify and list all State’s attorneys and local law enforcement agencies with jurisdiction over the District’s boundaries. Provide this list to all Building Principals in the District.</p> <p>Provide the local State’s attorney offices and law enforcement agencies with an annual list of school buildings and the names of each building’s administrators that are located within their jurisdictions.</p> <p>Invite local State’s attorney offices and law enforcement agencies to meet with District school officials to provide input on how the District should manage sexting.</p> <p>Add an agenda item about sexting to a Parent Teacher Advisory Committee meeting (see policy 2:150, <i>Committees</i>). Include information from discussions with State’s attorneys and local law enforcement about the issue. Discuss local considerations for:</p> <ol style="list-style-type: none"> 1. Disciplinary actions and consequences in response to sexting; and 2. Sexting education and prevention efforts. <p>Consider adding information about the negative consequences of sexting to the District’s sex education curriculum. See, U.S. Dept. of Justice (DOJ) Guide titled <i>Citizen’s Guide to United States Federal Child Exploitation and Obscenity Laws</i>, at: www.justice.gov/criminal-ceos/citizens-guide-us-federal-child-exploitation-and-obscenity-laws; MTV’s four-part series titled <i>Sexting in America: When Privates Go Public</i>, available at:</p>

Actor	Action
	<p>Part 1: www.mtv.com/videos/news/483801/sexting-in-america-when-privates-go-public-part-1.jhtml</p> <p>Part 2: www.mtv.com/videos/news/483802/sexting-in-america-when-privates-go-public-part-2.jhtml</p> <p>Part 3: www.mtv.com/videos/news/483803/sexting-in-america-when-privates-go-public-part-3.jhtml</p> <p>Part 4: www.mtv.com/videos/news/483804/sexting-in-america-when-privates-go-public-part-4.jhtml; and the resources available at www.athinline.org.</p> <p>Consider adding the above resources to 4:170-AP2, E4, <i>Exhibit-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>.</p> <p>Convene a meeting with Building Principals to inform them of the District’s Investigation and Management of Sexting Allegations procedures (see below).</p> <p>Raise awareness of and increase educational opportunities about sexting as necessary. Follow the Parent Teacher Advisory Committee’s recommendations for providing sexting education and prevention efforts. Invite the local State’s attorney and local law enforcement to participate in the District’s education and prevention efforts.</p>
Building Principals	<p>Educate building staff members about the procedures for Investigation and Management of Sexting Allegations (see below).</p> <p>Follow the Investigation and Management of Sexting Allegations.</p>

Investigation and Management of Sexting Allegations

This section relies upon the Building Principal or designee to manage several practical and legal implications when conducting sexting allegation investigations.

Actor	Action
Building Principal or designee	<p>Step 1: Investigate</p> <p>Determine where actions took place.</p> <p>Contact parents/guardians of all students involved.</p> <p>Contact the Superintendent and request permission to contact the Board Attorney.</p> <p>Step 2: Isolate Evidence / Confiscate Device</p> <p>NEVER transfer or store depictions on personal or school electronic devices to minimize accusations of possession of child pornography. (See 720 ILCS 5/11-20.1 <i>et seq.</i>, 720 ILCS 5/11-23.5 (provides an exception on transfer of an image for a lawful purpose), and 18 U.S.C. §§2251, 2252, and 2252A). Also see the DOJ’s Child Exploitation and Obscenity Section discussing child pornography issues, available at: www.justice.gov/criminal-ceos.</p> <p>Contact the Board Attorney for guidance to determine whether to involve local law enforcement or manage the situation within the District’s</p>

Actor	Action
	<p>disciplinary policy.</p> <p>See Joshua D. Herman, <i>Criminal Law. Sexting: It's No Joke, It's a Crime</i>. Illinois Bar Journal, Volume 98, No. 4, P. 192 at f/n 42 (published April 2010), at: www.isba.org/ibj/2010/04/criminallaw, (quoting an attorney in the Ill. Attorney General's High Tech Crimes Bureau who advises school administrators to immediately confiscate devices with such material on them and report the incident to law enforcement immediately, stating that possession of a sext message that is child pornography is no different than possessing a "kilo of cocaine.")</p> <p>Follow Board policy 7:140, <i>Search and Seizure</i> and 7:150-AP, <i>Agency and Police Interviews</i>.</p> <p>Follow the Board Attorney's direction regarding searches of student owned technological devices. See Preparation of Guidelines for Investigating Sexting Allegations (above).</p> <p>Step 3: Follow the reporting requirements of Board policy 5:90, <i>Abused and Neglected Child Reporting</i>, when applicable</p> <p>A <i>sexted</i> image may constitute child abuse depending upon the visual depiction or image, the ages of the individuals involved, and other circumstances. See 325 ILCS 5/3 and 705 ILCS 405/2-3 (2) which includes sex offenses defined at 720 ILCS 5/1-1 <i>et seq.</i> School personnel are granted broad immunities against civil and criminal claims for filing reports in good faith, even if the report is unfounded. In contrast, school personnel who willfully fail to report may be guilty of a Class A misdemeanor (325 ILCS 5/4) and face suspension of their teaching certificates (105 ILCS 5/21B-75, amended by P.A. 101-531).</p> <p>Step 4: Determine appropriate disciplinary actions for all students involved in the incident</p> <p>Evaluate disciplinary options. Remember that a student who forwards sexts of himself or herself likely expected the depiction to remain private. As a result, consider the social stigma, bullying, harassment, and severe embarrassment issues involved in the issue.</p> <p>Provide an equivalent discipline to all students involved in the creation, dissemination and storage of the sexted image, whenever possible.</p> <p>See Sorenen, Vitale, and Haase, <i>Sexting at School: Lessons Learned the Hard Way</i>. National School Board Association, Council of School Attorney's Inquiry & Analysis, f/n 40 (published February 2010) discussing several sex equality claims against school districts for punishing students differently when they are involved in the same incident.</p> <p>For situations that may require unequal punishment, contact the Superintendent so that he or she may consult the Board Attorney.</p> <p>Step 5: Prepare a plan to prevent harassment and bullying of</p>

Actor	Action
	<p>involved students</p> <p>Remind the students and their parents/guardians of the Board policies 7:20, <i>Harassment of Students Prohibited</i>; 7:180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>; and 7:185, <i>Teen Dating Violence Prohibited</i>.</p> <p>Instruct involved students not to harass anyone involved in the sexting incident and keep the issues confidential.</p> <p>Consider involving the social worker or guidance counselor, if available, in the process to assist students.</p> <p>Follow 7:180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>, for students who violate the policy.</p>

DATED:

Pending Implementation

Students

Administrative Procedure - Student Discipline Guidelines ¹

The intent of these guidelines is to enhance school climate, improve school discipline practices, and ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status. Data collected from Ill. school districts on student discipline is available at www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

Recordkeeping

1. Develop and implement a District-wide uniform discipline referral form that documents each of the following:
 - a. Student name
 - b. Identity of staff member making referral
 - c. Date and time of incident
 - d. Location of incident
 - e. Description of incident
 - f. Description of interventions attempted prior to incident
 - g. Description of the incident's effect on other students and/or the learning environment
 - h. Parent/guardian contact made (when, how, and by whom)
2. Maintain each of the following data related to student discipline referrals:
 - a. Race of the student referred for discipline
 - b. Gender of the student referred for discipline
 - c. Disability status of the student referred for discipline
 - d. Basis for the referral
 - e. Identity of the staff member making referral
 - f. Race of the staff member making referral
 - g. Gender of the staff member making referral
 - h. Basis for imposing or not imposing discipline
 - i. Description of discipline imposed, if any, and the rationale for its selection

The footnotes should be retained.

¹ This guidance aligns with the 1-8-14 *Dear Colleague Letter* issued jointly by the U.S. Dept. of Education (DOE) and U.S. Dept. of Justice (DOJ), and their comprehensive School Climate and School Discipline Guidance Package (a weblink is provided in the Resources section of this procedure). **Note:** These guidance documents were rescinded by a joint DOE and DOJ *Dear Colleague* letter dated 12-21-18, at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf. See also: Christian County Public Schools, Case No. 03-11-5002 (decision letter issued 2-28-14). Christina School District, Case No. 03-10-5001 (decision letter issued 12-14-13). Oakland Unified School District, Case No. 09-12-5001 (decision letter issued 9-27-12). Independent School District #761, Case No. 05-10-1148 (decision letter issued 5-4-11).

- j. Whether the referral was made to the school resource officer² (SRO) or law enforcement
- k. Basis for making the referral to the SRO or law enforcement (if applicable)
- l. Whether there were any criminal charges filed as a result of the student's misconduct
- m. If the student received an exclusionary consequence (out-of-school suspension or expulsion) for his/her misconduct, whether the student was offered any academic or behavior support services and, if so, which support services

Periodic Review and Self-Monitoring

Review the following on a periodic basis and at least annually:

1. Discipline-related District policies and procedures
 - a. Such policies may include:
 - 7:20, *Harassment of Students Prohibited*
 - 7:70, *Attendance and Truancy*
 - 7:130, *Student Rights and Responsibilities*
 - 7:140, *Search and Seizure*
 - 7:150, *Agency and Police Interviews*
 - 7:160, *Student Appearance*
 - 7:170, *Vandalism*
 - 7:180, *Prevention and Response to Bullying, Intimidation, and Harassment*
 - 7:185, *Teen Dating Violence Prohibited*
 - 7:190, *Student Behavior*
 - 7:200, *Suspension Procedures*
 - 7:210, *Expulsion Procedures*
 - 7:220, *Bus Conduct*
 - 7:230, *Misconduct by Students With Disabilities*
 - 7:240, *Conduct Code For Participants in Extracurricular Activities*
 - 7:250, *Student Support Services*
 - b. This review should:
 - 1) Include input from all members of the school community (administrators, staff, students, parents/guardians, volunteers and community members). Such input may be obtained through school climate surveys, school forums, and the District's parent-teacher advisory committee (established per 105 ILCS 5/10-20.14) and the behavior interventions committee for students with disabilities (established per 105 ILCS 5/14-8.05).
 - 2) Ensure policies and procedures (e.g., an individual school's conduct code) have clear definitions of prohibited student conduct, especially those entailing the subjective exercise of discretion.
 - 3) Attempt to incorporate alternative disciplinary measures into Board policies and procedures.

The footnotes should be retained.

² *School resource officer* means a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency. 105 ILCS 5/10-20.68, added by P.A. 100-984.

- 4) Implement a system of Positive Behavioral Interventions and Support (PBIS) or, if PBIS has been implemented, analyze and monitor its effectiveness and ways to improve it.
2. Discipline data
 - a. Data review should analyze each of the following:
 - 1) Number of referrals by teacher/staff member.
 - 2) Race/gender/disability status of referred students by teacher/staff member.
 - 3) Overall percentage of student disciplinary referrals by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 4) Overall percentage of student disciplinary referrals for a specific offense (i.e., tardy, dress code violation) by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 5) Overall percentage of student disciplinary referrals resulting in an exclusionary consequence by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 6) Overall percentage of student disciplinary referrals resulting in a referral to law enforcement by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 7) Comparison of discipline imposed for the same or similar offense for students of different races, gender, and disability statuses.
 - b. Compare the District's student discipline data with the data from other school districts. As required by 105 ILCS 5/2-3.162, by Oct. 31 annually, ISBE prepares a report on student discipline from data collected from all Ill. school districts. The report includes data on the issuance of out-of-school suspensions, expulsions, and removals to alternative settings in lieu of another disciplinary action, disaggregated by race and ethnicity, gender, age, grade level, whether a student is an English learner, incident type, and discipline duration. It is available at www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.
 - c. According to 105 ILCS 5/2-3.162:
 - 1) School districts that are identified in the top 20% of any of the metrics for three consecutive years must submit a plan identifying its strategies to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.
 - 2) The plan must be approved by the school board and posted on the district's website. Within one year after being identified, the school district must submit to ISBE and post on the district's website a progress report describing the plan's implementation and the results achieved.
 - d. If there are any *red flags* resulting from the data analysis, the discipline committee should meet to determine if there are comparably effective alternative practices or policies that would meet the school's stated educational goal with less of a burden or adverse impact on the disproportionately affected group.

Training

1. Annually train all District staff and school-based law enforcement on each of the following:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct defined therein so that there is consistency in application.

- b. How to apply school discipline policies, procedures, and practices in a fair and equitable manner so as not to disproportionately impact students of color, students of a particular gender, students with disabilities, or at-risk students.
 - c. Effective classroom management strategies, recognizing that the removal of students from the classroom is to be used as a last resort.
 - d. How to engage students and support positive behavior, including through any PBIS program implemented in the District.
 - e. Classroom management techniques and resources available to staff who are having difficulty with classroom management.
 - f. The role that school-based law enforcement is expected to play in the discipline process, including when it is or is not appropriate to refer a student to school-based law enforcement.
2. Provide ongoing professional development on the adverse consequences of 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 to administrators, teachers, staff, school board members, and SROs.³

Notice

Annually notify students and parents/guardians of the District's discipline-related policies and procedures.

1. Use varied communication methods, such as student handbooks, District or school websites, posters, classroom instruction, assemblies, etc.
2. Ensure such notice is provided in an age-appropriate, easily understood manner.
3. Ensure such notice is provided in multiple languages.
4. Explain to students:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct.
 - b. Their particular school's discipline-related procedures and conduct codes, including which behaviors fall into categories of misconduct.
 - c. Behavior expectations.
 - d. Resources and support services available to students.

Collaboration with Law Enforcement

1. Annually train SROs on the District's discipline-related policies and procedures (if applicable).
2. Review the District's reciprocal reporting agreement⁴ with local law enforcement agencies to determine if revisions are necessary.

The footnotes should be retained.

³ 105 ILCS 5/10-22.6(c-5), amended by P.A. 100-810. The statute does not define *ongoing* or specify whether each group must receive training on all of the topics. As these are important matters, consult the board attorney for guidance.

⁴ Pursuant to 105 ILCS 5/10-20.14, school districts are to establish and maintain a parent-teacher advisory committee, whose duties include developing policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

3. Develop and enter into a memorandum of understanding (MOU) with local law enforcement agencies. The MOU should clearly define law enforcement's role in the District's schools. Follow an existing MOU and suggest modifications as the need arises.⁵

Resources

Dear Colleague letter, issued by the Civil Rights Division of the U.S. Dept. of Justice and the Office for Civil Rights of the U.S. Dept. of Education at:

www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf.

Note: These guidance documents were rescinded by a joint *Dear Colleague* letter dated 12-21-18, at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf.

Civil Rights Data Collection at: www2.ed.gov/about/offices/list/ocr/data.html?src=rt.

ISBE Data Analysis of Expulsions, Suspensions, and Truants by District at:

www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

DATED:

The footnotes should be retained.

⁵ 105 ILCS 5/10-20.14(b) encourages school districts to create memoranda of understanding (MOU) with law enforcement agencies. An MOU defines law enforcement's role in schools and describes the respective duties of a school district and local law enforcement agencies. Its purpose is to prevent confusion, decrease conflict, and promote school safety. MOUs vary by community because they are created through a collaborative process involving local school districts and local law enforcement agencies. For an example, see 7:190-E3, *Memorandum of Understanding*.

Students

Administrative Procedure - Student Re-Engagement Guidelines

Actor	Action
<p>Building Principal and/or Dean of Students or designee(s), student’s teacher</p>	<p>Determine on a case-by-case basis whether a <i>re-engagement conference</i> and/or a <i>re-engagement plan</i> is/are appropriate.</p> <p>School boards must adopt a policy on the re-engagement of students who are returning from an exclusionary discipline or an alternative school. 105 ILCS 5/10-22.6(b-25). See 7:190, <i>Student Behavior</i>.</p> <p>While neither a <i>re-engagement conference</i> nor a <i>re-engagement plan</i> is mandatory, one or both will advance “supporting the student’s ability to be successful in school following a period of exclusionary discipline,” from Board policy 7:190, <i>Student Behavior</i>.</p> <p>As appropriate:</p> <ol style="list-style-type: none"> 1. Initiate and schedule a <i>re-engagement conference</i> with the suspended or expelled student and the student’s parent(s)/guardian(s) for a time soon after the student is excluded. If the student is expelled, a second re-engagement conference may be needed before the student’s scheduled return date. 2. Develop a <i>re-engagement plan</i> for each student who is returning from an exclusionary discipline. The plan may address each of the following, as determined on a case-by-case basis: <ol style="list-style-type: none"> a. Appropriate and available support services, if any, during the period of exclusionary discipline. For students who are suspended out-of-school for longer than 4 days (5-10 days), districts are required to: (1) provide “appropriate and available support services” during the period of their suspension, (2) determine what are the “appropriate and available support services,” and (3) document whether such services are to be provided or whether there are no “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25). Districts may refer students who are expelled to “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25). b. Provisions for a suspended student to continue work during an out-of-school suspension or makeup academic credit, such as completing academic work; taking tests or exams; or enrolling in an alternative education program. Districts are required to do this for students who are suspended; it is optional whether to give expelled students this opportunity. 105 ILCS 5/10-22.6(b-30). c. Academic and behavioral re-engagement strategies and interventions, such as the following: <ol style="list-style-type: none"> 1) A plan for the student to receive tutoring (during school, after

Actor	Action
	<p>school, at an alternative site, etc.).</p> <ol style="list-style-type: none"> 2) Regularly scheduled and/or impromptu meetings with counseling, guidance, or other staff members. 3) Steps to prevent future misconduct, such as avoiding certain other students and/or situations. 4) Ways to develop the social and emotional skills to cope with adversity. 5) An altered schedule. 6) A communication plan between the school and the student and his or her parent(s)/guardian(s). 7) Completion of identified behavioral assessments, with the consent of the parent/guardian, and/or a safety plan where appropriate. <p>3. Identify community resources that may help the student, such as mental health and behavioral support services and academic supports. Note: 20 ILCS 1705/76, added by P.A. 101-45, requires the Ill. Dept. of Public Health to create and maintain an online database and resource page on its website that contains mental health resources specifically geared toward school social workers, school counselors, parents, teachers, and school support personnel. See the database at: www.dhs.state.il.us. Also, the Ill. Public Aid Code, 305 ILCS 5/5-5.23(g), amended by P.A. 101-461, eff 7-1-20, requires the Ill. Dept. of Healthcare and Family Services to restructure the Family Support Program (formerly known as the Individual Care Grant program) to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance.</p>
Parent(s)/Guardian(s), Student, and Building Principal or Dean of Students, or designee(s)	<p>If scheduled, attend the re-engagement conference during which the following occurs:</p> <ol style="list-style-type: none"> 1. Help the student understand why he or she was suspended or expelled. 2. Review the re-engagement plan, if any, and make adjustments as needed. 3. Engage in identified community resources that may help the student, such as mental health and behavioral support services and academic supports.

DATED:

Students

Exhibit - Aggressive Behavior Reporting Letter and Form

Dear Parent(s)/Guardian(s):

Please be advised that your child engaged in behavior that, if repeated, may escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for aggressive behavior.

The School Board policy on student behavior prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

This early notification is intended to help all of us work together to avoid repetition of the behavior.

Student _____ Incident date _____

Incident location _____ Incident time _____

Reported by _____ Reporting date _____

Description of the behavior: *(Reporters, be specific. Describe what happened, what harm resulted, the child's explanation, and any known or suspected causes for what happened.)*

Follow-up conference: I or someone from my office will telephone you to schedule an in-person meeting or telephone conference to discuss what occurred and ways to help your child, (1) be aware of how others were affected by the behavior, and (2) to understand boundaries and manage conflict.

The following consequence(s) or intervention(s) is/are recommended:

- Counseling or other support services for your child.
- Providing opportunities for all individuals involved in an incident to reach a resolution.
- Enabling your child to make amends for the harm caused.
- Suggesting your child receive non-District affiliated services.
- _____

The District is committed to helping those involved learn from this experience.

Building Principal

Date

DATED:

Students

Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students’ parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Illinois Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

Mandatory Notices

Student Services

Mandatory Topics	IASB PRM	IPA MSH
Transportation	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Transportation reimbursement eligibility and dispute resolution Note: this program has been withdrawn due to lack of funding	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Eligibility criteria for free and reduced lunch	4:130, <i>Free and Reduced-Price Food Services</i> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i>
Waiver of school fees along with the fee waiver application form	4:140, <i>Waiver of Student Fees</i> 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i> 4:140-E1, <i>Application for Fee Waiver</i> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</i>
School Wellness (required if the District participates in the National School Lunch Program or Breakfast Program)	6:50, <i>School Wellness</i>	
Alternative learning opportunities	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>

Mandatory Topics	IASB PRM	IPA MSH
Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs	6:160, <i>English Learners</i>	12.60, <i>English Learners</i>
Parental involvement under Title I (only when the district receives Title I funds)	6:170, <i>Title I Programs</i> 6:170-AP1, <i>Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs</i> 6:170-AP1, E1, <i>District-Level Parent and Family Engagement Compact</i> 6:170-AP1, E2, <i>School-Level Parent and Family Engagement Compact</i> 6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
Notice to parents required by the Elementary and Secondary Education Act	6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	
Surveys that request personal information from students	7:15, <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Birth certificate requirements for enrollment	7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> 7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i>	
Dental examinations	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>	
Eye examinations (K and students enrolling in public school for the first time only)	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>	
Vaccinations (influenza and meningococcal)	7:100, <i>Health, Eye, and Dental Examinations; Immunizations;</i>	

Mandatory Topics	IASB PRM	IPA MSH
	<i>and Exclusion of Students</i>	
Administration of medications (includes asthma inhalers and epinephrine injectors, opioid antagonists, and glucagon)	7:270, <i>Administering Medicines to Students</i> 7:270-AP1, <i>Dispensing Medication</i> 7:270-E1, <i>School Medication Authorization Form</i>	5.20, <i>Student Medication</i> 5.20-E1, <i>Student Medication Authorization Form</i>

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse (K-8 only)	6:60-AP, <i>Comprehensive Health Education Program</i> 6:60-AP, E1, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Free appropriate public education to students with disabilities Special education services to eligible children whether or not enrolled in the District	6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, www.iasb.com) 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>	10.10, <i>Education of Children with Disabilities</i>

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
IHSA policy on banned substances (required only for IHSA schools)	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i> 7:240, <i>Conduct Code for Participants in Extracurricular Activities</i> 7:240-AP1, <i>Code of Conduct for Extracurricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Absenteeism and truancy	7:70, <i>Attendance and Truancy</i>	2.10, <i>Attendance</i> 2.50, <i>Truancy</i>
Statement of district ownership of and right to search student lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>
Search procedures for school grounds and lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>

Mandatory Topics	IASB PRM	IPA MSH
Notification regarding access to student accounts or profiles on social networking websites	7:140, <i>Search and Seizure</i> 7:140-E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	8.10, <i>Search and Seizure</i>
Bullying prohibited and reporting encouraged	7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>	6.40, <i>Prevention of and Response to Bullying, Intimidation, & Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Form</i>
Teen dating violence prohibited and reporting encouraged	7:185, <i>Teen Dating Violence Prohibited</i>	
Prohibition of electronic paging devices and making threat by Internet	7:190, <i>Student Behavior</i>	6.30, <i>Student Behavior</i>
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited	4:170-AP2, E4, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i> 7:190, <i>Student Behavior</i> 7:190-AP5, <i>Student Handbook - Electronic Devices</i> 7:190-AP6, <i>Guidelines for Investigating Sexting Allegations</i>	6.30, <i>Student Behavior</i>
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>	6.40-E1, <i>Aggressive Behavior Reporting Form</i>
Suspension and expulsion, and due process requirements	7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i>	
School bus safety	7:220, <i>Bus Conduct</i> 4:110-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Videotape surveillance of buses (if applicable)	7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i>	4.10, <i>Bus Transportation</i>
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7:230, <i>Misconduct by Students With Disabilities</i>	
Dress code	7:160, <i>Student Appearance</i>	6.20, <i>School Dress Code & Student Appearance</i>

Mandatory Topics	IASB PRM	IPA MSH
All other conduct prohibited by Board policy - school discipline code	7:190, <i>Student Behavior</i>	6.30, <i>Student Behavior</i>

Student Rights

Mandatory Topics	IASB PRM	IPA MSH
Notice of contact information for nondiscrimination and Title IX coordinator(s) and making reports or complaint of discrimination or sexual harassment	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>	6.40, <i>Prevention of and Response to Bullying, Intimidation & Harassment</i>
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy	7:10, <i>Equal Educational Opportunities</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>	1.50, <i>Equal Opportunity & Sex Equity</i>
Sex equity and grievance procedures	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> 7:10, <i>Equal Educational Opportunities</i> 7:20, <i>Harassment of Students Prohibited</i>	1.50, <i>Equal Opportunity & Sex Equity</i>
Sexual harassment prohibited and grievance procedures and age-appropriate information about the sexual harassment policy	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> 7:20, <i>Harassment of Students Prohibited</i> 7:185, <i>Teen Dating Violence Prohibited</i>	6.45, <i>Sexual Harassment & Teen Dating Violence Prohibited</i>
Notify parents of their right to request their child's classroom teachers' qualifications	5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
Educational rights of homeless students in the location where homeless children receive services	6:140, <i>Education of Homeless Children</i> 6:140-AP, <i>Education of Homeless Children</i>	12.30, <i>Homeless Child's Right to Education</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of</i>	11.10, <i>Student Privacy Protections</i>

Mandatory Topics	IASB PRM	IPA MSH
Act	<i>Family Privacy Rights</i>	
Notice to parents/guardians about social network passwords	7:140, <i>Search and Seizure</i> 7:140- E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	6.70, <i>Access to Student Social Networking Passwords & Websites</i>
Notice concerning privacy and access rights to school student records	7:340, <i>Student Records</i> 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Disclosure of directory information	7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Information classified as directory information and for objecting to disclosure of information	7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>	11.20, <i>Student Records</i>
Military recruiting	7:340-AP1, E3, <i>Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information</i> 7:340-AP1, E4, <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i>	11.20, <i>Student Records</i>
Student biometric information (when applicable)	7:340, <i>Student Records</i> 7:340-AP1, E5, <i>Biometric Information Collection Authorization</i>	11.30, <i>Student Biometric Information</i>
Notice to parents/guardians concerning student data collected by schools and operators under the Student Online Personal Protection Act	7:345-AP, E2, <i>Student Data Privacy; Notice to Parents About Educational Technology Vendors</i>	
Notice of disability accommodation	8:70, <i>Accommodating Individuals with Disabilities</i>	1.110, <i>Accommodating Individuals with Disabilities</i>

General Information

Mandatory Topics	IASB PRM	IPA MSH
Notice before a pesticide application	4:160, <i>Environmental Quality of Buildings and Grounds</i> 4:160-AP, <i>Environmental Quality of Buildings and Grounds</i>	12.80, <i>Pesticide Application Notice</i>
Availability of information concerning sex offenders	4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i> 4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	12.120, <i>Violent Offender Community Notification</i>
School bus safety	4:110-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Asbestos management plan, notice of availability		
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4:170, <i>Safety</i> 4:170-AP6, E1, <i>School Staff AED Notification Letter</i>	
Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7:305, <i>Student Athlete Concussions and Head Injuries</i> 7:305-AP, <i>Program for Managing Student Athlete Concussions and Head Injuries</i>	9.30, <i>Student Athlete Concussions and Head Injuries</i>
School visitation rights notice	8:95-E1, <i>Letter Notifying Parents/Guardians of School Visitation Rights</i> 8:95-E2, <i>Verification of School Visitation</i>	12.70, <i>School Visitation Rights</i>

Recommended Notices

Student Services

Recommended Topics	IASB PRM	IPA MSH
Information regarding waiver of student fees	4:140, <i>Waiver of Student Fees</i>	
Fire drill program, building specific plan	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>	5.40, <i>Safety Drill Procedures and Conduct</i>
School safety plans, including severe weather and injury or sudden illness	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> 4:170-AP1, E1, <i>Accident or Injury Form</i>	2.100, <i>Home and Hospital Instruction</i>
Targeted school violence prevention	4:190, <i>Targeted School Violence</i>	

Recommended Topics	IASB PRM	IPA MSH
program, including threat assessment teams	<i>Prevention Program</i> 4:190-AP2, <i>Threat Assessment Team (TAT)</i>	
Home and hospital instruction	6:150, <i>Home and Hospital Instruction</i>	2.100, <i>Home and Hospital Instruction</i>
Student residency and tuition	7:60, <i>Residence</i> 7:60-AP1, <i>Challenging a Student's Residence Status</i> 7:60-AP2, <i>Establishing Student Residency</i> 7:60-AP2, E1, <i>Letter of Residence from Landlord in Lieu of Lease</i> 7:60-AP2, E2, <i>Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident</i> 7:60-AP2, E3, <i>Evidence of Non-Parent's Custody, Control and Responsibility of a Student</i>	
Parking, building specific	7:140, <i>Search and Seizure</i>	4.20, <i>Parking</i>
Health and guidance counselor and social work access	7:250, <i>Student Support Services</i>	5.30, <i>Guidance & Counseling</i>
Communicable and infectious disease	7:280, <i>Communicable and Chronic Infectious Disease</i> 7:280-AP, <i>Managing Students with Communicable and Infectious Diseases</i>	5.50, <i>Communicable Disease</i> 5.60, <i>Head Lice</i>
Students with diabetes	6:120-AP4, <i>Care of Students with Diabetes</i>	1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetic Care</i>
Medical cannabis administration	7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i>	
Food allergy management program	7:285, <i>Food Allergy Management Program</i> 7:285-AP, <i>Implementing a Food Allergy Management Program</i>	1.120, <i>Students with Food Allergies</i>
Telephone use, building specific		

Student Programs

Recommended Topics	IASB PRM	IPA MSH
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Recommended Topics	IASB PRM	IPA MSH
Weighted grades	6:280-AP, <i>Evaluating and Reporting Student Achievement</i>	
District philosophy and goals	1:30, <i>School District Philosophy</i> 3:10, <i>Goals and Objectives</i> 6:10, <i>Educational Philosophy and Objectives</i>	
Remote Learning and/or e-learning program(s)	6:20, <i>School Year Calendar and Day</i> 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>	
Anti-bias curriculum	6:60, <i>Curriculum Content</i>	
Driver education eligibility and requirements (high schools only)	6:60, <i>Curriculum Content</i>	
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6:60-AP, E1, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Biking and Walking Safety Education	6:60-AP, E2, <i>Resources for Biking and Walking Safety Education</i>	
Accelerated placement availability	6:135, <i>Accelerated Placement Program</i>	2:90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>
Adaptive physical education program exemption	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exemption from PE Requirement (Regular Education)</i>
Bilingual education availability	6:160, <i>English Learners</i>	12.60, <i>English Learners</i>
Co-curricular activities	6:190, <i>Extracurricular and Co-Curricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
“No Pass, No Play”	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Parental right to review instruction-	6:210, <i>Instructional Materials</i>	11.10, <i>Student Privacy</i>

Recommended Topics	IASB PRM	IPA MSH
al materials		<i>Protections</i>
Acceptable use and Internet safety	6:235, <i>Access to Electronic Networks</i> 6:235-AP1, <i>Acceptable Use of the District's Electronic Networks</i> 6:235-AP1, E1, <i>Student Authorization for Access to the District's Electronic Networks</i> 6:235-AP1, E2, <i>Staff Authorization for Access to the District's Electronic Networks</i>	7.10, <i>Internet Acceptable Use</i> 7.10-E1, <i>Internet Acceptable Use Sign-Off</i>
Social promotion	6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i>	2.60, <i>Grading and Promotion</i>
High school graduation requirements (high schools only)	6:300, <i>Graduation Requirements</i>	2.120, <i>Graduation Requirements</i>
Right of students with IEP to participate in graduation ceremony (high schools only)	6:300, <i>Graduation Requirements</i>	10.40, <i>Certificate of High School Completion</i>
Physical education, including waiver of required classes	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exemption from PE Requirement (Regular Education)</i> 10.30, <i>Exemption from PE Requirement (Special Education)</i>
Class schedules, building specific		
Schedule of testing programs, building specific	6:340, <i>Student Testing and Assessment Program</i>	
Student distribution of non-curricular material	7:310, <i>Restrictions on Publications; Elementary Schools</i> 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i> 7:315, <i>Restrictions on Publications; High Schools</i> 7:315-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools</i>	7.20, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i>

General Information

Recommended Topics	IASB PRM	IPA MSH
School calendar	6:20, <i>School Year Calendar and Day</i>	

Recommended Topics	IASB PRM	IPA MSH
Field trip	6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i>	6.60, <i>Field Trips</i>
Release time for religious instruction/observance	7:80, <i>Release Time for Religious Instruction/Observance</i>	2.30, <i>Release Time for Religious Instruction and Observance</i>
Release time for students voting in elections	7:90, <i>Release During School Hours</i>	
Eligibility to remove college entrance exams from student transcripts	7:340, <i>Student Records</i>	11.20, <i>Student Records</i>
Equal access to school facilities	8:20, <i>Community Use of School Facilities</i>	
Identification and registration of persons entering the school building	8:30, <i>Visitors to and Conduct on School Property</i>	1.40, <i>Visitors</i>
Statement that the handbook is: 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them	2:240, <i>Board Policy Development</i>	1.20, <i>Student Handbook Acknowledgement</i> 1.30, <i>General School Information</i>
Address of District offices, list of administrators, and contact information	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
Board members' names	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
List of District school addresses	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>

Special Circumstance Notifications

Special Circumstance Topics	IASB PRM	IPA MSH
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Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i>	12.100, <i>Unsafe School - Transfer</i>
Notification of right to review teachers' qualifications	5:190, <i>Teacher Qualifications</i> 5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i> 5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 5:190-E3, <i>Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
<p>Notice when:</p> <ol style="list-style-type: none"> 1. Student is being taught by a teacher who is not highly qualified, 2. School identified as in need of improvement, 3. Schools are identified for corrective action, 4. Schools are identified for restructuring, 5. There is eligibility for supplemental educational services, and 6. The district offers voluntary school choice, if applicable. 	5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 6:15, <i>School Accountability</i>	
Credit for proficiency	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>

DATED:

Students

Exhibit - Memorandum of Understanding

Memoranda of Understanding (MOUs) vary by community. This exhibit contains two sample MOUs in two subheads: **General Law Enforcement Memorandum of Understanding (MOU)** and **School Resource Officer (SRO) Memorandum of Understanding (MOU)**. Depending upon the needs in the District, each MOU is designed to stand alone or be combined into one MOU.

Use these sample MOUs to develop the District’s MOU with (1) assistance from the Board Attorney, (2) careful attention to the footnotes, which provide instructions, information, best practice considerations, and other resources, (3) alignment of their sample language to the District’s or its individual school building’s local conditions and student discipline needs, (4) careful attention to [INSERT] the requested information and fill boxes and blanks with the information indicated in the final MOU, (5) deletions of all sample language not used from the final MOU, (6) deletions of all footnotes from the final MOU.

General Law Enforcement Memorandum of Understanding (MOU)

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A. Introduction

In consideration of the mutual promises, terms, and conditions set forth in the sections below, and for other good and valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, this Memorandum of Understanding (MOU) is entered into by [INSERT District’s name] (District) and [INSERT Local Law Enforcement Agency’s name] (LLEA) on the [INSERT DATES ____ day of ____, 20__].

The District and LLEA agree that they may enter into and participate in joint programs and intergovernmental agreements with units of local government and other school districts to obtain or share services and to exercise, combine, or transfer any power or function, in any manner not prohibited by law or by ordinance (Ill. Constitution, Art. VII, Sec. 10, 5 ILCS 220/1 et seq., and Board Policy 1:20, *District Organization, Operations, and Cooperative Agreements*).

The District is organized and operates as follows:

The LLEA is organized and operates as follows:

The District and LLEA further agree to the following sections:

B. Definitions/Acronyms

Memorandum of Understanding (MOU) - Defines a local law enforcement agency’s role in schools and describes the respective duties of a school district and local law enforcement agencies (105 ILCS 5/10-20.14(b) encourages school districts to create memoranda of understanding (MOU) with law enforcement agencies). Its purpose is to prevent confusion, decrease conflict, and promote school safety.

Leadership Team (Team) - A group of designated key staff members from each party. These individuals will be responsible for the implementation of the MOU. They will communicate directly with the each other about MOU issues.

Local Law Enforcement Agency (LLEA) - A police department or State’s Attorney’s Office within the District’s boundaries.

Police Officer - A police officer employed by the LLEA but who is not specifically assigned to the District or any of its buildings.

School Resource Officer (SRO) - A police officer who is assigned to the District or any of its buildings through an intergovernmental agreement or a memorandum of understanding with the LLEA.

C. MOU Leadership Team (Team)

The following individuals are designated for the MOU Team as described in Section B, above.

District Staff:

LLEA Staff:

D. District Authority Over the Educational Environment

The District has identified the need for a partnership with LLEA. LLEA will partner with District school officials to manage disruptive student behavior and discipline issues. Collaboration between the District and LLEA and respect for the important role each party holds in connection with our community’s youth are essential to the success of the mission of both parties. Where it is necessary for LLEA to be present on school property, its employees will conduct themselves according to accepted legal practices, always recognizing the responsibility and authority of the District’s officials to manage the educational environment and work with them to minimize any impact its actions might have upon that environment.

Both parties recognize that disciplining students is better left for District officials to manage, especially in light of 105 ILCS 5/10-20.14(b). If a student in the District is recommended for prosecution in a court of law, the Team conferences about the most appropriate form of discipline for the student. Final discretion regarding whether to charge an individual with an ordinance, criminal, or traffic violation lies with the LLEA.

E. Identified Needs for Services to Maintain the Educational Environment

LLEA’s activities shall align to the District’s identified needs for creating and maintaining its educational environment. All services rendered by LLEA for the District shall seek to implement a partnership that creates effective and positive school student discipline that (a) functions in concert with efforts to address school safety and climate; (b) includes more than punitive measures, e.g., restorative discipline; (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.

1. The District’s identified needs for services from LLEA are each of the following:

- a. When requested, assistance with conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the District for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search produces evidence that the student has violated or is violating either the law, local ordinance, or the District's policies or rules, such evidence may be seized by school authorities and turned over to law enforcement authorities, and disciplinary action may be taken. 105 ILCS 5/10-22.6(e) and 10-22.10a.
- b. Utilization by Building Principals of proper law enforcement agency resources when the safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal possession or use of weapons, or by illegal gang activity. 105 ILCS 5/10-21.4a.
- c. Cooperation with the parent-teacher advisory committee to develop policy guideline procedures that establish and maintain a reciprocal reporting system between the District applicable local law enforcement agencies regarding criminal offenses committed by students. 105 ILCS 5/10-20.14 and see Board Policy 2:150, *Committees*.
- d. Immediate required reporting to local law enforcement authorities by the superintendent of batteries committed against teachers, teacher personnel, administrative personnel or educational support personnel. 105 ILCS 5/10-21.7.
- e. Immediate required notification by the Building Principal or his or her designee to a local law enforcement agency upon receiving a report that any person has been observed in possession of a firearm on school grounds, other than a law enforcement official engaged in the conduct of his or her official duties. 105 ILCS 5/10-27.1A.
- f. Upon receipt of a report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property, immediate required notification by the Superintendent or designee to the local law enforcement authorities of all such firearm-related incidents occurring in a school or on school property. 105 ILCS 5/10-27.1A.
- g. Upon receipt of a report from any school personnel regarding a verified incident involving drugs in a school or on school owned or leased property, immediate required reporting by the Superintendent or designee to the local law enforcement authorities of all such drug-related incidents occurring in a school or on school property. 105 ILCS 5/10-27.1B.
- h. Implementation of other sections of the School Code that authorize the District to work with LLEA for the purposes of keeping schools safe and providing education or training.
- i. Based upon locally based District outcomes, the District has identified these additional needs:

- 2. The LLEA has identified partnership needs from the District, which include each of the following:
 - a. Sharing required reports to applicable Building Principals whenever a child enrolled in the District is detained for proceedings under the Juvenile Court Act of 1987 (705 ILCS 405/), or for any criminal offense or any violation of a municipal or county ordinance (105 ILCS 5/22-20). The report shall include the basis for detaining the child, circumstances surrounding the events that led to the child's detention, and status of proceedings. The report shall be updated as appropriate to notify the Building Principal of developments and the disposition of the matter. Building Principals shall keep this information separate from the official school record of the student and ensure that it does not become part of the official school record of the student. Such information shall not be a public record and will be used solely by the appropriate school official or officials that the Building Principal determines have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school. 105 ILCS 5/22-20.

- b. In accordance with administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*, transmitting juvenile law enforcement records concerning a minor enrolled in any District school who has been arrested or taken into custody for certain offenses. 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(1)(h)(A) and see *Section H., Reciprocal Reporting of Criminal Offenses Committed by Students*, below.
- c. Based upon locally-based LLEA outcomes, the LLEA has identified these additional needs:

F. Annual Evaluation of MOU; Renewal; Termination

The parties will periodically review the MOU for relevancy, monitor its terms for effectiveness, and consider whether any modifications are required. This review may align with the School Board’s annual policy review and monitoring calendar. The MOU will remain in effect and automatically renew from year to year unless terminated. Any party may terminate its participation in this MOU upon thirty (30) days prior written notice to the other(s).

G. Record Sharing

Both parties recognize the privacy protections of federal and State law in the disclosure of student records. When sharing information, State and federal laws regarding *school student records* apply. See the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 C.F.R. Part 99) and the Illinois School Student Records Act (105 ILCS 10/; 23 Ill.Admin.Code Part 375). The applicable federal and/or State law shall control, and the District may refuse disclosure requests by LLEA without a warrant or subpoena/court order. The SRO and LLEA’s officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of the District’s Policy 7:340, *Student Records*.

School student records may only be released to the LLEA by the Building Principal. Information kept by law enforcement professionals working in a school is not considered a *school student record*. See 105 ILCS 10/2. Information derived from reports of law enforcement to principals regarding students detained for proceedings are not considered a *school student record*. 105 ILCS 5/22-20. The *school student records* definition and 7:340-AP1, *School Student Records* are incorporated into this agreement.

Within its standard operating procedures, the LLEA will include training for its officers about these laws, along with information about how to access the District’s policies and procedures for school student records. For general guidance both parties will refer to *Answers to FAQs Responding to a Subpoena* (Illinois Council of School Attorneys, Revised January 2015) at: www.iasb.com/law/ICSAFAQRespondingtoaSubpoena2015.pdf.

H. Reciprocal Reporting of Criminal Offenses Committed by Students

As outlined in Section E.2.b., above, the District and LLEA’s officers shall at all times recognize and comply with (a) the School Code requirements for a reciprocal reporting system regarding criminal offenses committed by students (105 ILCS 5/10-20.14), and (b) the Juvenile Court Act of 1987 and the School Code’s requirements for the management and sharing of law enforcement records and other information about students who have contact with LLEA.

The District’s administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students* is incorporated into this MOU.

Nothing in this MOU is intended to impose upon any party a duty to report information to any other party that is not otherwise required by law. This MOU shall not be interpreted as making an obligation of a party mandatory that is otherwise discretionary under the law or vice versa. No party to this MOU waives any defenses or immunities it otherwise has under the law, including without limitation any immunities under the Sections 2-204 or 2-205 of the Local Governmental and Governmental Employees Tort Immunity Act or the State Employee Indemnification Act. 5 ILCS 350/.

I. Live Feeds

The District will provide access to its live feeds to one or more of its buildings in the event of a health or safety emergency. Access is strictly to allow LLEA tactical forces to become familiar with current conditions that underlie the health or safety emergency in the District's building(s).



J. Cell Phone/Electronic Device Searches

The established procedures between the parties for searching cell phones/electronic devices must be followed. Both parties agree that cell phone/electronic device searches involve Fourth Amendment search and seizure issues and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and search the phone, or getting a warrant solves this issue. Investigations of sexting allegations shall follow administrative procedure, 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, which is incorporated into this agreement.

K. Agency and Police Interviews

Board Policy 7:150, *Agency and Police Interviews*, and administrative procedure 7:150-AP, *Agency and Police Interviews*, are incorporated into this MOU and must be followed at all times.

Within its standard operating procedures, LLEA will include training for its officers about this policy and procedure, along with information about how to access the District's policies and procedures.

Before a student under 18 years of age who is suspected of committing a criminal act is detained and questioned on school grounds, a law enforcement officer, school resource officer, or other school security personnel will (a) notify or attempt to notify the student's parent/guardian, (b) document the time and manner of the notification or attempted notification, (c) make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if not present, ensure that school personnel (including, but not limited to, a school social worker, school psychologist, school nurse, school guidance counselor, or any other mental health professional) are present during the questioning, and (d) if practicable, make reasonable efforts to ensure a law enforcement officer trained in promoting safe interactions and communications with youth is present during questioning.

L. Body-Worn Cameras (BWCs)

All parties agree that any use of BWCs by officers must be subject to and in compliance with federal, state, and local regulations regarding the use and operation of them. The LLEA shall use its best efforts to notify the District at least two weeks before its officers assigned to the District are to begin use of BWCs, and it will provide written information and training to the Building Principals and assistant principals of the schools in which the officers may enter. Training shall include the objectives and procedures for the use of BWCs in public and in schools. Every officer equipped with a BWC shall be trained in the operation of the equipment prior to its use. To maximize the effectiveness of the BWC and the integrity of the video documentation, officers shall adhere to the objectives and procedures outlined in this MOU and the LLEA's General Operations Orders or similar policies when they utilize BWCs. LLEA may, if not otherwise prohibited by law, provide to the District copies of any such filming of students, parents, employees, or others upon school property, upon request for such copies by the District, as a law enforcement record. In the event that the LLEA receives advice that providing a copy of such videos is prohibited, the LLEA agrees to utilize its best efforts to facilitate the availability of its officer(s) that made the video to testify, upon request by the District, in any school disciplinary hearing concerning his/her/their knowledge of the facts and circumstances of the videoed incident. Any such film or video taken by, and kept in the possession of LLEA's officers may be considered *law enforcement records* under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g and 34 C.F.R. §99.8) and Ill. School Student Records Act (ISSRA) (105 ILCS 10/2(d)). Any copy of such film or video, if permitted by law to be provided to the District, may become an *educational record* of the District. The LLEA's officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of Board Policy 7:340, *Student Records*, which is incorporated into the terms of this MOU.

M. General Provisions

1. Scope of Agreement

Nothing in this MOU is intended to impose upon any party a duty to report information to any other party that is not otherwise required by law. This MOU shall not be interpreted as making an obligation of a party mandatory that is otherwise discretionary under the law or vice versa. No party to this MOU waives any defenses or immunities it otherwise has under the law, including without limitation any immunities under Sections 2-204 and/or 2-205 of the Local Governmental and Governmental Employees Tort Immunity Act or the State Employee Indemnification Act. 5 ILCS 350/.

2. Amendment

No change or modification of this MOU shall be valid unless it is in writing and is signed by all parties.

3. Assignment

No party to this MOU may assign it or its rights or obligations.

4. Notices

All notices required pursuant to this MOU shall be in writing and sent by U.S. certified mail, postage prepaid, return receipt requested or by overnight express delivery to the address of the party set forth below or as otherwise directed in writing by such party or as provided under applicable state law. Notice is deemed given three (3) days after being deposited in the U.S. Mail for certified mail delivery or one (1) day after being deposited with an overnight express delivery courier for delivery to the correct address.

5. Governing Law

This MOU shall be construed in accordance with and pursuant to the laws of the State of Illinois.

6. Non-Waiver of Breach

The failure of any party to insist upon strict performance of any of the terms or conditions of this MOU shall not be construed to be a waiver of such term or condition or any subsequent breach of it.

7. Severability

The invalidity or unenforceability of any particular provision of this MOU shall not affect the other provisions of it, and it shall be construed in all respects as if such invalid or unenforceable provision were omitted.

8. Enforcement

No party to this MOU shall be liable for any negligent or wrongful acts, either by omission or commission, chargeable to the other party. This MOU shall not be construed to create a duty owed by any party to any third party. The District and LLEA agree that the exclusive claims or remedies for breach of this MOU are limited to an action for specific performance or mandamus action or termination of the MOU. Each party waives any and all other claims and remedies, direct or indirect, by way of subrogation or otherwise, that it may have against the other party arising out of the performance or non-performance of any provision of this MOU.

Board President

Date

Authorized Signatory for LLEA

Date

School Resource Officer (SRO) Memorandum of Understanding (MOU)

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E. Funding; Payment for SROs; Chain of Command

Evaluations; Conflict Resolution; Termination/Replacement; Extra Duties/Projects

A. Introduction

[INSERT Section A from General MOU here.]

B. Definitions/Acronyms

[INSERT Section B from General MOU here.]

C. MOU Leadership Team

[INSERT Section C from General MOU here.]

D. District Authority Over the Educational Environment

[INSERT Section D from General MOU, above. End Section D with this sentence: "The LLEA recognizes that assigning SROs to District buildings is not a substitute for effective student discipline policies."]

E. Funding; Payment for SROs; Chain of Command

1. **Funding.** Members of the Leadership Team (Team) will negotiate the terms for funding including any grant funding that is available. Any terms tied to grant funding, such as data collection include:

2. **Payment for SROs.** The Team has agreed that the District shall compensate LLEA for the SROs in 10 equal installments commencing on August 15th of each fiscal year in the following amounts:

3. **Chain of Command.** The Team shall develop a local, District-specific chain of command for the placement of SROs in school buildings. Each District administrator responsible for supervising and evaluating the SRO in his/her/their assigned building(s) shall be included in an individual SRO's District-specific chain of command.

F. Ongoing Training of SROs

Both parties agree that training is critical to the success of this partnership. The LLEA's assigned SROs (as defined in Section H below) will receive minimum in-service training and certification requirements as would normally apply to all other certified officers of LLEA through LLEA and/or local State's attorney offices. In addition, an ongoing District training calendar shall be developed for assigned SROs and District officials.

Trainings will consist of updates from the District's School Board Attorney on current laws and difficult issues such as search and seizure, questioning, and requests for student records. In addition, trainings will delineate legal authority for when assigned SROs will be acting at the direction of a District official (reasonableness) or at the direction of LLEA (probable cause).

Other LLEA employees that are not SROs but have frequent contact with District buildings will be encouraged to attend any of these trainings.

All trainings, when possible, must occur during school breaks or at times that would least impact the District and should include: (1) emerging education issues, (2) state law training requirements, (3) mental health awareness training, (4) restorative justice (if applicable), and (5) record sharing.

G. SRO Selection Process; Qualifications & Certification

1. **Selection Process.** The Team shall develop formal screening criteria based upon the following *Office of Community Oriented Policing Services (COPS)* characteristics: (1) likes kids – wants to, and is able to, work with kids; (2) has the right demeanor and people skills, including being calm, patient, approachable, and "able to put up gracefully with guff from kids;" (3) has experience as a patrol officer or road deputy; (4) has above-average integrity; (5) demonstrated willingness to work hard, be

dependable and on time, be self-directed, and has the ability to teach. Other formal screening criteria shall include:

In addition, the Team shall designate the appropriate school officials in buildings to be assigned an SRO to provide input to LLEA on SRO applicants for open SRO positions, such as reviewing applications and memoranda of interest provided by candidates, sitting in on interviews of candidates and/or rating of applicants.

2. **SRO Qualifications & Certification.** The LLEA must ensure that the SRO has either of the following qualifications issued by the Ill. Law Enforcement Training Standards Board under Section 10.22 of the Ill. Police Training Act: (1) a certificate of completion for the required course of instruction or (2) an approved waiver (prior experience and training only). The certificate of completion or waiver of it must be obtained within one year of assignment to the District. The SRO must possess, at minimum, 48 hours of National Association of School Resource Officer (NASRO) training, along with the following other qualifications:

H. SRO Employer; Assignments; Mentoring & Outreach; Supervision; Performance Evaluations; Conflict Resolution; Termination/Replacement; Extra Duties/Projects

1. **Employer.** SROs are employed by LLEA. The District does not employ any SROs that are assigned in any of its buildings. The District is not considered a joint employer of SROs for purposes of the Fair Labor Standards Act (FLSA). The SRO remains covered by the LLEA's insurance and continues to enjoy the immunities specific to his or her employment with LLEA. Section D, *District Authority Over the Educational Environment*, above shall apply to the District's specific responsibilities for supervision and performance evaluations of assigned SROs while in District school buildings as their duties pertain to fulfilling the identified needs and goals of a District building.
2. **Assignments.** For purposes of this section, SRO means a sworn police officer of LLEA who has been assigned to a District building pursuant to this MOU. SROs shall be assigned to District buildings by the LLEA with input from the MOU Leadership Team. Staffing issues at LLEA may take precedence to the assignment of an SRO to the District.

- a. **SRO Work Hours, Uniform, and Visibility on Campus.** The SRO shall remain on school grounds during normal school hours, except when necessary to attend a law enforcement emergency, to attend any meetings or trainings described in this MOU, or on limited occasions to attend to official law enforcement business off campus. With the exception of emergency situations out of the SRO's control, the SRO shall give the SRO Supervisor and Building Principal(s) reasonable advanced notice of any times when the SRO is not expected to be on campus during normal school hours, and LLEA may provide a replacement SRO to the extent possible.

The SRO shall wear the official law enforcement uniform or other apparel issued by the LLEA at all times while serving on District property. The SRO shall make best efforts to maintain high visibility at all times when practical and safe to do so, especially in areas where incidents of crime or violence are most likely to occur.

The SRO shall, whenever possible and in accordance with guidance from the Building Principal or designee, participate in or attend school functions during the SRO's regular duty hours in order to assure the peaceful operation of school-related programs.

- b. **Student Search Assistance.** When requested, assistance with conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the District for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search produces evidence that the student has violated or is violating the law, local ordinance, or the District's policies or rules, such evidence may be seized by school authorities and/or turned over to law enforcement authorities, and disciplinary action may be taken. 105 ILCS 5/10-22.6 and 10-22.10a.

c. **Administrative Hearings.** Contingent upon pre-approval by the LLEA, the SROs will attend suspension review and/or expulsion hearings upon the request of school officials or the Superintendent. The SRO will be prepared to provide testimony on any actions that were taken by the SRO and any personally observed conduct witnessed by the SRO.

d. **Goal Setting for Services in District.**

3. **Mentoring & Outreach.** The SRO shall conduct himself or herself as a role model at all times and in all facets of the job; shall seek to establish a strong rapport with staff, faculty, students, parents and other members of the school community; and shall encourage students to develop positive attitudes toward the school, education, law enforcement officers, and good citizenship in general.

4. **Supervision.** With input from the LLEA and/or the MOU Team, the District will assign school officials to supervise SROs in District buildings based upon the individual SRO's needs, School Board policies, available local resources, specific school building needs, and geographical realities. Both parties expect excellence from SROs and commit to frequent communication between supervising school officials and the SROs assigned to their buildings. The SRO and his or her supervising District official shall meet both formally and informally on a regular basis to discuss issues, duties, and responsibilities.

5. **Performance Evaluations.** An instrument for SRO performance evaluations in the school setting shall be agreed upon by the assigned SRO and the District's official supervising the SRO. Both parties recognize that a performance evaluation instrument for an SRO should incorporate data results from the District's school climate assessments, if available.

6. **Conflict Resolution.** If the District's expectation of excellence is not being met by an SRO, the supervising District official will report unresolved concerns to the SRO's direct law enforcement supervisor at LLEA sooner rather than later. Addressing issues promptly helps increase understanding and minimize potential negative impact on the school environment. If that method of communication does not solve the conflict, the Team has agreed to the following formal conflict resolution process between the District and LLEA:

7. **Termination/Replacement of SROs.** When paragraph 6, *Conflict Resolution*, above, has not been successful, the District may request that the SRO be removed from his or her assignment and replaced with another SRO from LLEA. If a replacement is not immediately available, the District reserves the right to terminate the SRO's assignment in a specific building until a replacement is available.

8. **Extra Duties/Projects.** The Team has negotiated the below terms for special projects and/or extra duties:

Board President

Date

Authorized Signatory for LLEA

Date

Incorporated
by reference:

1:20 (District Organization, Operations, and Cooperative Agreements), 2:150 (Committees), 7:150-AP (Agency and Police Interviews), 7:190 (Student Behavior), 7:190-AP3 (Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students), 7:190-AP6 (Guidelines for Investigating Sexting Allegations), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:340 (Student Records), 7:340-API (School Student Records)

LEGAL REF.:

105 ILCS 5/10-20.14(b) and 5/22-20.
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

DATED:

Pending Implementation

Students

Exhibit - Acknowledgement of Receiving Student Behavior Policy and Student Conduct Code

Board policy 7:190, *Student Behavior* and the *Student Conduct Code* were developed to help all students receive quality instruction in a safe and positive educational environment. Board policy 7:190, *Student Behavior*, is contained in the *Student Conduct Code*.

Please review and discuss the Board policy on *Student Behavior* and the *Student Conduct Code* with your child, sign this sheet, and return it to your child’s school. Should you have any questions, please contact your child’s Building Principal.

You may access electronic copies of the Board policy on *Student Behavior* and the *Student Conduct Code* on the District website: _____

Failure to return this acknowledgement and pledge will not relieve a student or the parent/guardian from being responsible for knowing and complying with the rules contained within the Board policy on *Student Behavior* and the *Student Conduct Code*.

Acknowledgement

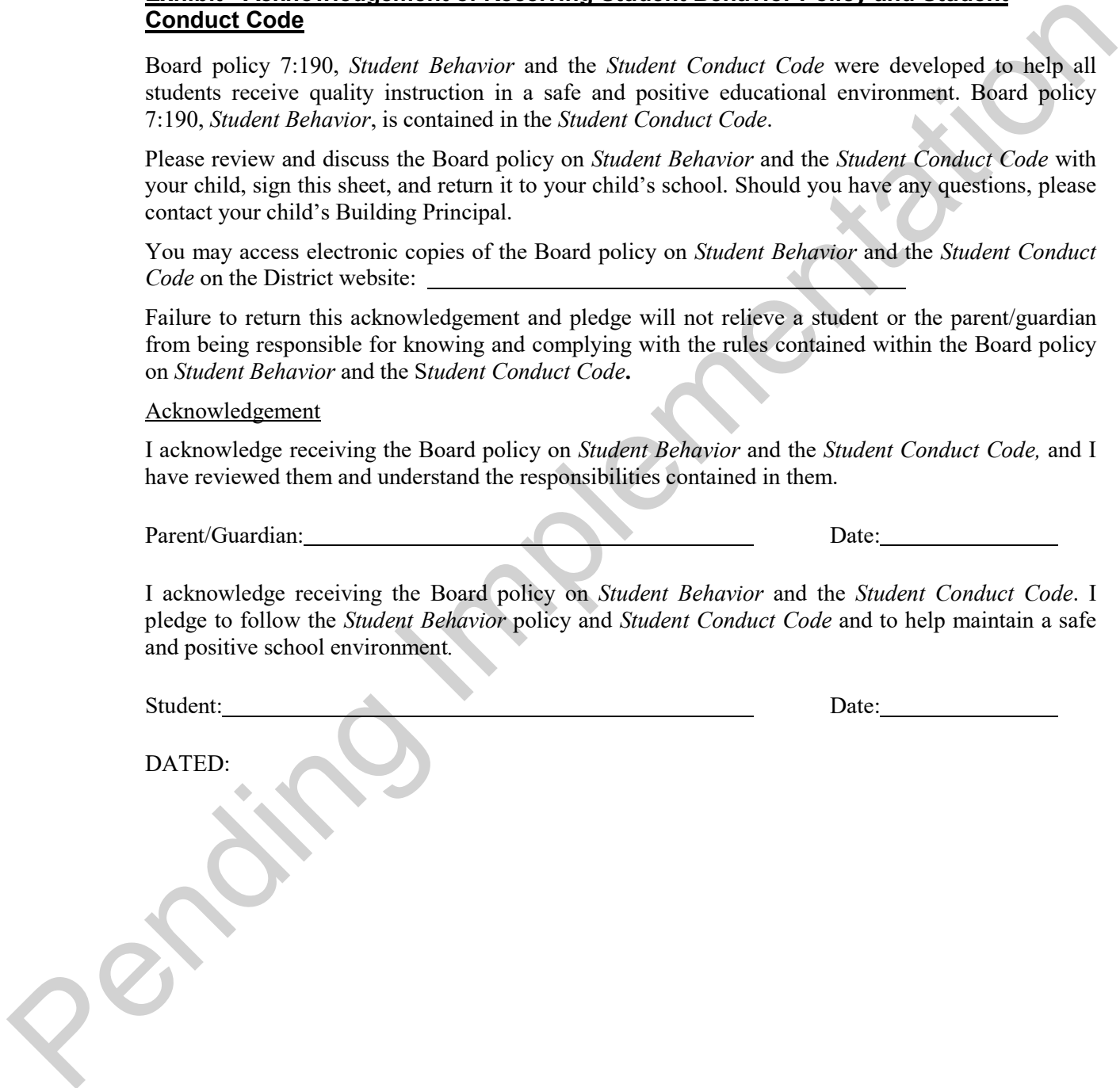
I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*, and I have reviewed them and understand the responsibilities contained in them.

Parent/Guardian: _____ Date: _____

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*. I pledge to follow the *Student Behavior* policy and *Student Conduct Code* and to help maintain a safe and positive school environment.

Student: _____ Date: _____

DATED:



Students

Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

Rationale for the specific duration of the suspension:

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to school safety. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

II. Your child's continued presence at school poses a disruption to other students' learning opportunities. Due to the egregious nature of your child's conduct (i.e., physical harm, violence,

threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: (*List explanation below.*)

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Upon returning to school, your child will be given an opportunity to make up work missed during the suspension for equivalent academic credit.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to (*insert name and address of the Superintendent*).

Building Principal

Date

cc: School Board

DATED:

Pending Implementation

Students

Exhibit - Long Term Out-of-School Suspension (4-10 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

Rationale for the specific duration of the suspension:

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to school safety of other students, staff, or members of the school community. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

II. Your child's continued presence at school substantially disrupts, impedes, or interferes with the operation of the school. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: *(List explanation below.)*

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. To this end, the following behavioral and disciplinary interventions have been exhausted *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources. Examples of behavioral and disciplinary interventions include but are not limited to any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FIB), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)*

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit.

Students that are suspended out-of-school for longer than four (4) days must be provided with appropriate and available support services during the period of suspension. The following support services are available to your child: *(Note that this requirement only applies to students who are suspended out-of-school for 5 through 10 school days. List all support services or indicate if no support services are appropriate and available.)*

To discuss this matter, you may contact the Building Principal.

Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to *(insert name and address of the Superintendent)*.

Building Principal

Date

cc: School Board

DATED:

Students

Exhibit - Notice of Expulsion Hearing

Dear Parent(s)/Guardian(s):

Due to the act(s) of gross disobedience or misconduct described herein, a recommendation has been made to the School Board to expel your child from school. The School Code allows the School Board to expel a student for a definite time period not to exceed 2 calendar years, as determined on a case-by-case basis.

Student Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Length of the proposed expulsion: _____

Description of the incident and a justification for a recommendation of expulsion: This information is contained in the *Long Term Out-of-School Suspension (4-10 days) Reporting Form* attached to this letter. If there was no long term suspension, the specific acts of gross disobedience or misconduct resulting in recommendation to expel are described in the attached sheet.

The following additional efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions were also provided: _____

Evidence will be presented and the Board will decide:

1. Whether removing your child from his or her learning environment is in the best interest of the school;
2. What the rationale is for the specific duration of the recommended expulsion;
3. Whether all appropriate and available behavioral and disciplinary interventions were exhausted; and
4. Whether your child’s continuing presence in school would either: (a) pose a threat to the safety of other students, staff, or members of the school community, or (b) substantially disrupt, impede, or interfere with the operation of the school.

You are requested to appear at a hearing before the board of education or a hearing officer acting on the Board's behalf to determine if your child should be expelled from school.

<u>Hearing Date</u>	<u>Time</u>	<u>Location</u>
---------------------	-------------	-----------------

At the expulsion hearing, the Board or hearing officer will consider evidence concerning whether your child is guilty of gross disobedience or misconduct as charged and should be expelled from school. The hearing will be held in closed session. At this hearing you have each of the following rights:

1. To be present.
2. To be represented by counsel. You must inform the District if your child will be represented by an attorney and, if so, the attorney's name.
3. To offer evidence.
4. To present witnesses and cross-examine witnesses who testify.
5. To present other reasons why your child should not be expelled.

After presentation of evidence or receipt of the hearing officer's report, the Board will decide the issue of guilt and take such actions as it finds appropriate.

Superintendent

Date

cc: School Board

enclosure: Copy of 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* or a list of the specific acts of gross disobedience or misconduct

DATED:

Students

Administrative Procedure - Electronic Recordings on School Buses

Review of Electronic Recordings

Electronic video and audio recordings are viewed to investigate an incident reported by a bus driver, administrator, law enforcement officer working in the District, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to law enforcement officers working in the District and District personnel. These individuals must have, (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing a video recording stating the time, name of individual viewing it, and date the video recording was viewed.

If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

An electronic video or audio recording may be reused or erased after 14 days unless it is needed for an educational or administrative purpose.

Notice of Electronic Recordings 720 ILCS 5/14-3(m).

The Eavesdropping Act exempts electronic recordings on school buses from its coverage when transportation is provided for a school activity, provided the School Board adopted a policy authorizing their use. Notice of the adopted policy regarding video and audio recordings shall be: (1) clearly posted on the front door and interior of the school bus, (2) provided to students and parents/guardians, and (3) included in student handbooks and other documents.

DATED:

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

This Code of Conduct applies to all school-sponsored activities that are neither part of an academic class nor otherwise carry credit or a grade. Sponsors shall create a roster of students who are members or participants in an extracurricular activity and maintain attendance records.

The goal of the extracurricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom. An additional goal of the athletic program is to develop the physical skills of student athletes, which will allow them to compete to the best of their ability within the School Board policies and the by-laws of any association of which the school is a member.

Members must conduct themselves at all times, including after school and on days school is not in session, as good citizens and exemplars of their school - they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. They are expected to demonstrate good citizenship and exemplary conduct in the classroom, in the community, and during all facets of the activity.

The Code of Conduct below describes the expectations and goals of the extracurricular and athletic programs. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities and athletics. This Code of Conduct will be enforced 365 days a year, 24 hours a day. A student may be excluded from activities or competition while the school is conducting an investigation regarding that student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the student assistance program regarding alcohol or other drug problems. Family-referrals or self-referrals will be taken into consideration in determining consequences for Code of Conduct violations.

Code of Conduct

A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

The student shall not:

1. Violate the District's policies or procedures on student behavior;
2. Use, possess, buy, sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Use, possess, buy, sell, barter, or distribute tobacco or nicotine materials in any form, including without limitation, electronic cigarettes;
4. Use, possess, buy, sell, barter, or distribute cannabis in any form, unless exempted under *Ashley's Law*.
5. Use, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
6. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a *look-alike* weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;

7. Attend a party or other gathering and/or ride in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors;
8. Act in an unsportsmanlike manner;
9. Vandalize or steal;
10. Haze or bully other students;
11. Violate the written rules for the activity or sport;
12. Behave in a manner that is detrimental to the good of the group or school;
13. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
14. Falsify any information contained on any permit or permission form required by the activity or sport.

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *Bullying* includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges. (Adapted from the definition of *bullying* included in the Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

Due Process Procedures

Students who are accused of violating the Code of Conduct for Extracurricular Activities are entitled to the following due process:

1. The student shall be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
 - a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all activities or sports for one of the time periods described below:
 - A specified period of time or percentage of events, competitions, or practices
 - The remainder of the season or for the next season
 - The remainder of the student's high school career
 - b. Sanctions for drug and alcohol violations will be based on the following:

First violation

- Use, possession, buying, selling, bartering, or distributing: A suspension of one third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty will be reduced if the student successfully completes a school-approved chemical awareness program.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension of one sixth of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

Second violation

- Use, possession, buying, selling, bartering, or distributing: A suspension of 12 weeks or one season, including suspension from all performances, activities, or competitions during this period. To participate again in any activities, the student must successfully participate in and complete a school-approved alcohol and other drug abuse assessment and follow all recommendations from that assessment.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension of one third of the season and all extracurricular group performances, activities, or competitions during this period.
- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, possession, buying, selling, bartering, or distributing: A suspension from extracurricular activities for the remainder of the student's high school career.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension of one calendar year from the date of the suspension, including all extracurricular activities during this period.

7. The administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Building Principal.

All students remain subject to the Board's student behavior policy and/or the school's student handbook and the disciplinary measures listed in them.

DATED:

Students

Administrative Procedure - Measures to Control the Spread of Head Lice at School

Actor	Action
School Nurse	<p>Involves parent organization in the development and implementation of programs regarding prevention and treatment.</p> <p>Provides information regarding control to staff, students, and parents/guardians. Information provided to parents/guardians may include that set forth in row 2, below. Provides information material and/or in-service to school personnel on:</p> <ol style="list-style-type: none"> 1. Confidentiality requirements 2. Identification 3. Preventing transmission in classrooms 4. Precautions against self-contamination and cross-contamination, e.g., <ol style="list-style-type: none"> a. Carpets should be vacuumed frequently b. Cloth-covered stuffed animals, sleeping mats, pillows, sofas, and other stuffed furniture should be discouraged 5. Treatment and resources for treatment 6. Readmission requirements 7. Respect for sensitivity of students and parents/guardians regarding this condition
Parent/Guardian	<p>Assists in preventing and managing head lice outbreaks by regularly checking their children’s hair and providing immediate treatment if lice are detected.</p> <ul style="list-style-type: none"> • Check your child’s hair and scalp regularly for eggs. • Do not allow your child to use other children’s combs, brushes, hats, etc. • If you find your child does have head lice and you decide to keep him or her out of school, please follow the school’s student absence procedures. • Follow your family’s chosen protocol for treatment of the entire family. Both over-the-counter and prescription medications are available for treatment of lice. • Hats, combs, brushes, and bed linens should be cleaned thoroughly. After the medicated shampoo, you can loosen the eggs with scalp rinses of vinegar, and then slide the eggs off the hair shaft with tweezers, a special fine tooth comb, or your fingernails. • Review information from the Center for Disease Control (CDC) about Prevention and Control at: <p>www.cdc.gov/parasites/lice/head/prevent.html and Treatment FAQ at www.cdc.gov/parasites/lice/head/gen_info/faqs_treat.html.</p>
Staff	<p>To prevent the spread of head lice infestations, report all suspected cases of head lice to the school nurse or designee as soon as possible.</p>
School Nurse	<p>Inspects the head of any student reasonably suspected of having head lice as soon as possible.</p>

Actor	Action
	<p>Checks the siblings of any student with head lice and notifies other schools where siblings attend.</p> <p>Checks any of the student's contacts for the presence of lice.</p> <p>Provides the student's parent(s)/guardian(s) with information regarding head lice treatment.</p> <p>If more than one student is affected in any class, determines whether to examine all students in the class and/or provides information about head lice to all parents/guardians of students in the class.</p>
Building Principal	<p>If eggs (nits) or lice are found, determines whether to exclude the student from attendance or limit the student's head to head contact in the school building (especially in lower grades). Contacts the Board Attorney before beginning the process to exclude any student.</p> <p>Informs the student's parent(s)/guardian(s) about recommended treatment procedures and sources of further information.</p>
Staff	<p>Maintains the privacy of students identified as having head lice and excluded from attendance.</p>
Parent/Guardian	<p>Brings a note to school verifying treatment.</p>
School Nurse	<p>Examines any excluded student and verifies to the Building Principal that all eggs (nits) and lice are gone so that the student may return.</p>
Building Principal	<p>Notifies parent(s)/guardian(s) whose excluded student has not returned to school within five days of the following:</p> <ul style="list-style-type: none"> School attendance laws Action that may be taken if absence continues Resources for treatment information

DATED:

Students

Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Needs

Student Support Committee

Each Building Principal shall annually appoint a building-level Student Support Committee that shall have the tasks described in this Administrative Procedure. Committee members must be school staff members who are qualified by professional licensing or experience to address issues concerning students who may have social, emotional, or mental health needs. As needed on a case-by-case basis, the Student Support Committee may request the involvement of the Building Principal, relevant teachers, and the parents/guardians. Records produced and shared among Committee members may be subject to laws governing student records. Confidential information given by a student to a therapist is governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/.

Children's Mental Health Partnership's Plan and Annual Progress Reports

The Illinois Children's Mental Health Partnership (ICMHP) monitors the implementation of its statewide Children's Mental Health Plan (CMH Plan). The CMH Plan is a statewide strategic blueprint or *roadmap* to promote and improve the children's mental health system and covers a range of recommendations and strategies necessary to reforming the children's mental health system in Illinois. Every year, the ICMHP must submit an annual progress report to the Governor for approval. The Student Support Committee will monitor the annual CMH Plan. See icmhp.org/wordpress/wp-content/uploads/2015/12/ICMHP_CMH-Strategic_Plan.pdf. The CMH Plan is now updated at: www.dhs.state.il.us/page.aspx?item=68168. After reviewing both websites, the Student Support Committee will decide how to implement its recommendations and strategies as appropriate within the resources available in the District.

Referrals

Staff members should refer a student suspected of having social, emotional, or mental health needs to the building-level Student Support Committee. The Student Support Committee will review information about a referred student, including prior interventions, and suggest appropriate steps for referral and follow-up. The Student Support Committee may offer strategies to a referred student's classroom teachers and parents/guardians about ways they can manage, address, and/or enhance the student's social and emotional development and mental health. In addition, the Student Support Committee may recommend coordinated educational, social work, school counseling, student assistance services, and/or a case study evaluation, as well as referrals to outside agencies.

Referrals under this procedure are unrelated to the special education evaluation process and do not trigger the District's timeline for evaluations. However, the use of these procedures shall not circumvent the special education process. See Administrative Procedure 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*.

School Counseling, School Social Work, School Psychological, and School Nursing Services

The Student Support Committee may request school counselors, school social workers, school psychologists, and school nurses to provide support and consultation to teachers and school staff

about strategies to promote the social and emotional development and mental health of all students. They may also be requested to provide screening and early detection approaches to identify students with social, emotional, and mental health needs.

School counselors, school social workers, school psychologists, and school nurses will inform parents/guardians of all issues that pose a health and/or safety risk; they will inform the Building Principal of any health or safety risks that are present in the school.

School and Community Linkages

When possible, the Student Support Committee shall seek to establish linkages and partnerships with diverse community organizations with the goal of providing a coordinated, collaborative early intervention social and emotional development and mental health support system for students that is integrated with community mental health agencies and organizations and other child-serving agencies and systems.

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

DATED:

Students

Administrative Procedure - Dispensing Medication

Actor	Action
<p>Parents/Guardians</p>	<p>Ask the child’s physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered during the school day. <i>Medication</i> includes an epinephrine injector, e.g., <i>EpiPen®</i>, asthma medication (105 ILCS 5/22-30(a), amended by P.A.s 100-201, 100-513, and 100-726), medical cannabis (105 ILCS 5/22-33(g), added by P.A. 100-660), glucagon (105 ILCS 14/27, added by P.A. 101-428), and any medication required under a plan listed in 105 ILCS 5/10-22.21b(c), added by P.A. 101-205, for a student’s self-administration of medication.</p> <p>For a student using medical cannabis: The parent/guardian is responsible for providing the school with copies of the valid registry identification cards issued to their child and the child’s designated caregiver as required by the Ill. Dept. of Public Health. The student’s parent/guardian must also ask the student’s health care provider to complete a <i>School Medication Authorization Form – Medical Cannabis</i>. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20.</p> <p>The designated caregiver shall be allowed to administer a <i>medical cannabis infused product</i> (product) to the student on the premises of the child’s school or on the child’s school bus. The product must be immediately removed from school premises or the school bus after administration. 105 ILCS 5/22-33(b), added by P.A. 100-660 and amended by P.A.s 101-363 and 101-370, eff. 1-1-20.</p> <p>Note: State law does not require school personnel to administer medical cannabis to students. The school nurse or an administrator is allowed to administer a product to the student on the premises of the child’s school, at a school-sponsored activity, or before/after normal school activities, including while the student attends before-school or after-school care on school-operated property or while being transported on a school bus. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. The District may also allow a qualifying student to self-administer product if the self-administration takes place under the direct supervision of a school nurse or administrator. <u>Id.</u></p> <p>A product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored at school with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or an administrator. 105 ILCS 5/22-33(b-10), added by P.A. 101-370, eff. 1-1-20.</p>

Actor	Action
	<p>For a student with diabetes: The parent/guardian is responsible for sharing the health care provider’s instructions. When the student is at school, the student’s diabetes will be managed according to a diabetes care plan, if one exists. To the extent there is any conflict between the diabetes care plan and this Procedure, the diabetes care plan shall control. See Care of Students with Diabetes Act, 105 ILCS 145/. Last, the Public Self-Care of Diabetes Act allows a person with diabetes (or a parent/guardian of a person with diabetes) to self-administer insulin (or administer insulin) in any location, public or private, where the person is authorized to be irrespective of whether the injection site is uncovered during or incidental to the administration of insulin (410 ILCS 135/).</p> <p>For a student with epilepsy: The parent/guardian is responsible for sharing the health care provider’s instructions. When the student is at school, the student’s epilepsy will be managed according to a seizure action plan, if one exists. To the extent there is any conflict between the seizure action plan and this Procedure, the seizure action plan shall control. See Seizure Smart School Act, 105 ILCS 150/, added by P.A. 101-50, eff. 7-1-20.</p> <p>For a student with asthma: The parent/guardian is responsible for sharing the student’s asthma action plan. When the student is at school, the student’s asthma will be managed according to an asthma action plan, if one exists. To the extent there is any conflict between the student’s asthma action plan and this Procedure, the asthma action plan shall control. See 105 ILCS 5/22-30(j-5). Asthma emergencies shall be managed pursuant to the District’s asthma emergency response protocol. 105 ILCS 5/22-30(j-10).</p> <p>Note: The Ill. State Board of Education’s model asthma episode emergency response protocol required by 105 ILCS 5/22-30(j-10), that must be incorporated in the District’s procedure is available at: www.isbe.net/Documents/asthma_response_protocol.pdf.</p> <p>When developing the District’s model protocol, consider that a district may be liable for injury to an asthmatic student during a medical emergency if the district does not respond by immediately calling 911. See <u>In re Estate of Stewart</u>, 406 Ill.Dec. 345 (2nd Dist. 2016); <u>In re Estate of Stewart</u>, 412 Ill.Dec. 914 (Ill. 2017)(school district’s appeal denied). Consult the board attorney about: (1) whether all asthma action plans should require immediate 911 calls based upon <u>Stewart</u>; and (2) the duties and responsibilities of a district when it asks for, but does not receive, an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon <u>Stewart</u>.</p> <p>A student with asthma is allowed to self-administer and self-carry asthma medication if the student’s parents/guardians provides the school with: (1) written authorization for the self-administration and/or self-care of asthma medication; and (2) the prescription label containing the name of the asthma medication, the prescribed dosage,</p>

Actor	Action
	<p>and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b), amended by P.A. 100-513.</p> <p>For a student self-administering medication: A student with an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act is allowed to self-administer medication if the student's parent/guardian provides the school with: (1) written permission for the student's self-administration of medication; (2) written authorization from the student's physician, physician assistant, or advanced practice registered nurse for the student to self-administer the medication; and (3) the prescription label containing the name of the medication, the prescribed dosage, and the time(s) or circumstances under which the medication is to be administered. 105 ILCS 5/10-22.1b(c), added by P.A. 101-205, eff. 1-1-20.</p> <p>If the child's physician, physician assistant, advanced practice registered nurse, dentist, or other health care provider who has authority to prescribe medications authorizes a child to self-administer medication, then ask the health care provider to complete a <i>School Medicine Authorization Form (SMA Form)</i>. This form must be completed and given to the school before the school will store or dispense any medication, before a child may possess asthma medication or an epinephrine injector, and before a child will be allowed to self-administer any medication.</p> <p>If a student is on a medication on an indefinite or long-term basis, file a new <i>SMA Form</i> every year.</p> <p>Bring the medication to the school office. If the medicine is for asthma or is an epinephrine injector, a student may keep possession of it for immediate use at the student's discretion: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. 105 ILCS 5/22-30(e).</p> <p>Bring other prescription medications to the school in the original package or appropriately labeled container. The container shall display:</p> <ul style="list-style-type: none"> Student's name Prescription number Medication name and dosage Administration route and/or other direction Date(s) and Time(s) to be taken Licensed prescriber's name Pharmacy name, address, and phone number <p>Bring non-prescription medications to school in the manufacturer's original container with the label indicating the ingredients and the student's name affixed.</p>

Actor	Action
	At the end of the treatment regime, remove any unused medication from the school.
School Office Personnel	<p>Provide a copy of these procedures, as well as a <i>SMA Form</i>, to inquiring parents/guardians.</p> <p>If the building has no school nurse and a student is identified as having asthma, request the student’s parent/guardian to share their child’s asthma action plan. If the plan is provided, keep it on file in the school nurse’s office or, in the absence of a school nurse, the Building Principal’s or designee’s office. Tell the school nurse or Building Principal or designee of the receipt of the plan as soon as possible so that he/she may provide copies of it to appropriate school staff interacting with the student on a regular basis and, if applicable, attach it to the student’s Section 504 plan or Individualized Education Program (IEP). 105 ILCS 5/22-30(j-5).</p> <p>Whenever a parent/guardian brings medication for a student to the office, summon the school nurse.</p> <p>If the school nurse is unavailable, accept the medication, provided the parent/guardian submits a completed <i>SMA Form</i> and the medication is packaged in the appropriate container.</p> <p>Put the medication in the appropriate locked drawer or cabinet. Tell the school nurse about the medication as soon as possible.</p>
School Nurse (certificated school nurse or non-certificated registered professional nurse)	<p>Ensure that a parent/guardian who brings medication for his or her child has complied with the parent/guardian’s responsibilities as described in this administrative procedure.</p> <p>If a student is identified as having asthma, request the student’s parent/guardian to share their child’s asthma action plan. If the plan is provided, keep it on file in the school nurse office. Provide copies of it to appropriate school staff who interact with the student on a regular basis and, if applicable, attach it to the student’s Section 504 plan or IEP. 105 ILCS 5/22-30(j-5).</p> <p>In conjunction with the licensed prescriber and parent/guardian, identify circumstances, if any, in which the student may self-administer the medication and/or carry the medication. A student will be permitted to self-administer medication in accordance with 105 ILCS 5/10-22.1b(c), added by P.A. 101-205, eff. 1-1-20. A student may be permitted to self-administer a medical cannabis infused product in accordance with 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. A student will be permitted to carry and self-administer medication for asthma or an epinephrine injector.</p> <p>Develop an emergency action plan for a student who self-administers medication in accordance with 105 ILCS 5/10-22.21b(c), added by P.A. 101-205, eff. 1-1-20. The plan must include (105 ILCS 5/10-22.21b(d), added by P.A. 101-205, eff. 1-1-20):</p> <ol style="list-style-type: none"> 1. A plan of action in the event a student is unable to self-administer medication, and

Actor	Action
	<p>2. The situations in which a school must call 911.</p> <p>Prior to administering a medical cannabis infused product in accordance with ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20, annually complete the medical cannabis infused product administration training curriculum developed by the Ill. State Board of Education. ILCS 5/22-33(f-5), added by P.A. 101-370, eff. 1-1-20.</p> <p>Store the medication in a locked drawer or cabinet. A student may keep possession of medication for asthma or an epinephrine injector. Medications requiring refrigeration should be refrigerated in a secure area.</p> <p>Plan with the student the time(s) the student should come to the nurse's office to receive medications.</p> <p>Document each dose of the medication in the student's individual health record. Documentation shall include date, time, dosage, route, and the signature of the person administering the medication or supervising the student in self-administration.</p> <p>Assess effectiveness and side effects as required by the licensed prescriber. Provide written feedback to the licensed prescriber and the parent/guardian as requested by the licensed prescriber.</p> <p>Document whenever the medication is not administered as ordered along with the reasons.</p> <p>If the parent/guardian does not pick up the medication by the end of the school year, discard the medication in the presence of a witness.</p>
Building Principal	<p>Supervise the use of these procedures.</p> <p>Perform any duties described for school office personnel, as needed.</p> <p>Perform any duties described for school nurses, as needed, or delegate those duties to appropriate staff members. No staff member shall be required to administer medications to students, except school nurses, non-certificated and registered professional nurses, and administrators. 105 ILCS 5/10-22.21b(b), amended by P.A. 101-205, eff. 1-1-20.</p> <p>Make arrangements, in conjunction with the parent/guardian, supervising teachers, and/or bus drivers for the student to receive needed medication while on a field trip.</p>

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
105 ILCS 145/, Care of Students with Diabetes Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
23 Ill.Admin.Code §1.540.
In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016).
In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017).

DATED:

Students

Administrative Procedure - Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon

The District maintains and administers the undesignated medication(s) identified below in accordance with State and federal law (*check all that apply*):

- Undesignated Glucagon (UG)
- Undesignated Asthma Medication (UAM)
- Undesignated Epinephrine Injector(s) (UEIs)
- Undesignated Opioid Antagonist(s) (UOAs)
- The Superintendent, school nurse, and/or other necessary school officials should consult the Board Attorney to develop a plan to implement 105 ILCS 5/22-30 and 105 ILCS 145/27, added by P.A. 101-428.
- Obtain a prescription to maintain a supply of one or all of the following: undesignated asthma medication (UAM), epinephrine injector(s) (UEIs), opioid antagonist(s) (UOAs), and/or undesignated glucagon (UG) in the District's name pursuant to 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726, and 105 ILCS 145/27, added by P.A. 101-428.
- Designate a secure location(s) to store undesignated medication. For UAM, UEIs, and/or UOAs, this is where persons needing these medications are most at risk. 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726. For UEIs, this includes but is not limited to, classrooms and lunchrooms. *Id.* For UAM, this includes but is not limited to, a classroom or the nurse's office. *Id.* For UG, this is where it is immediately accessible to a school nurse or delegated care aide. 105 ILCS 145/27, added by P.A. 101-428.
- Develop a method for maintaining an inventory of UAM, UEIs, UOAs, and UG. The inventory should list the expiration dates of the UAM, UEIs, UOAs, and UG.
- Identify procedures for a log or other recordkeeping of provisions, or administrations of UAM, UEIs, UOAs, and UG.
- Maintain a list in each building administrator and/or his or her corresponding school nurse's office that includes the names of trained personnel who have received a statement of certification pursuant to State law.
- Develop procedures to implement the prescribed standing protocol for the provision, or administration of UAM, UEIs UOAs, and/or UG, including calling 911 and noting any instructions given by Emergency Management Services (EMS). 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540(d). Upon any administration of *any* epinephrine injector, or opioid antagonist, procedures must include:
 1. Immediate activation of the EMS system. 105 ILCS 5/22-30(f-5). 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting EMS upon the administration of *any* asthma medication (so asthma medication is excluded from introductory clause above). This may mean that the Ill. General Assembly did not intend for school personnel to notify EMS when administering a student's *prescribed* asthma medication (as opposed to UAM). However, 105 ILCS 5/22-30(j-15) (which requires school personnel who work with

students to complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting every two years) requires asthma action plans. Some attorneys advise that all asthma action plans mandate an immediate 911 call based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district’s appeal denied) (holding that a teacher’s failure to dial 911 immediately upon a student’s asthma attack was willful and wanton conduct, subjecting the school district to liability and barring immunity protections under the Local Governmental and Governmental Employees Tort Immunity Act). Consult the Board attorney about whether to contact EMS when *any* asthma medication is administered.

2. Notification to the student’s parent, guardian, or emergency contact, if known. Id. 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting the student’s parent, guardian, or emergency contact upon the administration of *any* asthma medication. See the discussion in number 1, above, about asthma action plans pursuant to 105 ILCS 5/22-30(j-15), and consult the Board attorney.

The following reports and/or notifications by the school nurse (unless otherwise specified) when a(n):

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
<p>a. Physician, physician assistant, or advance practice registered nurse who provided the standing protocol or prescription for the UEI within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving epinephrine (student, staff, visitor); ii. Any previously known diagnosis of a severe allergy; 	<p>a. The health care professional (20 ILCS 301/5-23(d)(4), amended by P.A. 100-201) who provided the prescription for the opioid antagonist within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-5). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving the opioid antagonist (student, staff, or visitor); ii. Location where symptoms developed; 	<p>a. Physician, physician assistant, or advanced practice registered nurse who provided the standing protocol and a prescription for the UAM within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-726.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-10), amended by P.A. 100-726. Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving asthma medication (student, staff, 	<p>Immediately after administering UG to a student, notify the school nurse (if school nurse did not administer the UG to the student). The delegated care aide or school nurse then notifies the student’s parent or guardian or emergency contact (if known) and health care provider of its use. 105 ILCS 145/47, added by P.A. 101-428.</p>

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
<ul style="list-style-type: none"> iii. Trigger that precipitated allergic episode; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering epinephrine (school nurse, trained personnel, student); and vii. Any other information required by ISBE on the form. 	<ul style="list-style-type: none"> iii. Type of person administering the opioid antagonist (school nurse or trained personnel); and iv. Any other information required by ISBE on the form. 	<ul style="list-style-type: none"> visitor); ii. Any previously known diagnosis of asthma; iii. Trigger that precipitated respiratory distress, if identifiable; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering the asthma medication (school nurse, trained personnel or student); vii. Outcome of the asthma medication administration; and viii. Any other information required by ISBE on the form. 	

- Determine how the District will identify the student populations whose parents/guardians:
 1. Have not completed and signed an *SMA Form*, or
 2. Have not provided asthma medication, an epinephrine injector, opioid antagonist, and/or glucagon, as applicable to the student, for a student for use at school, even though they have completed the *SMA Form*.
- Determine when the school nurse will provide or administer the UAM, UEIs, UOAs, and/or UG, as applicable, to students.

The school nurse or trained personnel may:

1. Provide an UAM or UEI, as applicable to the situation, that meets the prescription on file in the *SMA Form* to:
 - a. Any student for his or her self-administration only. 105 ILCS 5/22-30(a), amended by P.A. 100-726; 105 ILCS 5/22-30 (b-10)(i), (ii), (v)(amended by P.A. 100-726), and (vi)(amended by P.A. 100-726)); 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20.
 - b. Any personnel authorized under a student's specific Individual Health Care Action Plan, Food Allergy Emergency Action Plan and Treatment Authorization Form, Section 504 plan, or individualized education program plan (IEP). 105 ILCS 5/22-30(b-10), amended by P.A. 100-726.
2. Administer an UEI to any student that the school nurse or *trained personnel* in good faith believes is having an anaphylactic reaction even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the epinephrine injector. 105 ILCS 5/22-30(b-10)(iii). **Note:** *Trained personnel* are different than *any personnel authorized* in 1.b., above. 105 ILCS 5/22-30(a). *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code, (b) annually trained online or in person to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress through a training curriculum developed by the Ill. State Board of Education (ISBE), and (c) submitting proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(a) and (g), amended by P.A. 100-726; 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for ISBE to complete this training curriculum.
3. Administer an UOA to any student that the school nurse or *trained personnel* in good faith believes is having an opioid overdose even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the opioid antagonist. 105 ILCS 5/22-30(b-10)(iv). **Note:** *Trained personnel* are different than *any personnel authorized*. See number 2, directly above. 105 ILCS 5/22-30(a), amended by P.A. 100-726. *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in 105 ILCS 10-22.34, 10-22.34a, and 10-22.34b, (b) annually trained online or in person to recognize and respond to opioid overdoses through a training curriculum developed by in compliance with the Alcoholism and Other Drug Abuse and Dependency Act, 20 ILCS 301/5-23, and (c) who have submitted proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(g); 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for a training curriculum, but it did require ISBE to develop a heroin and opioid prevention pilot program by Jan. 1, 2017. 105 ILCS 5/22-80.
4. Administer UAM to any student that the school nurse or *trained personnel* in good faith believes is having respiratory distress even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the asthma medication. 105 ILCS 5/22-30(b-10)(vii), amended by P.A. 100-726. See numbers 2 and 3, directly above for discussions between *any personnel authorized* and *trained personnel*.

5. Administer UG, as applicable to the situation, for a student with a completed *SMA Form* granting permission for UG use that matches the prescription listed on the form and is also consistent with the student's diabetes care plan, if the student's prescribed glucagon is not available on-site or has expired.

- Assess how to manage requests from parents/guardians who wish to *opt-out* of the UAM, UEIs, and/or OAs being available to their child.

The School Code does not provide a mechanism for a student or his or her parent/guardian to *opt-out* of the administration of the District's supply of UAM, UEIs, or UOAs when a nurse and/or trained personnel in good faith professionally believe a student is having an anaphylactic reaction or opioid overdose. While there may be religious, health, or other reasons that a student's parent/guardian may wish to *opt-out* of the administration of UAM, UEI, or UOA to their child, the law does not provide a way for parents/guardians to do so. Management of this issue should be discussed with the Board Attorney. For additional guidance on this issue, see Board policy 7:275, *Orders to Forgo Life-Sustaining Treatment*.

- Determine how to notify all parents/guardians about how UAM, UEIs, and/or UOAs may be provided or administered to students.

If the District maintains a supply of UAM, UEIs, and/or UOAs, it must notify parents/guardians of the protections from liability granted to it and the prescribing physician by 105 ILCS 5/22-30(c) and (c-5), amended by P.A. 100-726. There are two groups of parents/guardians that the District must notify: (1) parents/guardians of students who have previously signed a *SMA Form*, and (2) parents/guardians of all students.

For parents/guardians who have previously signed the *SMA Form*, 105 ILCS 5/22-30(c), amended by P.A. 100-726, requires the District to provide additional notice that the physician(s)/individual(s) with prescriptive authority providing the standing protocol and prescription for the District's supply of UAM, UEIs, and UOAs are protected from liability, except for willful or wanton conduct arising from the use of UAM, UEI, or UOA regardless of whether authorization was given by the student, parent/guardian, or student's physician. Discuss with the Board Attorney whether to amend the District's form(s) to include this language.

For parents/guardians of all students, 105 ILCS 5/22-30(c), requires parents/guardians to be informed that: (1) the District maintains a supply of UAM, UEIs, and/or UOAs, and (2) the District and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer UAM, UEI, and/or UOA to any student when these individuals in good faith professionally believe that the student is having an anaphylactic reaction. There are several methods to inform parent/guardians of this information, e.g., receipt of handbook signature, or see Exhibit 7:270-E1, *School Medication Authorization Form*. Discuss with the Board Attorney the method that works best for the District.

DATED:

Students

Exhibit - School Medication Authorization Form

To be completed by the child's parent(s)/guardian(s).

This form is to be used for medication other than medical cannabis. (See 7:270-E2, School Medication Authorization Form - Medical Cannabis.) A new form must be completed every school year for each medication. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority:

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

Time medication is to be administered or under what circumstances:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

Prescriber's Signature _____ Date _____

For only Parent(s)/Guardian(s) of students requiring asthma inhalers and/or epinephrine injectors:

Is the asthma inhaler and/or epinephrine injector required under a qualifying plan pursuant to 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20?

Yes No

Parent(s)/Guardian(s) please attach prescription label (asthma inhaler) and/or written statement (epinephrine injector) here:

For asthma inhalers, attach the prescription label with the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b)(2)(i).

For an epinephrine injector, attach a written statement from the student's physician, physician assistant, or advanced practice registered nurse containing the name and purpose of the epinephrine, injector; the prescribed dosage; and the time or times at which or the special circumstances that the epinephrine injector should be administered. 105 ILCS 5/22-30(b)(2)(ii)(A)-(C).

For only parents/guardians of students who need to self-administer medication required under a qualifying plan:

I grant permission for my child to self-administer his or her medication required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20.

Medication(s) other than asthma inhalers and/or epinephrine injectors (complete section above) required under a qualifying plan that student is permitted to self-administer:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving : _____

Prescriber's Signature

Date

If the medication is an asthma inhaler or epinephrine injector, be also sure to complete the section above and attach the required label and/or written statement as required above.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer medication under a qualifying plan.

Parent/Guardian Initials

For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine injector:

I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine injector: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-carry and self-administration of asthma medication or epinephrine injector. 105 ILCS 5/22-30, amended by P.A.s 100-726 and 100-799, eff. 1-1-19.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to carry and use his or her asthma medication or epinephrine injector.

Parent/Guardian Initials

For all parents/guardians:

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employees and agents, on my behalf, to administer or to attempt to administer to my child (or to allow my child to *self-administer* pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine injectors to my child when there is a good faith belief that my child is having an anaphylactic reaction, whether such reactions are known to me or not. 105 ILCS 5/22-30, amended by P.A.s 100-726 and 100-799; 105 ILCS 145/27, added by P.A. 101-428. **I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and**

I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

Parent/Guardian Printed Name

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature

Date

DATED:

Pending Implementation

Students

Exhibit - School Medication Authorization Form - Medical Cannabis

To be completed by the child's parent(s)/guardian(s). A new form must be completed every school year. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority.

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

IDPH registry ID card for student is valid [insert dates]: _____

IDPH registry ID card for designated caregiver is valid [insert dates]: _____

Attach copies of both registry identification cards

Time medication is to be administered or under what circumstances: _____

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

Prescriber's Signature

Date

For only parents/guardians of students who want to grant their child permission to self-administer a medical cannabis infused product under direct supervision by a school nurse or administrator:

I grant permission for my child to self-administer his or her medical cannabis infused product required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20. I understand that my child's self-administration will only occur under direct supervision by a school nurse or school administrator. 105 ILCS 5/22-33(b-5), amended by P.A. 101-370, eff. 1-1-20.

Medical cannabis infused product child is permitted to self-administer:

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer a medical cannabis infused product.

Parent/Guardian Initials

By signing below, I acknowledge, understand and agree as follows:

1. The only individual(s) who may possess and administer medical cannabis to my child at school or on the school bus is: a) his/her registered designated caregiver as identified by the Ill. Dept. of Public Health (IDPH); or b) a school nurse or school administrator.
2. Both my child and his/her registered designated caregiver possess valid registry identification cards issued by the IDPH, copies of which I have provided/will provide to the District.
3. After administering the medical cannabis to my child, the designated caregiver shall immediately remove the product from school premises or the school bus.
4. The designated caregiver may not administer a medical cannabis infused product in a manner that, in the opinion of the District or school, would create a disruption to the school's educational environment or would cause exposure of the product to other students.
5. Children under age 18 cannot smoke or vape medical cannabis. Medical cannabis-infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped.
6. The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to my child if the District or school would lose federal funding as a result.
7. I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of medical cannabis that I authorize by my signature below.

Parent/Guardian Printed Name

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature

Date

DATED:

Students

Administrative Procedure - Managing Students with Communicable or Infectious Diseases

If a student’s communicable or infectious disease affects his or her ability to participate in the District’s educational programs, he or she shall be treated as a *disabled person* under Section 504 of the Rehabilitation Act of 1973, unless the student has already qualified for and is receiving services through an IEP under the Individuals with Disabilities in Education Act. For students with an IEP, the District’s Administrative Procedure, 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, must also be followed and it will control whenever there is a conflict with these procedures.

Rules and guidance from the Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) should be consulted and supersede these procedures. Guidance documents and important information include:

1. *Communicable Disease Guide*, revised 2002, available at www.idph.state.il.us/health/infect/comm_disease_guide.pdf.
2. *Management of Chronic Infectious Diseases in Schoolchildren*, revised in 2003 by ISBE and IDPH, available at www.isbe.net/Documents/chronic_diseases.pdf.
3. The Department of Public Health Powers and Duties Law of the Civil Administrative Code of Illinois (20 ILCS 2310/) and the Department of Professional Regulation Law of the Civil Administrative Code of Illinois (20 ILCS 2105/) both expanded the statutory authority of the governor and IDPH to respond to significant threats to the public health.

Managing Students with Communicable or Infectious Diseases

Actor	Action
Parents/Guardians	Notifies the Building Principal where their child is enrolled if their child has a communicable or infectious disease. See Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i> , for a list of communicable or infectious diseases.
Building Principal or designee	Upon having knowledge of a known or suspected case or carrier of a communicable disease: <ol style="list-style-type: none"> a. Notifies the <i>local health authority</i> as required by 77 Ill.Admin.Code §690.200. The <i>local health authority</i> is a full-time official health department, as recognized by IDPH, having jurisdiction over a particular area, including city, village, township, and county boards of health. If there is not a local health authority recognized by IDPH, the local health authority is IDPH. 77 Ill.Admin.Code §690.10. See also Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i>, identifying the diseases for which there is mandatory reporting. Note: The Communicable Disease Report Act, 745 ILCS 45/, grants immunity from slander or libel to persons who in good faith make such reports.

Actor	Action
	<p>b. Follows directions for temporarily excluding a student from school according to the local health authority direction and 77 Ill.Admin.Code Part 690.</p> <p>Keeps the school open where a student with a communicable disease attends, except in the event of an emergency. 77 Ill.Admin.Code §690.30(c)(1).</p>
District staff	<p>Observes all rules of IDPH regarding communicable and chronic infectious disease. See the Legal References below for a list of these rules.</p> <p>Collects and maintains the student’s medical information in a manner that ensures the strictest confidentiality and in accordance with federal and State laws regarding student records.</p>
Superintendent or designee	<p>Confirms that all required and appropriate notices are made.</p> <p>Convenes the Communicable and Chronic Infectious Disease Review Team. This Superintendent committee is composed of the District’s medical advisor, a school nurse, the Building Principal, and the Superintendent or designee (see 2:150-AP, <i>Superintendent Committees</i>).</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of the meeting is to:</p> <ol style="list-style-type: none"> a. Determine when an excluded student will return to school. This determination shall be based on whether the student poses a high risk of transmission of a communicable and chronic infectious disease to other students and staff. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present. 77 Ill.Admin.Code §690.30(c)(2). b. Perform a pre-placement evaluation. 34 C.F.R. §104.35. c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services. 34 C.F.R. §104.35. d. If there is a reason to believe that the student may have a disability requiring special education and related services, the child shall be referred for a special education evaluation. Referrals may also be made, at any time, by any concerned person, including but not limited to District personnel, the student’s parent(s)/guardian(s), a community service agency employee, a professional having knowledge of a child’s problems, a child, or an ISBE employee. See the District’s <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i>. 23 Ill.Admin.Code §226.110. <p>Reports the meeting results to the Superintendent.</p>

Actor	Action
Superintendent or designee	Notifies the student's parents/guardians when an excluded student can return to school and of the placement decision. If the student will not attend school, every reasonable effort shall be made to provide the student with an adequate alternative education. State regulations and school policy regarding homebound instruction shall apply.
Communicable and Chronic Infectious Disease Review Team	At least annually while a student has a contagious or infectious disease, arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the student's education placement and the provision of related services.

Managing a Student with a Communicable or Infectious Disease Who Demonstrates Behavior that Could Result In Infecting Other Students or Staff Members

Actor	Action
Parents/Guardians or any staff member	Notifies the Building Principal if a student with a communicable or infectious disease shows a lack of control of bodily secretions, has open sores that cannot be covered, or demonstrates behavior (e.g., biting) that could result in direct inoculation of potentially infected body fluids into the bloodstream.
Building Principal	Immediately notifies the Superintendent of the above.
Superintendent or designee	<p>Upon being notified that a student is demonstrating behavior that could spread his or her disease, convenes the Communicable and Chronic Infectious Disease Review Team.</p> <p>If appropriate, notifies parents of students of possible exposure if their student may have been exposed to a communicable or infectious disease due to behaviors exhibited by a student having such a disease.</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of this meeting is to:</p> <ol style="list-style-type: none"> a. Determine whether the student's temporary removal from the classroom is appropriate because the student poses a high risk of transmitting a communicable and chronic infectious disease or whether another response exists to reduce the risk of transmission. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present 77 Ill.Admin.Code §690.30(c)(2). b. Perform a pre-placement evaluation if the student will continue to attend school. 34 C.F.R. §104.35. c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services. 34 C.F.R. §104.35. If the student will continue to attend school, determine the student's appropriate educational placement. The team shall also

Actor	Action
	<p>determine if the student needs related services or placement outside the regular classroom.</p> <p>Reports the meeting's results to the Superintendent.</p>
Superintendent or Designee	<p>Notifies the student's parent(s)/guardian(s) whether the student will attend school. If the student will not attend school or participate in school activities with other students, every reasonable effort shall be made to provide the student with an adequate alternative education; however, an individual student's Individualized Education Program (IEP) will control. State regulations and school policy regarding homebound instruction apply.</p>
Communicable and Chronic Infectious Disease Review Team	<p>At least once a month while a student is removed from normal school attendance, arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the removal and to determine whether the condition precipitating the removal has changed.</p>

General Post-Evaluation Procedures

Actor	Action
Parents/Guardians	<p>May appeal their child's exclusion from school or educational placement to the School Board within 10 days of being notified of the action.</p>
Parents/Guardians	<p>When their child returns to school after an absence due to a communicable and chronic infectious disease, present a certificate from a physician licensed in Illinois stating that the child qualifies for re-admission to school under the rules of IDPH that regulate periods of incubation, communicability, quarantine, and reporting.</p>

LEGAL REF.:

105 ILCS 5/10-21.11.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
42 U.S.C. §12101 et seq., Americans with Disabilities Act of 1990.
34 C.F.R. §§104.34 and 104.35.
410 ILCS 315/, Communicable Disease Prevention Act.
23 Ill.Admin.Code Part 226.
77 Ill.Admin.Code Parts 665, 690, 693, 695, 696, and 697.

CROSS REF.:

2:150 (Committees), 5:40 (Communicable and Chronic Infectious Disease)

DATED:

Students

Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases

The following chart contains requirements from rules adopted by the Ill. Dept. of Public Health (IDPH). They provide routine measures for the control of communicable diseases by establishing progressive initiatives for implementing disease-reporting and exclusions measures. School personnel must notify the local health authority if they have knowledge of a known or suspected case or carrier of communicable disease, and such reports must be kept confidential. 77 Ill.Admin.Code §690.200-

Diseases and Conditions, 77 Ill.Admin.Code §690.100

The following are declared to be contagious, infectious, or communicable and may be dangerous to the public health. The Section number associated with the listed diseases indicates the Section of the rules explaining the reportable disease. Diseases and conditions are listed alphabetically by class. Every class has a different timeframe for mandatory reporting to IDPH.

Standard precautions refers to infection prevention and control measures for healthcare settings that apply to all patients regardless of diagnosis or presumed infection status. 77 Ill.Admin.Code §690.10.

Contact precautions refers to infection control measures for healthcare settings designed to reduce the risk of transmission of infectious agents that can be spread through direct contact with the patient or indirect contact with potentially infectious items or surfaces. 77 Ill.Admin.Code §690.10.

Droplet precautions refers to infection control measures for healthcare settings designed to reduce the risk of transmission of infectious agents via large particle droplets that do not remain suspended in the air and are usually generated by coughing, sneezing, or talking. 77 Ill.Admin.Code §690.10.

Class I(a) Diseases

The following diseases shall be reported by telephone immediately (within three hours) upon initial clinical suspicion of the disease to the local health authority, who shall then report to IDPH immediately (within three hours).

Disease	Exclusion Rules
Any unusual case of a disease or condition caused by an infectious agent not listed in IDPH regulations that is of urgent public health significance (including, but not limited to, cowpox, Reye’s syndrome, glanders, amoebic meningoencephalitis, orf, monkeypox, hemorrhagic fever viruses, infection from a laboratory-acquired recombinant organism, or any disease non-indigenous to the United States), §690.295	Contacts shall be evaluated to determine the need for quarantine. The local health authority shall implement appropriate control measures.
Anthrax, §690.320	Standard precautions shall be followed. Contact precautions shall be followed for care of persons with cutaneous anthrax when dressing does not adequately contain drainage. No restrictions if exposure is from infected animals or animal products. If there is a suspected bioterrorist threat or event, contacts will

Disease	Exclusion Rules
	be evaluated to determine need for quarantine.
Botulism, Foodborne, Intestinal, §690.327	Standard precautions shall be followed. No restrictions.
Brucellosis (if suspected to be a bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage.
Diphtheria, §690.380	Standard precautions shall be followed until two successive cultures from both throat and nose (and skin lesions in cutaneous diphtheria) are negative for diphtheria bacilli or when a virulence test proves the bacilli to be avirulent. The first culture shall be taken not less than 24 hours after completion of antibiotic therapy and the second culture shall be taken not less than 24 hours after the first.
Influenza A, Novel Virus, §690.469	Standard precautions, including routine use of eye protection, and droplet precautions shall be followed for patients in health care settings, e.g., hospitals, long-term care facilities, outpatient offices, emergency transport vehicles. Control of contacts is based on transmissibility and severity of the illness that caused the influenza strain. (See the f/ns of policy 4:180, <i>Pandemic Preparedness</i> , for information and resources regarding influenza epidemics in schools; 4:180-AP1, <i>School Action Steps for Pandemic Influenza</i> ; and 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .)
Plague, §690.570	Standard precautions shall be followed. For all patients, droplet precautions shall be followed until pneumonia has been determined not to be present. For patients with pneumonic plague, droplet precautions shall be followed until 48 hours after initiation of effective antimicrobial therapy and the patient has a favorable clinical response. Antimicrobial susceptibility testing is recommended. A strict, seven day quarantine is required for contacts to pneumonic plague who refuse chemoprophylaxis.
Poliomyelitis, §690.580	Occurrence of a single case of poliomyelitis due to wild polio virus shall be recognized as a public health emergency, prompting immediate investigation and response. Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks for the duration of hospitalization.
Q-fever (if suspected to be a bioterrorist event or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions on contacts.
Severe Acute Respiratory Syndrome (SARS), §690.635	Standard Precautions, Contact Precautions, Droplet Precautions including eye protection, and Airborne Infection Isolation Precautions shall be followed for cases or suspect cases in a health care facility. Observation and monitoring, isolation and quarantine procedures shall comply with <i>Public Health Guidance for Community-Level Preparedness and Response to Severe Acute Respiratory Syndrome (SARS) Version 2</i> , U.S. Dept. of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, Atlanta, Georgia 30333 (January 8,

Disease	Exclusion Rules
	2004). Contacts shall be placed under surveillance and may be quarantined, with close observation for fever and respiratory symptoms for the 10 days following the last exposure.
Smallpox, §690.650	Post-exposure immunization, within three to four days after exposure, provides some protection against disease and significant protection against a fatal outcome. Any person with significant exposure to a person with probable or confirmed smallpox during the infectious stage of illness requires immunization as soon after exposure as possible, but within the first four days after exposure.
Tularemia (if suspected to be a bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed.
Any suspected bioterrorist threat or event, §690.800	Cases and contacts shall be evaluated to determine need for isolation.

Class I(b) Diseases

The following diseases shall be reported as soon as possible during normal business hours by telephone (some rules state that facsimile or electronic reporting are also acceptable, the Disease column indicates “F” for facsimile or “E” for electronic in those instances), but within 24 hours, i.e., within eight regularly scheduled business hours after identifying the case, to the local health authority, who shall then report to IDPH as soon as possible, but within 24 hours.

Disease	Exclusion Rules
Botulism (intestinal, wound and other), §690.327	Standard precautions shall be followed. No restrictions.
Brucellosis (not part of suspected bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage. No restrictions on contacts.
Chickenpox (Varicella), §690.350 (F or E)	Children shall be excluded from school or child care facilities for a minimum of five days after the appearance of eruption or until vesicles become dry. Standard precautions, contact precautions and airborne infection isolation precautions shall be followed for patients in a health care facility until all lesions are dry and crusted.
Cholera, §690.360 (F)	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Escherichia coli infections (E. coli O157:H7 and other Shiga toxin-producing E. coli), §690.400 (F)	Cases shall avoid public swimming pools while symptomatic and for two weeks after the date diarrhea has ceased. Specific precautions for food handlers must be followed.
Haemophilus influenzae, meningitis and other invasive disease, §690.441 (F)	Standard precautions and droplet precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Hantavirus pulmonary syndrome, §690.442 (F)	Standard precautions shall be followed. No restrictions on contacts.
Hemolytic uremic syndrome, post-diarrheal, §690.444 (F)	See requirements for the applicable disease that preceded the HUS (when preceding cases are either E.Coli (Section

Disease	Exclusion Rules
	§690.400) or Shigellosis (Section §690.640) standard precautions shall be followed and contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours).
Hepatitis A, §690.450 (F)	Standard precautions shall be followed. In diapered or incontinent persons, the following contact precautions shall be followed: <ul style="list-style-type: none"> • Infants and children less than three years of age for duration of hospitalization; • Children 3 to 14 years of age, until two weeks after onset of symptoms; and • Those greater than 14 years of age, for one week after onset of symptoms.
Influenza admissions into intensive care unit, §690.468 (F or E)	Standard and droplet precautions shall be followed. IDPH may distribute additional recommendations in conjunction with CDC guidance.
Measles, §690.520	Children with measles shall be kept out of school or child care facilities for at least four days after appearance of the rash.
Mumps, §690.550 (F or E)	Cases shall be excluded from school, child care facilities or workplace until five days after onset of symptoms (parotitis). Susceptible contacts should be excluded from school or the workplace from days 12 through 25 after exposure.
Neisseria meningitidis, meningitis and invasive disease, §690.555 (F)	Standard precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Outbreaks for public health significance (including but not limited to, foodborne and waterborne outbreaks), §690.565 (E)	Make a report to local health authority within 24 hours for investigation. If outbreak has occurred, the local health authority makes a final report to IDPH. Cases are evaluated to determine need for isolation.
Pertussis (whooping cough), §690.750	Standard precautions shall be followed. Droplet precautions shall be followed for known cases until the patient has received at least five days of a course of appropriate antibiotics. Case shall be excluded from school until five days of appropriate antibiotic therapy is complete. Suspected cases who do not receive antibiotics should be isolated for three weeks after onset of paroxysmal cough or until the end of the cough, whichever comes first.
Q-fever (not suspected in bioterrorist attack or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions for contacts.
Rabies, human, §690.600 (F)	Standard precautions shall be followed.
Rabies, potential human exposure, §690.601 (F) Definition of exposed person to be reported is lengthy and available in §690.601.	The local health authority determines whether rabies post-exposure prophylaxis for the exposed person is needed.
Rubella, §690.620 (F or E)	Cases shall be excluded from school, child care facilities or the workplace for seven days after rash onset. Susceptible contacts should be excluded from school from days seven through 23

Disease	Exclusion Rules
	following rash onset after last exposure.
Smallpox vaccination, complications of §690.655 (E)	Precautions for individuals with vaccination complications vary depending upon the type of complication. See Smallpox, §690.650 above.
Staphylococcus aureus infections with intermediate or high level resistance to Vancomycin, §690.661 (F)	The Department will issue specific recommendations on a case-by-case basis.
Streptococcal infections, Group A, invasive and sequelae to Group A streptococcal infections, §690.670 (F)	Standard Precautions shall be followed. Droplet Precautions shall be followed for persons with necrotizing fasciitis or toxic shock syndrome until 24 hours after initiation of effective antimicrobial therapy. In cases of necrotizing fasciitis, when dressing does not adequately contain drainage, contact precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Tularemia (not suspected to be bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed. No restrictions on contacts.
Typhoid fever, §690.730 (F)	All persons living in the household of a newly identified chronic carrier and other contacts living outside the home must submit two consecutive negative specimens of feces. If persons required to be tested refuse to comply within one week after notification, they shall be restricted from their occupations, school attendance or day care (adult or child) attendance until compliance is achieved.
Typhus, §690.740 (F)	Standard precautions shall be followed. Proper delousing for louseborne typhus is required. The local health authority shall monitor all immediate contacts for clinical signs for two weeks.

Class II Diseases

The following diseases shall be reported as soon as possible by mail, telephone, facsimile or electronically during normal business hours, but within seven days, to the local health authority which shall then report to the IDPH within seven days.

Disease	Exclusion Rules
Arboviral Infection (including, but not limited to, California encephalitis, St. Louis encephalitis and West Nile virus), §690.322	Standard precautions shall be followed. No restrictions on contacts.
Campylobacteriosis, §690.335	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Cryptosporidiosis, §690.365	Standard precautions shall be followed. Cases shall avoid swimming in public recreational water venues (e.g., swimming pools, whirlpool spas, wading pools, water parks, interactive fountains, lakes) while symptomatic and for 2 weeks after cessation of diarrhea.
Cyclosporiasis, §690.368	Standard precautions shall be followed.
Hepatitis B and Hepatitis D, §690.451	Standard precautions shall be followed. No restrictions on contacts.

Disease	Exclusion Rules
Hepatitis C, §690.452	Standard precautions shall be followed. No restrictions on contacts.
Histoplasmosis, §690.460	Standard precautions shall be followed. No restrictions on contacts.
Influenza, Deaths in persons less than 18 years of age (lab confirmed and no recovery between illness and death), §690.465	N/A
Legionellosis, §690.475	Standard precautions shall be followed. No restrictions on contacts.
Leptospirosis, §690.490	Standard precautions shall be followed. No restrictions on contacts.
Listeriosis (when both mother and newborn are positive, report mother only), §690.495	Standard precautions shall be followed. No restrictions on contacts.
Malaria, §690.510	Standard precautions shall be followed. No restrictions on contacts.
Ophthalmia neonatorum, §693.20	None
Psittacosis due to chlamydia psittaci, §690.590	Standard precautions shall be followed. No restrictions on contacts.
Salmonellosis (other than typhoid fever), §690.630	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Shigellosis, §690.640	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Toxic shock syndrome due to Staphylococcus aureus infection, §690.695	Standard precautions shall be followed. No restrictions on contacts.
Streptococcus pneumoniae, invasive disease in children less than five years, §690.678	Standard precautions shall be followed. No restrictions on contacts.
Tetanus, §690.690	Standard precautions shall be followed and post-injury patients at risk should receive human tetanus immune globulin and/or toxoid. No restrictions on contacts.
Tickborne Disease, including ehrlichiosis, anaplasmosis, Lyme disease, and Rocky Mountain spotted fever, §690.698	Standard precautions shall be followed. No restrictions on contacts.
Trichinosis, §690.710	Standard precautions shall be followed. No restrictions on contacts.
Tuberculosis, §696.170	Reporting requirement is limited to health care professionals (includes nurses and health coordinators or health care settings). Report electronically or by facsimile, followed up with a phone call to local TB authority, or if none, to IDPH. Exclude case if considered to be infectious according to IDPH's rules and regulations for the control of TB or as recommended

Disease	Exclusion Rules
	by the local health authority.
Vibriosis (Non-cholera Vibrio infections), §690.745	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea ceases.

Reporting of Sexually Transmissible Infections, 77 Ill.Admin.Code 693.30

The following sexually transmitted infections are reportable by *health care professionals* only (which includes advanced practice nurses, licensed nurses (including school nurses), or other persons licensed or certified to provide health care services of any kind to the local health department, or if none exists, to IDPH. Reports are strictly confidential and must be made within seven days after the diagnosis or treatment.

Infection	Exclusion Rules
Acquired Immunodeficiency Syndrome (AIDS)	A person may only be isolated with that person's consent or upon order of a court in those cases where the public's health and welfare are significantly endangered and where all other reasonable means have been exhausted and no less restrictive alternative exists. 77 Ill.Admin.Code §693.60(b).
HIV Infection	See above.
Syphilis	See above.
Gonorrhea	See above.
Chlamydia	See above.
Chancroid	See above.

Exclusion Criteria for Non-Reportable Diseases and Illnesses

There are a number of diseases and illnesses that have either never been reportable or no longer need to be reported under IDPH rules. However, some of these conditions may still pose a health risk and require exclusion from school. IDPH has published a chart which includes diseases and illnesses that do not require reporting of individual cases (as well as more common diseases those that do need to be reported), but may still require exclusion from school. Please refer to the following link for further guidance at:

<http://dph.illinois.gov/sites/default/files/publications/commchartschool-032817.pdf>.

DATED:

Instruction

Exhibit - Prevention of Staphylococcal Infections for Schools

The following includes excerpts from *Recommendations for the Prevention of Staphylococcal Infections for Schools*, *Basic Hygiene Guidelines for the Prevention of Staphylococcal Infections in Schools*, and *Guidance for School and Student Athletes About Community-Associated Staphylococcus Aureus (CA-MRSA) Infections*, Ill. Dept. of Public Health (IDPH):

www.idph.state.il.us/health/infect/schoolstaphrecs.htm.

www.idph.state.il.us/health/infect/hygiene.htm.

www.idph.state.il.us/health/infect/MRSA_School_Recs.htm.

This exhibit may be reformatted and distributed to students and their parents/guardians, faculty, and staff to inform them about what staphylococcus aureus is, how it spreads, and how staph infections can be prevented.

Education/Increased Awareness

Staphylococcus aureus, often referred to as *staph*, are bacteria commonly found on the skin or in the noses of healthy people. On occasion, staph bacteria can cause much more serious skin infections, such as bloodstream infections or pneumonia.

Treatment of some staph infections has become more problematic in recent years because the bacteria have become resistant to various antibiotics. Methicillin-resistant *Staphylococcus aureus* (MRSA) is a type of staph that is resistant to some antibiotics, including the antibiotic methicillin. CA-MRSA can be transmitted from person to person through close contact. Recently, the IDPH has received increasing reports of both outbreaks and sporadic cases of CA-MRSA infections.

Knowledge regarding precautions and preventive measures related to CA-MRSA is prudent practice. Transmission of MRSA skin and soft tissue infections among students and those who participate in competitive sports is a significant concern. All persons, especially coaches, athletic trainers, parents/guardians, and teammates, associated with the school's competitive sport activities and sport teams should engage in initiatives to increase adherence to Board policy, 7:280, *Communicable and Chronic Infectious Disease*, and procedures designed to prevent transmission of MRSA skin infections, and awareness of risk factors for infections.

All students, athletes, and their parents/guardians should also be aware of the possible risk factors for MRSA skin and soft tissue infection especially occurring among athletes:

- Physical contact/skin trauma
- Turf burns (football players)
- Contact with teammates' uncovered skin lesions
- Sharing protective equipment, clothing, or towels
- Sharing sports equipment
- Sharing personal hygiene items
- Reuse of unlaundered towels, clothing, uniforms, etc.
- Inadequate supply of dispensable or individual-use soap
- Cosmetic body shaving
- Poor personal hygiene practices, including infrequent hand washing
- Poor cleaning of locker rooms/sport rooms

In addition, since staph infections start when staph bacteria enter the body through a break in the skin, keeping skin healthy and intact is a good preventive measure. Good skin care should be encouraged among students and athletes.

Basic Hygiene Guidelines

Hand Hygiene

Students, faculty, and staff should be instructed about the correct technique for hand washing, including the importance of washing hands before eating or preparing food, after touching any skin lesions (sores) and wounds or clothing contaminated by drainage from lesions and wounds, and after using the toilet. Instructions should include the following:

- Turn on faucet and wet hands with running water.
- Apply soap and spread across all surfaces of hands.
- Scrub all surfaces of hands, including between each finger, for at least 20 seconds (saying the alphabet slowly will take at least 20 seconds).
- Rinse hands under running water.
- Dry hands with paper towels or air dryers.
- If available, use a paper towel to turn off faucet handles.

Hygiene

Students, faculty, and staff should be provided information about general hygienic measures, including the following:

- Keep your hands clean by washing thoroughly with soap and water. Use an alcohol hand gel when soap and water are not available.
- Avoid sharing eating and drinking utensils.
- Avoid sharing unwashed towels, washcloths, clothing, or uniforms.
- Avoid sharing personal items, e.g., deodorant, razors.
- Change socks and underwear daily.
- Wash bed linens and pajamas regularly, at least once a week if feasible.
- Wash soiled bed linens and clothes with hot water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.
- Bathe or shower with soap each day.
- Bathe or shower with soap after every sports practice or competition.
- Keep cuts and abrasions clean and covered with clean, dry bandages until healed.
- Follow your health care provider's instructions on proper care of wounds.
- Avoid contact with other people's wounds or material contaminated by wounds.

Hygiene for Sports Participants

In addition to the previously mentioned recommendations, sports participants should be provided these recommendations:

- Do not share towels, clothing, or uniforms.
- Do not store wet, dirty clothing in lockers.
- Avoid sharing personal equipment.
- Keep equipment clean. Follow coach's directions about cleaning the equipment.
- Keep cuts, abrasions, and wounds covered with clean, dry bandages. Persons with draining wounds or infections are not allowed to participate in practices or games until the wound has stopped draining.
- Report any cuts, abrasions, or wounds to the coach and school nurse.

See also: <http://www.cdc.gov/mrsa>.

The local health department may have more information specific to the District's jurisdiction.

DATED:

Pending Implementation

Students

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/Documents/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b)). The District's Food Allergy Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
 - Phase One: Identification of Students with Food Allergies
 - Phase Two: Prevention of Exposure to Known Allergens
 - Phase Three: Response to Allergic Reactions

All references to the *ISBE/IDPH Guidelines* within the procedures will refer to the specific section title or Appendix with the page number in parenthesis.

Glossary of Terms

The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) - A District-level team that the Superintendent creates to develop a Food Allergy Management Program. It monitors the District's Food Allergy Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board. It is not required by State law, but it is a best practice method to ensure the Program's continued legal compliance and alignment with governance principles.

Individual Food Allergy Management - The process at the building level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

Individualized Educational Program/Plan (IEP) - A plan or program developed to ensure that a child who has a disability identified under the law and is attending a public elementary or secondary school receives specialized instruction and related services.

Individual Health Care Plan (IHCP) - A document that outlines a food allergic student's needs, and at minimum, includes the precautions necessary for food allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below). **Important:** Consult the Board Attorney about whether the Program should implement a 504 Plan or IHCP. This Program's procedures implement 504 Plans only. Insert IHCP in place of or in addition to 504 Plan in this document if the District will also implement IHCPs.

504 Plan - A document that outlines a food allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including

procedural protections (see above). This Program's procedures implement 504 Plans only. **Important:** Consult the Board Attorney about whether implementing only 504 Plans is the best method. Many attorneys agree that a 504 Plan is the best (although not universal) practice for a student with a diagnosis of an allergy.

504 Team - A building-level team that implements the phases of Individual Food Allergy Management in a student's 504 Plan. Insert "IHCP Team" in place of or in addition to "504 Team" if the district will also implement IHCPs. **Note:** If the District implements IHCPs, gathering information, identifying methods to prevent exposure, and assigning staff responsibilities will rely heavily on the Nurse/DSP, not a 504 Team.

Food Allergy Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149). This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school (p. 7). This section references the *ISBE/IDPH Guidelines* and aligns with governance principles so that District-level administrators can: (a) integrate the Program into the District's existing policies and procedures, (b) engage in ongoing monitoring of the Program, (c) assess the Program's effectiveness, and (d) inform the Board about the Program along with recommendations to enhance its effectiveness.

Note: Modify this section based upon the District's specific implementation needs. The only mandate in 105 ILCS 5/2-3.149 was that school boards implement a policy based upon the *ISBE/IDPH Guidelines* by January 1, 2011. Implementation methods are infinite; this Program provides one method.

Actor	Action
<p>Superintendent or designee</p>	<p>Establish a District-wide Food Allergy Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Program) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i> and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>) Staff members Parents/Guardians Community members Students <p>Chair and convene Committee meetings for the purpose of implementing the Program. Note: The Committee is not required by State law. However, establishing it provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district. While smaller school districts, i.e., one-building districts, may be able to implement a Program through one meeting, larger school districts will likely require the uniform coordination that this Committee provides. Some school districts may choose to use the modifiable <i>ISBE/IDPH Guidelines</i> document, available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx, and add or delete items as necessary to the specific needs of the school district.</p> <p>Inform the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p>
<p>Food Allergy Management Committee</p>	<p>Identify existing policies, procedures, and exhibits that affect implementation of the Program, including, but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:240, <i>Board Policy Development</i> 4:110, <i>Transportation</i> 4:120, <i>Food Services</i> 5:100, <i>Staff Development Program</i> 5:100-AP, <i>Administrative Procedure - Staff Development Program</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> 6:240, <i>Field Trips</i> 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> 7:250, <i>Student Support Services</i> 7:270, <i>Administering Medicines to Students</i>

Actor	Action
	<p>7:270-AP1, <i>Administrative Procedure - Dispensing Medication</i> 7:270-E1, <i>School Medication Authorization Form with the Emergency Action Plan</i> 8:100, <i>Relations with Other Organizations and Agencies</i>.</p> <p>Recommend, through the Superintendent, any policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Recommend to the Superintendent any amendments to administrative procedures. Note: To minimize paper and confusion, the Committee may want to utilize the <i>ISBE/IDPH Guidelines’ sample form, Emergency Action Plan (EAP)</i> at App. B-5 (p. 48) and available at: www.isbe.net/Documents/food_allergy_emer_action_plan.pdf in lieu of 7:270-E1, <i>School Medication Authorization Form</i>, for food allergy management purposes.</p> <p>The Committee should also assess the feasibility of adding staff training during a Periodic Emergency Response Drill (App. B-3, p. 44) to the District’s School Safety Drill Plan (see 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan, . School Safety Drill</i>). Adding this suggested drill is not required and exceeds the mandate contained in 105 ILCS 128/. If added, revise paragraph E. Annual Safety Review of 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan</i> to include the applicable School Administrators and Nurse/Designated School Personnel (DSP) Checklist items (p. 24 and 32).</p> <p>Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and prepare each individual Building Principal to implement it in his or her building. Note: The Board Attorney will be a necessary participant in the District’s efforts to manage food allergy management issues. The Superintendent may want to authorize individual Building Principals to consult with the Board Attorney in some circumstances. If so, the Superintendent should outline this process during this meeting.</p> <p>Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an injector (105 ILCS 5/10-22.39(e)). <i>Person with expertise</i> is not defined, but the use of the word <i>expertise</i> suggests that using a lay person to provide training is not appropriate. Use the list of training resources in App. I. (p. 71) and see the Potential Sources for Food Allergy Education, available at: www.isbe.net/Documents/food_allergy_educ_sources.pdf. This training should also include:</p> <ul style="list-style-type: none"> • How to recognize symptoms of an allergic reaction • Review of high-risk areas • Steps to take to prevent exposure to allergen

Actor	Action
	<ul style="list-style-type: none"> • How to administer an epinephrine injector • How to respond to a student with a known allergy as well as a student with a previously unknown allergy • Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting <p>Consider implementing the Nurse/DSP checklist item (p. 22) addressing the above issues by informing staff of the goals established in each of the following Board policies:</p> <p>6:65, <i>Student Social and Emotional Development</i>. This policy requires the District’s educational program to incorporate student social and emotional development into its educational program and be consistent with the social and emotional development standards in the Illinois Learning Standards.</p> <p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>. This policy prohibits students from engaging in bullying, intimidation, and harassment, which diminish a student’s ability to learn and a school’s ability to educate. It states that preventing students from engaging in these disruptive behaviors is an important District goal. Note: Including bullying and sensitivity awareness in the required in-service exceeds State law requirements. Because State law requires districts to have policies addressing bullying (105 ILCS 5/27-23.7) and social and emotional development (405 ILCS 49/) and the Guidelines highlight that increasing awareness of these issues is a best practice consideration, the required in-service is a logical place to include this education. Be sure the referenced board policies contain the locally adopted policy language.</p> <p>Provide community outreach through Building Principals by providing information to students and their parents/guardians about the Program. Establish linkages and partnerships with organizations that can assist the Committee or Building Principals with the goal of providing a coordinated, collaborative education and outreach system to all members of the school community to better understand food allergy management issues in the school setting (App. I, p.71). Provide and inform Building Principals, when possible, of opportunities to “close the food allergy knowledge gap” (p. 21, citing a <i>Gupta, et. al, BMC Pediatrics</i> report that the general population has many misconceptions about food allergies). See Potential Sources for Food Allergy Education, available at: www.isbe.net/Documents/food_allergy_educ_sources.pdf.</p> <p>Monitor the Program by periodically assessing its effectiveness.</p> <p>Incorporate updated medical best practices into all areas of the Program.</p> <p>Establish a schedule for the Superintendent to report any recommendations to enhance the Program’s effectiveness to the Board for consideration.</p>
Building Principal	Inform the school community of the Program by providing the information to students and their parents/guardians. For a sample letter,

Actor	Action
	<p>see App. C-1 (p. 58). Inform the school community of the opportunities to better understand food allergy management issues.</p> <p>Implement the Program in the building by meeting with the Nurse/DSP and special education staff in the building to examine the <i>ISBE/IDPH Guidelines</i>. Identify and follow:</p> <ul style="list-style-type: none"> All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20). All items from the School Administration Nurse/DSP Checklists that apply to the working conditions in the school building (p. 22-24, 32-33). <p>Educate staff members about the Program and their likely involvement with Individual Food Allergy Management (p. 20-40). Inform staff members about Constructive Classroom Rewards (App. G, p. 67-69), at: www.isbe.net/Documents/const_clsrn_rewards.pdf.</p> <p>Inform staff members and volunteers to first use the epinephrine injector and then call 911 any time an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12). Note: Fatalities occur when epinephrine is delayed or withheld (p. 21).</p> <p>Add information about the District's Program and any other building-related specifics of the Program to student handbooks. To increase awareness of the bullying issues faced by students with food allergies, consider including information for students and their parents about the goals established in Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>. See Nurse/DSP Checklist (p. 22).</p>
School Board	<p>Monitor 7:285, <i>Food Allergy Management</i>, and make changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p>

Individual Food Allergy Management

This section's procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon Building Principals and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student's age, the allergen(s) involved, the facilities at each school building, etc.

Phase One: Identification of Students with Food Allergies

Actor	Action
Parent/Guardian	Inform the Building Principal of the student's food allergy.

Actor	Action
	<p>Complete Allergy History Form (App. B-8, p. 56 and available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx) and School Medication Authorization Form (see 7:270-E1, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP. Note: The Emergency Action Plan (EAP) (p. 48) may be used instead of 7:270-E1, <i>School Medication Authorization Form</i>.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs. Follow the <i>Parent/Guardian of Children with Food Allergies Checklist</i>. See <i>Guidelines</i>, p. 25.</p>
Building Principal and/or Nurse/DSP	Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.
IEP or 504 Team	<p>Modify this section if the District implements IHCPs. See Glossary above for more information.</p> <p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine:</p> <ol style="list-style-type: none"> 1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability. <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code § 226.510; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p> <p>If the answer to either of the above questions is positive:</p> <ol style="list-style-type: none"> 1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48). 2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, p. 52-55). For meal substitutions, see App. B-4, p. 45-46. 3. Determine which staff provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs, and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other

Actor	Action
	<p>activities, field trips, and classroom celebrations. For a list of staff members to consider, see <i>Creating a Safer Environment for Students with Food Allergies</i> (p. 19).</p> <ol style="list-style-type: none"> 4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, p. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities. 5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. See EAP, <i>Trained Staff Members</i> box (p. 49). Note: Consult the Board Attorney if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students. 6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code § 226.510; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.

Phase Two: Prevention of Exposure to Known Allergens

Actor	Action
Building Principal and/or Nurse/DSP	<p>Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p>Ensure individual staff members perform their responsibilities and provide the necessary accommodations for the student’s individual health needs (p. 20-40).</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p>Note: Request permission from the Superintendent to consult the Board Attorney about best practices for disclosures to volunteers (e.g., field trip chaperones or room parents) of confidential medical information without parental consent. Generally Building Principals have discretion, but these situations are fact specific. Ideally the District should attempt to get parental permission to disclose the information about the allergy, but practically this cannot always occur. Many agree that safety trumps confidentiality in these situations, especially when</p>

Actor	Action
	<p>volunteers have a legitimate educational interest if knowledge of the information is related to their ability to perform their duties (See, <i>Letter to Anonymous</i>, 107 LRP 28330 (FPCO 2007)).</p> <p>Provide a medical alert to parents/guardians (App. B-9, p. 57) also available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> <p>Note: Request permission from the Superintendent to consult the Board Attorney about disclosures and providing joint communications from the Building Principal and the parent/guardian of the food allergic student. While joint communications allow the school to exchange the information needed to protect the food allergic student and balance competing educational interests without violating federal or State laws that govern student records, they can also present other risks (i.e., re-disclosure of the confidential information). See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepare a list of answers to anticipated questions about managing the student's health needs.</p> <p>Check with the Nurse/DSP regarding any known competing educational interests with the student's health needs among other students attending the school (i.e., diabetes, service animals, etc.).</p> <p>Manage identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Creating a method to monitor identified competing educational interests between students. 3. Responding to future unidentified competing educational interests and managing them immediately. 4. Modifying any other conditions as the facts of the situation require.
IEP or 504 Team	<p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student's 504 Plan (p.13).</p> <p>Practice emergency procedures outlined in the student's EAP and be prepared to follow them (App. B-3, p. 44).</p>
Parent/Guardian	Implement and follow the applicable items in the <i>Parent/Guardian</i>

Actor	Action
	<i>of Children with Food Allergies Checklist</i> (p. 25).
Student	Implement and follow the applicable items in the <i>Students with Food Allergies Checklist</i> (p. 26).

Phase Three: Response to Allergic Reactions

Actor	Action
IEP or 504 Team	Follow the student's 504 Plan and EAP.
Anyone	Any time an allergic reaction is suspected, administer the epinephrine injector first, and then call 911. Fatalities occur when epinephrine is delayed or withheld (p. 21).
Nurse/DSP	<p>Implement and follow the applicable items in the <i>Return to School After a Reaction Checklist</i> (App. B-2, p. 43). If the student has no EAP and IHCP or 504 Plan, provide the parent/guardian with the EAP (App. B-5, p. 48) and <i>Sample Allergy History</i> (App. B-8, p. 56) forms and refer them to the process outlined in the Identification of Students with Food Allergies phase above.</p> <p>Review <i>Special Considerations for the Student</i>; specifically, collaborate with the student's medical provider (p. 23).</p>

LEGAL REF: 105 ILCS 5/2-3.149.

DATED:

Students

Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

The Superintendent or designee, at the District level, or the Building Principal or designee, at the building level, is responsible for implementing the Board's goals of increasing awareness and prevention of depression and suicide. The Superintendent and/or Building Principal(s) may want to assign Student Support Committees as established under 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, to assist them with the implementation of these goals. Use other locally available resources that may not be listed below to determine the best implementation methods.

Listed below are the six policy implementation components of Ann Marie's Law, 105 ILCS 5/2-3.166(c), that are required to be included in Board policy 7:290, *Suicide and Depression Awareness and Prevention*. Each component lists specific implementation steps, along with any applicable sample **PRESS** policies, administrative procedures and/or exhibits, available State and/or federal resources, and examples if available. The Ill. State Board of Education (ISBE) has created the *Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers, and Staff*, at: www.isbe.net/Pages/Suicide-Prevention.aspx, <C:\Users\kat\Desktop\AP Base - October 2019\Section 7\www.isbe.net\Pages\Suicide-Prevention.aspx> and provides other resources at the same website to guide the District in the implementation of policy 7:290, *Suicide and Depression Awareness and Prevention*. The resources listed in this procedure, and any information provided in the hyperlinks, should be confirmed with the Board Attorney before the Superintendent, Building Principal, or Student Support Committees apply them to a specific situation in the District.

Policy Implementation Components of Ann Marie's Law

1. Awareness and Prevention Education Protocols for Students and Staff (105 ILCS 5/2-3.166(c)(2)).
 - a. For students, review 6:60, *Curriculum Content*, requiring health education for developing a sound mind and a healthy body and 7:250, *Student Support Services*, requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability. *Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 1: Prevention - Engaging and Educating Students*, pp. 20-21, at: www.isbe.net/Pages/Suicide-Prevention.aspx.
 - b. For staff, review, 5:100, *Staff Development Program*, discussing in-service training and citing required teacher institute training concerning the warning signs of suicidal behavior, and assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 1: Prevention – Professional Learning Opportunities for Staff and Choosing a Preventative Training Program for Staff, pp. 18-19, at: www.isbe.net/Pages/Suicide-Prevention.aspx

Preventing Suicide: A Toolkit for High Schools (SAMHSA Toolkit), Chapter 4: Staff Education and Training including Tools, pp. 111 through 123 at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

2. Methods of Prevention, Early Identification, and Referral (105 ILCS 5/2-3.166(c)(3)).
- a. For staff, review: 5:100, *Staff Development Program*, discussing required behavioral training for school personnel; 6:60, *Curriculum Content* (see above for description); 7:250, *Student Support Services* (see above for description); and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees to identify, prevent, and refer for students services with mental health challenges.
 - b. For staff, assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Intervention, Procedure: Students at Risk, pp. 26-27, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 1: Getting Started pp. 15-22; Tool 1.A, Suicide Prevention: Facts for Schools, p. 24; and Tools 1.D-1.H, pp. 32-51 (includes various youth suicide prevention topics).

Chapter 4: Staff Education and Training including Tools, pp. 111-123.

Chapter 7: Screening, and Resources: Staff Education and Screening including Tools, pp. 157-171.

ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.

Illinois Suicide Prevention Strategic Plan at: www.dph.illinois.gov/topics-services/prevention-wellness/suicide-prevention.

Sample policy (procedures) on youth suicide prevention are available from The Trevor Project at: www.thetrevorproject.org/pages/modelschoolpolicy

Risk and Protective Factors for Suicide available at: www.isbe.net/Pages/Suicide-Prevention.aspx.
sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf.
 - c. Review and train staff on appropriate identification procedures (see example below):

Identification of the At-Risk Student

Note: A more detailed procedure may be developed with the aid of the resources in 2.b., above.

 - 1) An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and District social worker/counselor.
 - 2) The social worker/counselor or Building Principal will meet with the student.
 - 3) The social worker/counselor will call the student's parent(s)/guardian(s) and arrange a meeting. All calls and meetings with parent(s)/guardian(s) will be documented and a copy of the documentation sent by certified mail to the parent(s)/guardian(s).
 - 4) The social worker/counselor will suggest to the parent(s)/guardian(s) that the State or community mental health agency be contacted. This suggestion shall be a part of the documentation sent to the parent(s)/guardian(s). A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide. An employee should immediately contact the student's parent(s)/guardian(s).

3. Methods of Intervention; Emotional or Mental Health Safety Plans for At-Risk Students (105 ILCS 5/2-3.166(c)(4)).
 - a. Review policies 6:65, *Student Social and Emotional Development*, incorporating student social and emotional development into the District’s educational program as required by the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b); 6:270, *Guidance and Counseling Program*, requiring the District to have guidance counseling available to implement the protocols directed in 7:250, *Student Support Services*; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, requiring protocols for responding to students with social, emotional, or mental health needs that impact learning ability as required by the Children’s Mental Health Act of 2003, 405 ILCS 49/.
 - b. Train staff pursuant to 105 ILCS 5/10-22.24b, which allows school counseling services to be used for suicide issues and intervention.
 - c. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Intervention - Procedure: Responding to a Student Displaying Warning Signs or Student Suicide Attempt, pp. 27-29, and *Guidelines: Modifying Intervention Protocols - Crafting a Protocol for Helping Students at Risk*, pp. 30-31, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide, pp. 57-66 and Tools 2.A-2.B.2, pp. 68-72.

Chapter 6: Student Programs including Tools, pp. 139-156.

Resources: Getting Started, pp. 177-182; Staff Education and Training, pp. 186-192; and Student Education and Skill-Building, pp. 194-204.

Illinois Suicide Prevention Strategic Plan at:
www.sprc.org/sites/default/files/011519ohpm-suicide-prevention-plan-2018-2021.pdf.
4. Methods of Responding to a Suicide Attempt (105 ILCS 5/2-3.166(c)(5)).
 - a. Review policies listed above in number 3.a.
 - b. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Guidelines: Modifying Intervention Protocols - Crafting a Protocol for Helping Students at Risk, pp. 30-31, and *Module 3: Postvention, Procedure: Responding to a Completed Student Suicide*, pp. 36-39, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 3: After a Suicide including Tools, pp. 92-109. (some material adaptable to a suicide attempt)

Resources: Crisis Response Postvention, pp. 182-185.

After a Suicide: A Toolkit for Schools (ISBE Toolkit) at:

www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf
(some material adaptable to a suicide attempt)

5. Reporting Procedures (105 ILCS 5/2-3.166(c)(6)).

- a. Review 6:270, *Guidance and Counseling Program*, providing a counseling program that the Superintendent may designate as responsible for development of the District's depression awareness and suicide prevention program procedures; 7:250, *Student Support Services*, identifying District support services that will be ultimately responsible for properly implementing the reporting procedures; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees for purposes of identifying, preventing and referring for services students with mental health needs.

- b. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Guidelines: Modifying Intervention Protocols - Crafting a Procedure for Students Exhibiting Warning Signs and for a Student Suicide, pp. 31-34, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide: Tools 2.B.3-6 (pp. 70-72), 2.C (p. 79) and 2.D (pp. 70-81).

- c. Review appropriate identification procedures (see example below):

Documentation Regarding the At-Risk Student

Note: A more detailed procedure may be developed with the aid of the resources in 5.b., above.

- 1) District employees shall take notes on any conversations that involve or relate to the at-risk student. The notes shall become a part of a written report to the Building Principal.
- 2) Conversations that involve or relate to the at-risk student shall be confirmed in writing with the other party(s).
- 3) The Superintendent shall receive a copy of all reports and documentation regarding the at-risk student.
- 4) The social worker/counselor shall prepare a report of the situation for the student's records.

- d. Provide training for staff regarding identification procedures that the District will implement.

6. Resources and Contact Information (105 ILCS 5/2-3.166(c)(7)).

- a. Illinois suicide prevention organizations and State contacts at: www.sprc.org/states/illinois:

Jennifer L. Martin, Injury Prevention Coordinator (at time of publication)
535 West Jefferson, 2nd Floor
Springfield, IL 62761
Jennifer.L.Martin@illinois.gov
(217) 558-4081

Steve Moore, J.D., Co-Chair, Illinois Suicide Prevention Alliance Board member (at time of publication)

Smoore200400@yahoo.com

(312) 391-8056

- b. Primary implementation resources for 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit: Chapter 1: Getting Started; Tools 1.I and 1.J., pp. 52-53.

Resources: Screening Program, p. 205; and National Organization and Federal Agencies with Resource and Information on Adolescent Suicide Prevention, pp. 206-208.

ISBE *Toolkit* at:

www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf.

ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

Illinois Suicide Prevention Strategic Plan at:

www.sprc.org/sites/default/files/011519ohpm-suicide-prevention-plan-2018-2021.pdf.

- c. Other available resources:

American Foundation for Suicide Prevention, Illinois Chapter at:

www.afsp.org/chapter/afsp-illinois/The Ill. Department of Human Services is required by 20 ILCS 1705/76, added by P.A. 101-45, eff. 1-1-20, to develop an online database of mental health resources geared toward school counselors, parents, and teachers at: www.dhs.state.il.us/page.aspx?item=29751.

National Suicide Prevention Lifeline at: www.suicidepreventionlifeline.org/.

Sexual Orientation, Gender Identity and Youth Suicide at: www.dph.illinois.gov/sites/default/files/publications/suicide-sexual-orientationin-youth-050216.pdf.

The Suicide Prevention Resource Center (SPRC) (www.sprc.org/) has an Illinois-specific site at: www.sprc.org/states/illinois.

The Suicide Resource Center has an awareness public prevention pilot program titled *It Only Takes One* at: www.itonlytakesone.org/.

DATED:

Students

Exhibit - Agreement to Participate

On District letterhead

Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic athletics or intramural athletics. The completed *Agreement* should be returned to the Coach.

Student Name (*printed*) _____

1. I wish to participate in the interscholastic athletics or intramural athletics that are circled: baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, wrestling, other (identify sports) _____. (Another *Agreement* must be signed if the student later decides to participate in a sport not circled above).
2. I acknowledge reading the eligibility rules of any group or association sponsoring any athletic activity in which I want to participate and I agree to abide by them.
3. Before I am allowed to participate, I must: (a) provide the School District with a certificate of physical fitness (the ***Pre-Participation Physical Examination Form*** from the IHSA or IESA serves this purpose), (b) show proof of accident insurance coverage, and (c) complete all forms required by any association sponsoring the interscholastic athletic activity, including when applicable and without limitation, ***IHSA Sports Medicine Acknowledgment & Consent Form, Acknowledgement and Consent***. IHSA refers to the Illinois High School Association and IESA refers to the Illinois Elementary School Association.
4. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
5. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that the student will not be allowed to return to play or practice until he or she has successfully completed return-to-play and return-to-learn protocols, including having been cleared to return by the treating physician licensed to practice medicine in all its branches, physician assistant, treating advanced practice registered nurse, or a certified athletic trainer working under the supervision of a physician.
6. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the District, its employees,

agents, coaches, School Board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Student Signature

Date

Pending Implementation

To be read and signed by the parent/guardian of the student:

1. I am the parent/guardian of the above named student and give my permission for my child to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.
2. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, Board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

Parent/Guardian Signature

Date

Emergency Contact Information

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

DATED: _____

Students

Exhibit - Certificate of Physical Fitness for Participation in Athletics

To be submitted to the Building Principal. (please print)

_____ Student	_____ Sport/Activity
_____ Parent/Guardian	_____ Home phone
_____ Home address	_____ Cell phone
_____ Emergency contact <i>(relationship to student)</i>	_____ Contact phone
_____ Physician	_____ Physician phone

Medical History: Date of Birth: _____ Height: _____ Weight: _____

Heart condition Diabetes Asthma: Requires child to self-administer medication

Epilepsy Allergies: Requires student to carry EpiPen®

Other _____

List all medications *(prescribed and over the counter)*

Injuries *(brief description and dates)*

Surgeries *(brief description and dates)*

Physical activity restrictions *(brief description and duration)*

I certify that:

1. My child is in good health and is capable of participating in the above sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation, and will notify you of any changes.
2. I have completed and submitted the *Authorization for Medical Treatment* form allowing the school to seek medical treatment for my child in the event of a medical emergency when reasonable attempts to contact me are unsuccessful.
3. If my child requires or may need medication while participating in athletics, I have completed and submitted the *School Medication Authorization Form*.

_____ Parent/Guardian signature	_____ Date
------------------------------------	---------------

DATED:

Students

Exhibit - Authorization for Medical Treatment

To be submitted to the Superintendent. (please print)

_____	_____
Student	Sport/Activity
_____	_____
Parent/Guardian	Home phone
_____	_____
Home address	Cell phone
_____	_____
Physician	Physician phone

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize:

1. Treatment by a licensed medical physician of my child in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed, and
2. Transfer of my child to any hospital reasonably accessible at my expense.

Parent/Guardian Signature

Date

DATED:

Students

Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries

State Law

1. The Youth Sports Concussion Safety Act contains concussion safety directives for School Boards and certain identified staff members. 105 ILCS 5/22-80, added by P.A. 99-245, amended by P.A.s 99-486, 100-309, and 100-747. A School District must implement Sec. 22-80 if it offers interscholastic athletic activities or interscholastic athletics under the direction of a coach (volunteer or school employee), athletic director, or band leader. An *interscholastic athletic activity* “means any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be interscholastic activities.” 105 ILCS 5/22-80(b).

A School District may need to implement its return-to-learn protocol for a student’s return to the classroom after he or she is believed to have experienced a concussion, “whether or not the concussion took place while the student was participating in an interscholastic activity.” 105 ILCS 5/22-80(d). For a comprehensive discussion of this Act, see the IASB publication, *Checklist for Youth Sports Concussion Safety Act*, at: <https://www.iasb.com/law/Checklistconcussionsafetyact.pdf>. Helpful guidance for implementing this law plus training modules are available from the Lurie Children’s Hospital’s *A Guide for Teachers and School Professionals*, also available using the above link.

2. 105 ILCS 25/1.15 requires: (a) all high school coaching personnel to complete online concussion awareness training, and (b) all student athletes to view the IHSA video about concussions.
3. 105 ILCS 25/1.20, added by P.A. 99-831, requires the IHSA to require all member districts that have certified athletic trainers to have those trainers complete and submit a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. **Concussion** - A complex pathophysiological process affecting the brain caused by a traumatic physical force or impact to the head or body, which may include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns and which may or may not involve a loss of consciousness. 105 ILCS 5/22-80. See also: *Returning to School After a Concussion: A Fact Sheet for School Professionals*, www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf.
4. 20 ILCS 2310/2310-207, added by P.A. 100-747, eff. 1-1-19, requires: (a) the Ill. Dept. of Public Health (IDPH), subject to appropriation, to develop, publish, and disseminate a brochure to educate the general public on the effects of concussions in children and discuss how to look for concussion warning signs in children, and (b) schools to distribute this brochure, free of charge, to any child or parent/guardian of a child who may have sustained a concussion, regardless of whether or not the concussion occurred while the child was participating in an interscholastic athletic activity, if available.

Actor	Action
School Board	<p>Adopt a Board policy on concussions. See policy 7:305, <i>Student Athlete Concussions and Head Injuries</i>.</p> <p>Approve members of the Concussion Oversight Team. 105 ILCS 5/22-80(d).</p> <p>Approve school-specific emergency action plan(s) for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student's condition to deteriorate rapidly. 105 ILCS 5/22-80(i).</p> <p>Monitor the effectiveness of Board policy 7:305, <i>Student Athlete Concussions and Head Injuries</i>, by discussing with the Superintendent or designee the type of data the Board needs to monitor the policy, establishing a monitoring calendar, and reviewing the data provided by the Superintendent or designee.</p>
Superintendent or designee	<p>Identify individuals to serve on the Concussion Oversight Team; request Board approval. 105 ILCS 5/22-80(d).</p> <p>A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, he or she must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. The Team may be composed of only one person who need not be a licensed healthcare professional, but may not be a coach.</p> <p>Note: As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an <i>administrative</i> committee, but consult the Board Attorney for guidance. If it is a Board committee, it must comply with the Open Meetings Act, 5 ILCS 120/1.02. For a discussion of the Open Meetings Act's treatment of committees, see the footnotes in Board policy 2:150, <i>Committees</i>.</p> <p>Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain an online concussion certification in accordance with 105 ILCS 25/1.15.</p> <p>Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's starting date.</p> <p>Require that the following individuals complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches or assistant coaches (whether volunteer or a District employee) of interscholastic athletic activities; nurses, physicians, other licensed health professionals and non-licensed health care professionals who serve on the Concussion Oversight Team; athletic trainers; and game officials of interscholastic athletic activities. 105 ILCS 5/22-80(h).</p> <p>Individuals covered by this training mandate must initially have</p>

Actor	Action
	<p>completed the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policies 5:100, <i>Staff Development Program</i>, and 7:305, <i>Student Athlete Concussions and Head Injuries</i>.</p> <p>Identify the staff members who are responsible for student athletes, including Building Principals, and require that they comply with IHSA concussion protocols, policies, and by-laws, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussions</i>, at: www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf.</p> <p>Along with the Building Principal(s), develop and maintain school-specific emergency action plan(s) for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>Hold the staff members responsible for implementing this procedure.</p>
Concussion Oversight Team	<p>Establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention. 105 ILCS 5/22-80(d). See www.cdc.gov/headsup/index.html.</p> <ol style="list-style-type: none"> 1. A <i>return-to-play protocol</i> governing a student’s return to interscholastic athletic practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee (not a coach) must supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol. 105 ILCS 5/22-80(g). The student’s treating physician or an athletic trainer working under a physician’s supervision must evaluate and find that it is safe for the student to return to play. The student’s parent/guardian must sign a consent form that complies with statutory prerequisites. IHSA’s website contains a form for this, <i>Post-concussion Consent Form (RTP/RTL)</i>, at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx. It is an open question whether the return-to-play protocol is limited to when the concussion occurred during an interscholastic athletic activity, because the statute does not state “whether or not the concussion took place while the student was participating in an interscholastic athletic activity.” It makes sense, however, to apply the return-to-play protocol whenever a student suffers a concussion before allowing him or her to participate in an interscholastic athletic activity. 2. A return-to-learn protocol governing a student’s return to the classroom following a force of impact believed to have caused a

Actor	Action
	<p>concussion. The Superintendent or designee (not a coach) must supervise the person responsible for compliance with the return-to-learn protocol. 105 ILCS 5/22-80(g).</p> <p>The return-to-learn protocol governs a student’s return to the classroom after a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity. Guidance from Lurie Children’s Hospital explains that recovery from a concussion must be an individualized process, because no two concussions are the same. See <i>Return to Learn after a Concussion: A Guide for Teachers and School Professionals</i>, Lurie Children’s Hospital. This Guide explains that a student’s full recovery depends on both cognitive and physical rest. It suggests using a multidisciplinary team to facilitate a student’s return to the classroom and provides examples of accommodations and interventions. It also stresses the importance of identifying a school staff member who will function as a case manager or concussion management leader, e.g., a school nurse, athletic trainer, or school counselor.</p>
Building Principals or designees	<p>Along with the Superintendent, develop and maintain school-specific <i>emergency action plan(s)</i> for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present the plan(s) to the Superintendent who will present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>A template is available on the IHSA website under Emergency Action Plan (EAP) Resources, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx.</p> <p>Require coaches and assistant coaches, trainers, and other staff members who are responsible for student athletes to:</p> <ol style="list-style-type: none"> 1. Review and abide by the IHSA protocols, policies, and by-laws regarding concussions and head injuries, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/StakeholderResponsibilities.aspx. 2. Provide information to student athletes and their parents/guardians each school year about concussions and otherwise perform all duties identified by law or described in this procedure. <p>School districts must include information about concussions in the student athlete agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before participating in a practice or interscholastic competition. IHSA drafted a sample <i>Concussion Information Sheet</i>, which is included within the <i>IHSA Sports Medicine Acknowledgement & Consent Form</i> at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/Con</p>

Actor	Action
	<p>ConcussionResources.aspx. It has been incorporated into 7:300-E1, <i>Agreement to Participate</i>.</p> <p>3. Distribute the IDPH concussion brochure, if available, to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity. 20 ILCS 2310/2310-307.</p> <p>Maintain appropriate school student records for student athletes.</p> <p>Although a <i>concussion policy acknowledgment</i> is no longer required, an ISBE rule defines <i>health-related information</i> to include a <i>concussion policy acknowledgment</i>. 23 Ill.Admin.Code §375.10. The acknowledgment must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §375.40.</p> <p>All written information concerning an injury to a student athlete, including without limitation, a return-to-play clearance, must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §§375.10 and 375.40. An ISBE rule defines <i>health-related information</i> to include “other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.” 23 Ill.Admin.Code §375.10.</p>
<p>Each student participant in an interscholastic athletic activity and his or her parent/guardian</p>	<p>Each school year, sign a concussion information receipt form before participating in an interscholastic athletic activity. 105 ILCS 5/22-80(e).</p> <p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>The form must be approved by IHSA. See ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx, for <i>IHSA Concussion Protocols</i> and <i>IHSA Sports Medicine Acknowledgement & Consent Form (Concussion, PES, Asthma Medication)</i>.</p> <p>Annually view IHSA’s video about concussions (applicable to only high school student athletes). 105 ILCS 25/1.15(e).</p> <p>Become knowledgeable about the concussion symptoms and ask questions of any athletic staff member.</p> <p>Inform the coach or other supervisor about any trauma to the student’s head and/or any symptoms of a concussion or confirmed concussion regardless of where and when it occurred.</p> <p>Follow the District’s return-to-play and/or return-to-learn protocol(s), as applicable, whenever the student suffers a concussion.</p>
<p>Coaches or Assistant Coaches (whether volunteer</p>	<p>Complete concussion training as specified in the Youth Sports Concussion Safety Act. 105 ILCS 5/22-80(h).</p>

Actor	Action
<p>or a District employee) of interscholastic athletic activities;</p> <p>Nurses and Physicians who serve on the Concussion Oversight Team;</p> <p>Athletic Trainers; and</p> <p>Game Officials of interscholastic athletic activities</p>	<p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>Individuals covered by this training mandate must complete the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policy 5:100, <i>Staff Development Program</i>.</p> <p>Complete IHSA’s online concussion certification program (required only of high school coaching personnel including, without limitation, athletic directors). 105 ILCS 25/1.15.</p> <p>Learn concussion symptoms and danger signs. See www.ihsa.org/documents/sportsmedicine/ihsa_concussion_information_sheet.pdf.</p>
<p>Coaches and Assistant Coaches of interscholastic athletic activities</p> <p>Athletic Trainers</p> <p>Other staff members who are responsible for student athletes</p>	<p>Each school year, have student athletes and their parents/guardians, or another person with legal authority to make medical decisions for the student, sign a form “that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion.” The form must be approved by IHSA. 105 ILCS 5/22-80(e).</p> <p>Each school year, inform student athletes and their parents/guardians about concussions and head injuries by:</p> <ol style="list-style-type: none"> 1. Giving them a copy of the IHSA’s <i>Concussion Information Sheet</i> at the time they sign exhibit 7:300-E1, <i>Agreement to Participate</i>, or other agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before the student is allowed to participate in a practice or interscholastic competition. The <i>Concussion Information Sheet</i>, is included within the <i>IHSA Sports Medicine Acknowledgement & Consent Form</i> at: www.ihsa.org/Resources/DownloadCenter.aspx. 2. Using educational material provided by IHSA to educate student athletes and parents/guardians about the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury. See www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx. The Center for Disease Control and Prevention offers free printed educational materials on concussions that can be ordered or downloaded and distributed to parents, students, and coaches. See www.cdc.gov/headsup/index.html. <p>Remove a student from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student’s parent/guardian, the student, or any other person deemed</p>

Actor	Action
	<p>appropriate under the return-to-play protocol. 105 ILCS 5/22-80(f).</p> <p>Comply with the IHSA concussion management guidelines, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussion</i>, which includes its <i>Return to Play (RTP) Policy</i>, at: www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf. These guidelines, in summary, require that:</p> <ol style="list-style-type: none"> 1. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (e.g., loss of consciousness, headache, dizziness, confusion, or balance problems) in a practice or game shall be removed from participation or competition at that time. 2. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. 3. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois, and has completed the return-to-play protocol in compliance with the Youth Sports Concussion Safety Act, 105 ILCS 5/22-80(g). <p>Inform the student athlete’s parent/guardian about a possible concussion and give the parent/guardian a fact sheet on concussion, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx.</p> <p>Allow a student who was removed from interscholastic athletic practice or competition to return only after all statutory prerequisites are completed, including without limitation, completing the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student’s return-to-play or return-to-learn. 105 ILCS 5/22-80(g).</p> <p style="padding-left: 40px;">Most students with a concussion will not need a formal 504 plan or individualized education program; contact the Board Attorney whenever one is requested or the student’s symptoms are prolonged.</p>
Athletic trainers	Complete a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. Do not identify student names in the monthly

Actor	Action
	report. 105 ILCS 25/1.20. Submit this monthly report to the interscholastic athletic organization to which the school belongs.

DATED:

Pending Implementation

Students

Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, or invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and/or Student Handbooks;
 - d. Is reasonably viewed as promoting illegal drug use;
 - e. Incites students to violate any Board policy.
7. A student may use School Board policy 2:260, *Uniform Grievance Procedure*, to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

LEGAL REF.: 105 ILCS 80/, Speech Rights of Student Journalists Act.
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hedges v. Wauconda Community Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir.
1993).

DATED:

Pending Implementation

Students

Exhibit - Application and Procedures to Involve Students in Fundraising Activities

To be submitted to the Building Principal

Organization Name

School

Activity

Activity Dates

This application must be approved before involving students in a fundraising activity. Only the following organizations are permitted to involve students in fundraising activities while they are on school grounds during school hours or during any school activity: *(check at least one box)*

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

Describe how students will be involved in the fundraising activity, including whether they will be asked to buy or sell items:

Will the proposed activity involve selling food or beverage items to students on campus during the school day?

- Yes - An approval may be contingent on the availability of an *exempted fundraising day*; please attach an exact description of what you propose to sell including the nutritional analysis.
- No - Food and beverage items will not be sold to students on campus during the school day.

Fundraising efforts must not conflict with instructional activities or programs. Sales booths during a school activity or lunch are permissible.

What, if any, activity will be done while students are on school premises?

Student participation must be voluntary. Penalties for failure to participate are prohibited.

Describe student incentives for participation: _____

Fundraising efforts should not burden students, their families, citizens, or merchants by being too frequent.

When and what was the last fundraising activity done by this organization or club?

Local ordinances must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their School.

How will students be informed? _____

Student safety must be paramount.

How will students be kept safe if fundraising activities occur away from school?

- Not applicable - all student involvement occurs at school.

Sales or service campaigns to raise money should offer appropriate merchandise or services.

Describe the merchandise or services students will be asked to sell or perform:

For school-sponsored student organizations, a school staff member must supervise the fundraising activities in addition to any other adult volunteers.

List all of the adult sponsors, including staff members and non-staff adult volunteers:

Not applicable - activity is not being proposed by a school-sponsored student organization.

For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.

Is this agreeable? Yes No

Not applicable - activity is not being proposed by a school-sponsored student organization.

Parent organizations and booster clubs are governed by School Board policy 8:90, *Parent Organizations and Booster Clubs*.

Is the organization prepared to abide by this policy? _____

Not applicable - activity is not being proposed by a parent organization or booster club.

The fundraising 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.

Describe how funds raised through the proposed activity will be used:

If the activity will help fund a trip or overnight excursion, describe the travel plans:

The funds must be used to the maximum extent possible for the designated purpose.

Is this agreeable? Yes No

Fundraising efforts that solicit donor messages for placement on school property must follow the District's viewpoint neutral guidelines for the creation of messages.

Is this agreeable? Yes No

Not applicable - activity being proposed will not solicit donor messages.

I agree to abide by the conditions stated in this application and agree to adhere to all Board policies and administrative procedures.

Applicant name (*please print*)

Telephone number

Address

Email address

Applicant signature

Date

The Building Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. (*Note to Building Principal: after approving or denying this application, return a copy of it to the person making the request, send the original to the Superintendent, and retain a copy at the School.*)

Approved **Denied**

Building Principal or designee

Date

DATED:

Students

Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings

A student must complete this form to request the free use of school premises for a meeting of a student group that is not school-sponsored. Only one student needs to complete the application. Submit the completed application to the Building Principal at least one week before the first meeting. When a copy of this form is returned to the student with the necessary approval signature, the group may use the designated school premises, at the identified time, for its meetings.

Student applicant	Student contact number
Student group	Requested premise
Program/Meeting	Program/Activity date(s) and time(s)

Materials to be brought into facility, if any

The following rules apply to the free use of school premises by non-school-sponsored student groups:

1. The meeting(s) must be student-initiated, meaning that a request to use school premises is being made by a student.
2. The meeting(s) must occur during non-instructional time identified by the Building Principal. This time is typically before classroom instruction begins or after it ends.
3. In scheduling the use of school premises, activities associated with the District’s educational program have priority over the activities of any other organization. Otherwise, school premises will be available on a first come first served basis.
4. The assigned room and its contents must be restored to its original condition and configuration after each use. Only modular furniture may be moved. Nothing shall be adhered or affixed to walls that will leave marks. Any decorations used shall be removed after the meeting. The contents of any assigned room are the property of the School District or teacher and shall not be handled or removed.
5. Before any meeting, a member of the non-school-sponsored student group must give the office the names of anyone attending the meeting who is neither a student nor a school staff member. All visitors must register at the school office before proceeding to any scheduled student meeting. Non-school individuals may not regularly attend meetings.
6. The following mediums are available on request to announce group meetings:
 - Office bulletin board containing announcements
 - Public address system
 - Student newspaper
 - School or District Website
7. No activity is allowed on school grounds that would violate the student disciplinary policy. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.
8. A school staff member or other responsible adult must be present in a supervisory capacity.
9. The Equal Access Act, 20 U.S.C. §4071 *et seq.*, controls the free use of school premises by non-school sponsored student groups. The use of school facilities by non-school-sponsored groups is governed by Board policy 8:20, *Community Use of School Facilities*.

I agree to abide by the conditions stated in this application and to adhere to all Board policies and administrative procedures.

Student applicant signature

Date

Note to office: after the Building Principal acts on this application, return a copy of it to the student making the request and keep the original in the office.

Approved **Denied**

This non-school-sponsored student group may meet in the following location at the identified times:

Location

Time

Building Principal or designee

Date

DATED:

Pending Implementation

Students

Administrative Procedure - School Student Records

This procedure implements policy 7:340, *Student Records*. It contains a **Table of Contents** and lettered **Sections**.

Table of Contents

- A. Legal Citations and Definitions
- B. School Student Records Defined
- C. Eligible Students Accorded the Rights of Parent/Guardian
- D. Official Records Custodians
- E. Maintenance of School Student Records
- F. Retention and Destruction of School Student Records
- G. Social Security Numbers
- H. Access to School Student Records
- I. Record of Release
- J. Orders of Protection
- K. Parenting Plans
- L. Transmission of Records for Transfer Students
- M. Directory Information
- N. Student Record Challenges

Sections

A. Legal Citations and Definitions

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Ill. School Student Records Act and the Ill. State Board of Education (ISBE) rules. 105 ILCS 10/2; 23 Ill.Admin.Code §375.10. For easy reference, some definitions are re-printed in this procedure.

The release of confidential information given by a student to a therapist, e.g., school counselor or psychologist, is not included in these procedures but is governed by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA). 740 ILCS 110/.

B. School Student Records Defined

School Student Record means any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. 105 ILCS 10/2(d).

Special Education Records means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*) and Article 14 of the School Code. These records include the report of the multidisciplinary staffing conference on which placement or nonplacement was based and all records and audio recordings in any format relating to special education placement hearings and appeals. 23 Ill.Admin.Code §375.10.

A school student record does not include any of the following:

1. Writings or other recorded information kept in a school staff member's sole possession that is destroyed not later than the student's graduation or permanent withdrawal, and is not

accessible or revealed to any other person except a temporary substitute teacher. 105 ILCS 10/2(d).

2. Information maintained by law enforcement professionals working in the school. 105 ILCS 10/2(d).
3. Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes. This includes, without limitation, electronic recordings made on school buses, as described in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3(m). The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student. 23 Ill.Admin.Code §375.10. **Note:** For districts and schools that do not have a designated law enforcement unit, consult the Board Attorney regarding designating an employee to serve as the *law enforcement unit* in order to maintain the security camera and determine the appropriate circumstances in which the school would disclose recorded images.
4. Any information, either written or oral, received from law enforcement officials pursuant to 105 ILCS 5/22-20 concerning a student less than the age of 17 years who has been arrested or taken into custody. 23 Ill.Admin.Code §375.10.

C. Eligible Students Accorded the Rights of Parent/Guardian

All rights and privileges concerning school student records that are accorded to parents/guardians become exclusively those of the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever occurs first. 105 ILCS 10/2(g). Such students are called *eligible students* in this procedure.

D. Official Records Custodians

Each Building Principal is designated the Official Records Custodian for his or her respective school and has the duties, without limitation, listed below.

1. Is responsible for the maintenance, care, and security of all school student records, whether or not the records are in his or her personal custody or control, and shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use. 105 ILCS 10/4(a) and (b); 23 Ill.Admin.Code §375.40(g).
2. Reviews student temporary records at least every four years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information. The records review is required in any given school year at the time a student first changes attendance centers within the District, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year. 23 Ill.Admin.Code §375.40(b).
3. When notified by the Ill. Dept. of Children and Family Services (DCFS), purges DCFS's final finding report from the student's record and returns the report to DCFS. If a school has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the DCFS's request to the receiving school. 325 ILCS 5/8.6.
4. Manages requests to access school student records.
5. Transfers a certified copy of the records of students transferring to another school and retains the original records.

6. Provides all required notices to parents/guardians and students, including without limitation, each of the following:
 - a. Upon initial enrollment or transfer to the school, notification of rights concerning school student records; the notification may be delivered by any means likely to reach parents, including direct mail or email, delivery by the student to the parent, or incorporation into a student handbook. 23 Ill.Admin.Code §375.30.
 - b. Annual notification of information that is considered to be *directory information* and of the procedures to be used by parents/guardians to request that specific information not be released. 23 Ill.Admin.Code §375.80.
 - c. Notification to secondary students and their parents/guardians that they may opt out of the disclosure of students' names, addresses, and telephone listings to military recruiters and institutions of higher learning by submitting a written request that such information not be released without the prior written consent of the parent/guardian. 20 U.S.C. §7908.
 - d. Notification of their right to a hearing to challenge any entry in the school student records (except for academic grades) and Official Records Custodian's name and contact information. 23 Ill.Admin.Code §375.90.
 - e. Upon a student's graduation, transfer, or permanent withdrawal, notification of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy through: (1) the school's parent or student handbook, (2) publication in a newspaper published in the District or, if no newspaper is published in the District, in a newspaper of general circulation within the district, (3) U.S. mail delivered to the last known address of the parent/guardian or student, or (4) other means provided notice is confirmed to have been received, e.g., hand delivery, return receipt, or read receipt email. 105 ILCS 10/4(h), amended by P.A. 101-161; 23 Ill.Admin.Code §375.40(c).
7. Takes all action necessary to ensure that school personnel are informed of the provisions of the School Student Records Act. 105 ILCS 10/3(c).
8. Performs all actions required of the District described in this procedure and the laws governing school student records.

The Building Principal may delegate any of these duties to an appropriate staff member but shall remain responsible for the duty's execution.

E. Maintenance of School Student Records 105 ILCS 10/2; 23 Ill.Admin.Code §375.10.

The District maintains two types of school records for each student: a *permanent* record and a *temporary* record.

The *student permanent record* shall consist of the following:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s).
2. Evidence required by the Missing Children Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades, graduation date, and grade level achieved; as applicable, and if allowed by District policy, scores received on college entrance examinations if that inclusion is requested in writing by an eligible student or the student's parent/guardian; the unique student identifier assigned and used by ISBE's Student Information System (23 Ill.Admin.Code §1.75); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22, amended by P.A. 101-643; as applicable, designation of the student's achievement of the State Seal

of Biliteracy, awarded in accordance with 105 ILCS 5/2-3.159 and 23 Ill.Admin.Code Part 680; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill.Admin.Code §680.20(c); and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169 and 23 Ill.Admin.Code §1.443.

4. Attendance record.
5. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the [School] Code."
6. Record of release of permanent record information that contains the information listed in Section I, **Record of Release**, below.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5, amended by P.A. 101-643.

ISBE rule provides that if not maintained in the temporary record, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the permanent record.

The *student temporary record* contains all information not required to be kept in the student permanent record and must include:

1. Record of release of temporary record information that contains the information listed in Section I, **Record of Release**, below.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey. 23 Ill.Admin.Code §228.15(d).
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record. 23 Ill.Admin.Code §375.40(f).
6. Health-related information, defined by ISBE rule as "current documentation of a student's health information, not otherwise governed by the MHDDCA or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgment of the District's concussion policy adopted pursuant to 105 ILCS 5/10-20.53, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.
7. Accident report, defined by ISBE rule as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost,

cause of injury, location of accident, medical treatment given to the student at the time of the accident, or if the school nurse has referred the student for a medical evaluation, regardless of whether the parent or guardian, student (if 18 years or older) or an unaccompanied youth ... has followed through on that request.”

8. Any documentation of a student’s transfer, including records indicating the school or school district to which the student transferred. 23 Ill.Admin.Code §375.75(e).
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement. 105 ILCS 10/4; 23 Ill.Admin.Code §1.445.
10. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), amended by P.A. 101-643, including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

The *temporary record* may also consist of:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 *et seq.*)
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student’s education

F. Retention and Destruction of School Student Records

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(e). The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(f). Individuals adding information to a student’s temporary record must include their name, signature, and position and the date the information was added. 105 ILCS 10/4(d). Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the eligible student. 23 Ill.Admin.Code §375.40(d). Be sure to provide notice pursuant to 105 ILCS 10/4(h), amended by P.A. 101-161, as noted in D(6)(e), above.

G. Social Security Numbers

School officials, with limited exceptions, may not require students or their parents/guardians to provide social security numbers. 5 ILCS 179/, Identity Protection Act. The collection and retention of social security numbers shall be in accordance with Board policy 4:15, *Identity Protection*.

H. Access to School Student Records

The phrase “access to a school student record” means any release or disclosure of information from a student’s school record, whether or not any record is copied, and should be broadly interpreted. Access in all cases is limited to the designated portion of the record to which the consent or statutory authority applies.

Neither the District nor any of its employees shall release, disclose, or grant access to information found in any school student record except under the conditions set forth in the Ill. School Student Records Act. 105 ILCS 10/6. Absent a court order, school officials do not provide educational records to the Immigration Customs Enforcement.

The Building Principal shall grant access to school student records as detailed below. The Building Principal shall consult with the Superintendent and, if authorized, the Board Attorney concerning any questions.

Access to Parent/Guardian or Eligible Student

1. A student’s parent(s)/guardian(s) or eligible student, or designee, are entitled to inspect and copy information in the student’s school record; a student less than 18 years old may inspect or copy information in his or her permanent school record. 105 ILCS 10/5. A request to inspect or copy school student records shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 10 business days after the receipt of such a request. 105 ILCS 10/5(c), amended by P.A. 100-532. The District may extend this timeline by up to five additional business days if one or more of these six reasons applies:
 - a. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
 - b. The request required the collection of a substantial number of specified records;
 - c. The request is couched in categorical terms and requires an extensive search for the records responsive to it;
 - d. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
 - e. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or
 - f. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request.

105 ILCS 10/5(c-5), amended by P.A. 100-532.

The District and the person making the request may also agree in writing to extend the timeline for response. *Id.* The response to an access request for a special education student’s records shall include those school student records located in the special education office.

2. The parent(s)/guardian(s) or the District may request a qualified professional to be present to interpret the student’s records. 105 ILCS 10/5(b). If the District makes the request, it is responsible for securing and bearing the cost of the professional’s presence.
3. Unless the District has actual notice of a court order or a notice of a *parenting plan* under the Ill. Marriage and Dissolution of Marriage Act, indicating otherwise:
 - a. Divorced or separated parents/guardians with and without *parental responsibility* (formerly custody) are both permitted to inspect and copy the student’s school student records. 750 ILCS 5/602.11.

- b. The Building Principal shall send copies of the documents listed below to both divorced or separated parents/guardians at either's request. 105 ILCS 5/10-21.8.
 - 1) Academic progress reports or records
 - 2) Emotional and physical health reports
 - 3) Notices of school-initiated parent-teacher conferences
 - 4) School calendar regarding the student
 - 5) Notices about open houses, graduations, and other major school-sponsored events including student-parent/guardian interaction
4. The school will deny access to a student's school records to a parent against whom an *order of protection* (OP) was issued if the OP prohibits the parent from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. See the Ill. Marriage and Dissolution of Marriage Act, 750 ILCS 5/602.11(a), and 750 ILCS 60/214(b)(15), and 222(f). Also see **Orders of Protection**, below.
5. Parent(s)/guardian(s) or the student shall not be granted access to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to 1-1-75, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements. 105 ILCS 10/5(e).

Access With Consent of Parent/Guardian or Eligible Student

1. Access will be granted to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student, stating to whom the records may be released, the information or record to be released, and the reason for the release. 105 ILCS 10/6(a)(8); 23 Ill.Admin.Code §375.70(e). Whenever the District requests the consent to release records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student in writing of the right to inspect, copy, and challenge their contents and to limit such consent to designated portions of the records. 105 ILCS 10/6(a)(8).
2. Access to any record that is protected by the MHDDCA, specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student, will be granted according to the consent requirements contained in MHDDCA. 740 ILCS 110/4 and 5.

Access Without Notification to or Consent of Parent/Guardian or Eligible Student

1. District employees or officials of the ISBE will be granted access, without parental/guardian consent or notification, when a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need. 105 ILCS 10/6(a)(2). Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. 105 ILCS 10/6(a)(2).
2. Access will be granted, without parental/guardian consent or notification, to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student. 105 ILCS 10/6(a)(3).
3. Access will be granted, without parental/guardian consent or notification, to any person for the purpose of research, statistical reporting, or planning, provided that no student or

parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. 105 ILCS 10/6(a)(4).

4. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the student's parent(s)/guardian(s). 20 U.S.C. §1232(g)(j), as added by the Sec. 507 of the U.S.A. Patriot Act of 2001. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.
5. A Serious Habitual Offender Comprehensive Action Program (SHOCAP) committee member will be granted access, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act (FERPA). 105 ILCS 10/6(a)(10) allows disclosure to SHOCAP committee members who are "state and local officials and authorities" as those terms are used in FERPA. This federal law does not define "state and local officials and authorities;" rather, it limits when disclosure may be made to such officials and authorities.
6. Juvenile authorities will be granted access when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. *Juvenile authorities* means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court. 105 ILCS 10/6(a)(6.5).
7. Military recruiters and institutions of higher learning will be granted access to secondary students' names, addresses, and telephone listings, unless the student's parent/guardian submits a written request that such information not be released without the prior written consent of the parent/guardian or eligible student. Only this written consent process may be used, no other processes, such as an opt-in process, etc., may be used. Military recruiters and institutions of higher learning have access to students' names, addresses, and phone numbers even if the District does not release directory information. 20 U.S.C. §7908. For more information, see 7:340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information*; 7:340-AP1, E4, *Frequently Asked Questions Regarding Military Recruiters Access to Students and Student Information*; ISBE Military Recruitment Access Reminder, announced in State Superintendent Smith's *Weekly Message*, 11-27-18, at: www.isbe.net/Documents/Military-Access-Reminder.pdf. The requirements in this paragraph apply only if the District receives funds under the Elementary and Secondary Education Act. *Id.*

Access Without Consent of, but With Notification to, Parent/Guardian or Eligible Student

1. Access will be granted pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 105 ILCS 10/6(a)(5). Parents of students who are named in a court order or parenting plan shall be deemed to have received the required written

notice. The Building Principal shall respond to the order no earlier than five school days after its receipt in order to afford parents/guardians the opportunity to review, inspect, and challenge the records if the parents choose to do so. 23 Ill.Admin.Code §375.70(d).

For the purposes of these procedures, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge. 23 Ill.Admin.Code §375.40(a).

2. Information may be released without parental consent, in connection with an articulable and significant threat to the health or safety of a student or other individuals, to appropriate persons if the knowledge of the requested information is necessary to protect the health or safety of the student or other individuals. The Building Principal shall make this decision taking into consideration the seriousness of the threat, the need for such records to meet the emergency, whether the persons to whom such records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6(a)(7); 23 Ill.Admin.Code §375.60. The Building Principal shall notify the parent(s)/guardian(s) or eligible student, no later than the next school day after the date that the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.
3. The District will grant access as specifically required by federal or State statute, provided the individual complies with the requirements in 23 Ill.Admin.Code §375.70(b). 105 ILCS 10/6(a)(6). Prior to granting access, the Building Principal shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. 105 ILCS 10/6(b); 23 Ill.Admin.Code §375.70. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release relates to more than 25 students, a notice published in the newspaper is sufficient.

The District charges \$.35 per page for copying information from a student's records. No parent/guardian or student shall be precluded from copying information because of financial hardship. 23 Ill.Admin.Code §375.50. **Note:** The ISBE rule allows a school to "charge the actual cost for providing a copy of school student records or any portion of such records to parents and students upon request for such copies, provided that such costs shall not exceed \$.35 per page." 23 Ill.Admin.Code §375.50.

I. Record of Release

Except as provided below, a record of all releases of information from school student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. 105 ILCS 10/6(c). This record shall be maintained for the life of the school student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other authorized person. The record of release shall include each of the following:

1. The nature and substance of the information released;
2. The name and signature of the official records custodian releasing such information;
3. The name and capacity of the requesting person and the purpose for the request;
4. The date of release; and
5. A copy of any consent to a release.

No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order. 20 U.S.C. §1232(g)(j)(4).

J. Orders of Protection

Upon receipt of a court OP that prohibits a Respondent's access to records, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the OP. No information or records shall be released to the Respondent named in the OP. 750 ILCS 60/222(f).

K. Parenting Plans

Upon receipt of a parenting plan under the Ill. Marriage and Dissolution of Marriage Act (750 ILCS 5/), the Building Principal shall file it in the temporary record of a student who is the subject of the parenting plan.

L. Transmission of Records for Transfer Students 105 ILCS 10/6(a)(3); 23 Ill.Admin.Code §§375.70 and 375.75.

The Building Principal shall:

1. Upon the student's request or that of the official records custodian of another school in which the student has enrolled or intends to enroll, transfer a certified copy of the student's record (that is, the student's permanent and temporary record) to the official records custodian of the appropriate school and retain the original records. See policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
2. Determine if the school or special education office has any record that is protected by the MHDDCA concerning the transferring student, specifically a record or report made by a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services. If so, ask the appropriate person as identified in 740 ILCS 110/4 whether to send the record protected by MHDDCA to the new school and, if yes, obtain a written consent for disclosure as provided in 740 ILCS 110/5.

This requirement does not apply to special education records and reports that are related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities. 23 Ill.Admin.Code §375.10.

3. Provide the parent/guardian or eligible student prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge it. If the parent's/guardian's address is unknown, notice may be served upon the official records custodian of the requesting school for transmittal to the parent/guardian. This service is deemed conclusive, and 10 calendar days after this service, if the parents/guardians make no objection, the records may be transferred to the requesting school.
4. Destroy any biometric information collected and do not transfer it to another school district.
5. Retain the original records in accordance with the requirements of 105 ILCS 10/4.
6. Maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

If the student has unpaid fines, fees, or tuition charged pursuant to 105 ILCS 5/10-20.12a and is transferring to a public school located in Illinois or any other state, the Building Principal shall (23 Ill.Admin.Code §375.75(i)):

1. Transfer the student's *unofficial record of student grades* in lieu of the student's official transcript of scholastic records. The *unofficial record of student grades* means written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. These records shall also include the school's name and address, the student's name, the name and title of the school official transmitting the records, and the transmittal date.
2. Within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at this District's own expense, forward the student's official transcript of scholastic records to the student's new school.

The Principal shall include the following information with the transferred records if the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason: 105 ILCS 5/2-3.13a; 23 Ill.Admin.Code 375.75(j).

1. The date and duration of the period of any current suspension or expulsion; and
2. Whether the suspension or expulsion is for: (a) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §7961 et seq.); (b) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (c) battering a school staff member.

M. Directory Information 23 Ill.Admin.Code §375.80

The School may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

1. Name
2. Address
3. Grade level
4. Birth date and place
5. Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
6. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
7. Academic awards, degrees, and honors
8. Information in relation to school-sponsored activities, organizations, and athletics
9. Major field of study
10. Period of attendance in school

No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion, or fundraising, without the prior, specific, dated, and written consent of the parent or eligible student (see 765 ILCS 1075/30). 23 Ill.Admin.Code §375.80. The following shall not be designated as directory information: (a) an image on a school security video, or (b) student social security number or student identification or unique student identifier. Id.

The notification to parents/guardians and students concerning school student records will inform them of their right to opt out of the release of directory information. See 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

N. Student Record Challenges

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code §375.90. A request for a hearing should be submitted to the Superintendent and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. The following procedures apply to a challenge: Id.

1. The Superintendent or designee will invite the parent(s)/guardian(s) to an initial informal conference, within 15 school days of receipt of the request for a hearing.
2. If the challenge is not resolved by the informal conference, formal procedures shall be initiated. The Superintendent will appoint a hearing officer, who is not employed in the attendance center in which the student is enrolled.

3. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent(s)/guardian(s) and school officials. The hearing officer shall notify parents and school officials of the time and place of the hearing.
4. At the hearing each party shall have the right to:
 - a. Present evidence and to call witnesses;
 - b. Cross-examine witnesses;
 - c. Counsel;
 - d. A written statement of any decision and the reasons therefore; and
 - e. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.
5. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A typewritten transcript may be prepared by either party in the event of an appeal of the hearing officer's decision. However, a typewritten transcript is not required in an appeal.
6. The written decision of the hearing officer shall, no later than ten school days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the School District. It shall be based solely on the information presented at the hearing and shall be one of the following:
 - a. To retain the challenged contents of the school student record;
 - b. To remove the challenged contents of the school student record; or
 - c. To change, clarify, or add to the challenged contents of the school student record.
7. Any party has the right to appeal the decision of the local hearing officer to the Regional Superintendent or appropriate Intermediate Service Center, within 20 school days after the decision is transmitted. The parent(s)/guardian(s), if they appeal, shall so inform the school and within 10 school days the school shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the Regional Superintendent or appropriate Intermediate Service Center. The school may initiate an appeal by the same procedures.
8. The final decision of the Regional Superintendent or appropriate Intermediate Service Center may be appealed to the circuit court of the county in which the school is located.
9. The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute. 105 ILCS 10/7(d).

LEGAL REF.: 20 U.S.C. §1232g, Family Education Rights and Privacy Act; 34 C.F.R. Part 99.
105 ILCS 10/2, Illinois School Student Records Act; 23 Ill.Admin.Code Part 375.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
750 ILCS 5/, Illinois Marriage and Dissolution of Marriage Act.

DATED:

Students

Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student’s School Records

Upon the initial enrollment or transfer of a student to the school, the school must notify the student and the student’s parents/guardians of their rights concerning school student records. This notification may be distributed by any means likely to reach parents/guardians.

The contact information for each School’s Official Records Custodian follows:

This notice contains a description of your and your child’s rights concerning school student records.

A *school student record* is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

The *permanent record* includes:

1. Basic identifying information, including the student’s name and address, birth date and place, gender, and the names and addresses of the student’s parents/guardians.
2. Evidence required under the Missing Children Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades graduation date, and grade level achieved; the unique student identifier assigned and used by the Ill. State Board of Education Student Information System (SIS); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22; as applicable, designation of the student’s achievement of the State Seal of Biliteracy, awarded in accordance with 105 ILCS 5/2-3.159; as applicable, designation of the student’s achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student’s achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169.
4. Attendance record.
5. Health record defined by the Ill. State Board of Education (ISBE) as “medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code.”
6. Record of release of permanent record information that includes each of the following:
 - a. The nature and substance of the information released;
 - b. The name and signature of the official records custodian releasing such information;
 - c. The name and capacity of the requesting person and the purpose for the request;
 - d. The date of release; and
 - e. A copy of any consent to a release.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

If not maintained in the *temporary record*, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record.
6. Health-related information, defined by the ISBE as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the ISBE as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.
10. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), amended by P.A. 101-643, including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

The temporary record may include:

1. Family background information

2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Ill. School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (*eligible students*) certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District may extend the response timeline to 15 business days in accordance with ISSRA. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student. 105 ILCS 5/10-22.3c and 10/5a; 750 ILCS 60/214(b)(15).

2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or ISSRA authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff

and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parents/guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligations with the District.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, the District may release directory information regarding its students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors

Information in relation to school-sponsored activities, organizations, and athletics
Major field of study
Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or a student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

8. The right to file a complaint with the U.S. Dept. of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

DATED:

Students

Exhibit - Using a Photograph or Video Recording of a Student

Distribute to parent/guardian at the time he/she registers a child for school and/or annually at the beginning of the school year. Return to the Building Principal to be kept in the student's temporary record.

Student _____

School Year _____

Pictures of Unnamed Students

Students may occasionally appear in photographs and video recordings taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

Pictures of Named Students

Sometimes the school may want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or who deserve special recognition.

In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must sign the consent below. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school.

I grant consent to the School District to identify a picture of my child, by full name and/or the school he or she attends, in any school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in the District. I may revoke this consent at any time by notifying the Building Principal.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

Pictures of Students Taken By Non-School Agencies

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

DATED:

Students

Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

On District letterhead

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents/Guardians:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent/guardian, or the student if he/she has attained the age of 18, submits a written request that the student's records not be released without their prior written consent.

Important: If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number without your prior written consent, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

To be completed and submitted to the Building Principal.

For parents:

Do not release my child's name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature *(if student is under age 18)*

Date

For Students age 18 or older:

Do not release my name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Student Name *(please print)*

Student ID Number

Student Signature *(if student is age 18 or older)*

Date

DATED:

Students

Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

1. What do the U.S. Patriot Act and Elementary and Secondary Education Act require of schools with regard to allowing military recruiters access to students?

The Patriot Act has nothing to do with the military recruiter access to students or information. It requires schools to comply with an *ex parte* order issued in connection with the investigation or prosecution of terrorism. A court issues an *ex parte* order without notice to an adverse party. Student records may be disclosed pursuant to such an order without parents' consent or knowledge.

Schools receiving funds under the Elementary and Secondary Education Act must: (1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and (2) provide students' names, addresses, and telephone listings to military recruiters, when requested. 20 U.S.C. §7908; 10 U.S.C. §503(c).

2. What information about students (and which students) must be disclosed to military recruiters by our administration?

Secondary schools must disclose names, addresses, and telephone numbers of secondary students, unless parents/guardians, or the student if he/she has attained the age of 18 (an "eligible student"), have submitted a written request that the information not be released without their prior written consent.

3. What notification must schools provide to parents/guardians and eligible students before disclosing students' names, addresses, and telephone numbers to military recruiters and institutions of higher education?

Under federal and State laws governing student records, schools must provide notice to parents/guardians and eligible students of the types of student information that it releases publicly. This type of student information, commonly referred to as *directory information*, includes names, addresses, and telephone numbers. The notice must include an explanation of a parent/guardian's or eligible student's right to request that the information not be disclosed without prior written consent. Under the Elementary and Secondary Education Act, schools must notify parents that the school routinely discloses names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request, subject to a parent/guardian's or eligible student's written request not to disclose such information without their prior written consent.

A notice provided through a mailing or student handbook informing parents/guardians and eligible students of the above information is sufficient to satisfy the parental notification requirements. The notification must advise parents/guardians and eligible students how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a school does not release "directory information," it still must provide students' names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request. The school must notify parents/guardians and eligible students: (1) that it discloses

information to military recruiters and institutions of higher education, and (2) that parents/guardians and eligible students have the right to opt out of this disclosure.

4. Does recruitment take place in a private office or out in a common area?

Neither federal nor State law addresses where recruitment takes place. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions recruiters and/or prospective employers.

5. How frequently are recruiters present?

Neither federal nor State law addresses how often recruiters may have access to students. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions and prospective employers.

6. What information does a military recruiter request of students during the interview?

The type of questions military recruiters may ask students is generally not limited. Of course, students may refuse to cooperate or even refuse to be interviewed.

7. Can schools supervise recruiters to ensure they do not approach impressionable students too strongly?

Federal law does not grant authority to schools to supervise military recruiting efforts. The school may, of course, require military and postsecondary recruiters to abide by the District's policy governing conduct on school property.

8. What are parents' rights relative to military recruiters on campus?

Parents may instruct their children to forgo being interviewed by military and/or postsecondary recruiters or prospective employers.

9. What information do schools provide to families relative to recruiting that goes on at school?

Aside from the notice described in #3, neither federal nor State law addresses what information schools must provide to parents regarding the recruiting that takes place at school – this is a local issue to be determined by the Superintendent or Building Principal.

10. Where can I get more information on the requirements of 10 U.S.C. §503?

The Office of the Secretary of Defense may be contacted for copies of the statute, or questions relating to it. Please contact the Accession Policy Directorate as follows:

Director, Accession Policy
4000 Defense Pentagon
Washington, DC 20301-4000
Telephone: 703/695-5529

11. Where can I get more information on the requirements of §9528 of the ESEA?

The Family Policy Compliance Office (FPCO) in the Department of Education administers FERPA as well as §9528 of the ESEA (20 U.S.C. §7908) School officials with questions on this guidance, or FERPA, may contact the FPCO at FERPA@ED.Gov or write to the FPCO as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
Telephone: 202/260-3887

Fax: 202/260-9001
www.ed.gov/offices/OM/fpc

DATED:

Pending Implementation

Students

Exhibit - Biometric Information Collection Authorization

Distribute to parent/guardian at the time he/she registers a child for school and to students who have reached the age of 18. Return to the Building Principal to be kept in the student's temporary record.

Student _____ **Anticipated Graduation Year** _____

The District collects biometric information from its students only for identification and/or fraud prevention purposes. Biometric information includes any information collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition, or iris or retinal scans. The School Code requires written permission from the individual who has legal custody of the student, or from the student if he or she has reached the age of 18, before the District may collect biometric information from students.

When collecting biometric information, the School Code also requires the District to:

1. Store, transmit, and protect all biometric information from disclosure.
2. Prohibit the sale, lease, or other disclosure of biometric information to another person or entity unless: (a) prior written permission by you is granted, or (b) the disclosure is required by court order.
3. Discontinue the use of a student's biometric information under either of the following conditions: (a) upon the student's graduation or withdrawal from the school district; or (b) upon receipt in writing of a request for discontinuation by the individual having legal custody of the student or by the student if he or she has reached the age of 18.
4. Destroy all of a student's biometric information within 30 days after the occurrence of either conditions 3(a) or 3(b) above.

I consent to the collection of biometric information of the above named student by the School District solely for identification or fraud prevention. I understand that this authorization is valid until he/she graduates or withdraws from the District, I request that the District's use of his/her biometric information be discontinued, or he/she reaches the age of 18, whichever is earlier. I understand that a request for discontinuation of the use of the above named student's biometric information may be made at any time by notifying the Building Principal in writing.

Parent/Guardian (if student is under age 18) Signature

Student (if age 18 or over) Signature

Date

DATED:

Students

Administrative Procedure - Storage and Destruction of School Student Records

This procedure should be used with 7:340-AP1, *School Student Records*, which is annotated with citations to controlling statutes.

Actor	Action
<p>Superintendent or Designee</p>	<p>Develop and implement a process to systematically digitize or microfilm school student records.</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the paper version destroyed, provided: (a) the records are reproduced on “a durable medium that accurately and legibly reproduces the original record in all details,” and “that does not permit additions, deletions, or changes to the original document images;” and (b) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of Local Records Act, 50 ILCS 205/7.</p> <p>See the Ill. Secretary of State’s publication, <i>Guidelines for Using Electronic Records</i> at: www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html.</p> <p>Develop and implement a uniform process for storing school student records to ensure that:</p> <ol style="list-style-type: none"> 1. Each student’s permanent record will be kept for 60 years after the student transfers, withdraws, or graduates. 2. Each student’s temporary record will be kept for five years after the student transfers, withdraws, or graduates. <p>Submit to the Local Records Commission a schedule for continuing authority to destroy school student records after the expiration of the applicable period.</p>
<p>Official Records Custodian for each School (usually the Building Principal)</p>	<p>Send any material for a student transferring into the District that is neither a permanent or temporary record to the parent/guardian, or student who is 18 years of age or older, with the indication that the District does not include that material in school student records.</p> <p>Store school student records according to the uniform process developed by the Superintendent or designee.</p> <p>Transfer school student records as follows:</p> <ol style="list-style-type: none"> 1. For a student transferring within the District, send originals of all permanent and temporary records. 2. For a student transferring to an out-of-District elementary or secondary school, follow the section in 7:340-AP1, <i>School Student Records</i>, on Transmission of Records for Transfer Students. Send a copy and retain the original of all permanent and temporary records and notify the Special Education Department of the transfer.

Actor	Action
	<p>Provide a destruction schedule notice to the parents/guardians of students who transferred, graduated, or withdrew, or students who are 18 years of age or older. Notice may be provided through: (1) the school's parent or student handbook, (2) publication in a newspaper published in the District or, if no newspaper is published in the district, in a newspaper of general circulation within the District, (3) U.S. mail delivered to the last known address of the parent/guardian or student, or (4) other means provided notice is confirmed to have been received, e.g., hand delivery, return receipt, or read receipt email. 105 ILCS 10/4(h), amended by P.A. 101-161; 23 Ill.Admin.Code §375.40(c). See 7:340-AP2, E1, <i>Letter Containing Schedule for Destruction of School Student Records</i>. Retain a copy for the school's record.</p> <p>Authorize and/or order the destruction of District records after ensuring that the following steps have been performed:</p> <ol style="list-style-type: none"> 1. The Local Records Commission approved a schedule for continuing authority to destroy school student records after the expiration of the applicable period. 2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a <i>litigation hold</i>. 3. A Local Records Disposal Certificate was sent to the Local Records Commission, Illinois State Archives, 60 days before the disposal date and an approved copy was returned. 44 Ill Admin Code §4000.40(b); 44 Ill Admin Code §4500.40(b).
<p>Web-based Record Management Resources:</p> <p><u>Cook County Local Records Commission Meetings at: www.cyberdriveillinois.com/departments/archives/records_management/lrc_cook_county_meeting_schedule.html.</u></p> <p><u>Cook County Local Records Commission Rules (44 Ill Admin Code Part 4500) at: www.ilga.gov/commission/jcar/admincode/044/04404500sections.html.</u></p> <p><u>Downstate Local Records Commission Meetings at: www.cyberdriveillinois.com/departments/archives/records_management/lrc_downstate_meeting_schedule.html.</u></p> <p><u>Rules of the Downstate Local Records Commission (44 Ill Admin Code Part 4000) at: www.ilga.gov/commission/jcar/admincode/044/04404000sections.html.</u></p> <p><u>Illinois School Student Records Act (105 ILCS 10) at: www.ilga.gov.</u></p> <p><u>Local Records Act (50 ILCS 205) at: www.ilga.gov.</u></p> <p><u>Local Records Disposal Certificate at: www.cyberdriveillinois.com/departments/archives/records_management/lrmdisp.html.</u></p>	

DATED:

Students

Exhibit - Letter Containing Schedule for Destruction of School Student Records

Use this to comply with the Illinois School Student Records Act notification requirements before any school student record is destroyed, or information deleted from it. 105 ILCS 10/4(h), amended by P.A. 101-161; 23 Ill.Admin.Code §375.40(c). Store in the school's or Building Principal's office.

Student's Name: _____

Parent/Guardian Name(s): _____

School: _____

This notice contains the destruction schedule for your or your child's school records as required by rule of the Illinois State Board of Education, 23 Ill Admin. Code §375.40(c).

As you or your child is permanently withdrawing, transferring, or graduating from this School District, you are notified of the schedule below for destruction of the school records. This schedule complies with Illinois School Student Records Act requirements that (1) temporary records be retained for at least five years after a student's transfer, withdrawal, or graduation, and (2) permanent records be retained for at least 60 years after a student's transfer, withdrawal, or graduation. 105 ILCS 10/4(e) and (f). The parent(s)/guardian(s), or the student if he or she is at least 18 years of age at the time of the request, may request a copy of a record at any time prior to the date of destruction listed below.

Temporary records will be destroyed no earlier than: _____
(Date)

Permanent records will be destroyed no earlier than: _____
(Date)
(Check all notification methods used.)

- Handbook, dated _____(year). 105 ILCS 10/4(h)(i).
- Newspaper publication, dated _____(month, date, and year). 105 ILCS 10/4(h)(ii).
- Mailed to last known address on this _____day of _____, 20____, by _____ to the above named parent(s)/guardian(s), or to the student if he or she is at least 18 years of age. 105 ILCS 10/4(h)(iii).
- Hand delivered on this _____day of _____, 20____, by _____ to the above named parent(s)/guardian(s), or to the student if he or she is at least 18 years of age. 105 ILCS 10/4(h)(iv).

Sincerely,

Building Principal

DATED:

Students

Administrative Procedure – Use of Educational Technologies; Student Data Privacy and Security

Use this procedure to establish a process for evaluating the use of educational technologies for student learning and/or District operations, and to facilitate compliance with the Student Online Personal Protection Act (SOPPA), amended by P.A. 101-516, eff. 7-1-21.

Definitions (105 ILCS 85/5, amended by P.A. 101-516, eff. 7-1-21)

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student’s parent/guardian in the course of the student’s or parent/guardian’s use of the operator’s site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

K-12 school purposes means purposes that are directed by, or that customarily take place at the direction of, a teacher, school, or school district; aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between students, school personnel, or parents; or are otherwise for the use and benefit of a school.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Parent means a person who is the natural parent of the student or other person who has the primary responsibility for the care and upbringing of the student.

Educational Technologies Evaluation and SOPPA Implementation

Actor	Action
Superintendent or Designee or Privacy Officer	1. Establishes an Educational Technology Committee (Ed Tech Committee) to operate as a Superintendent committee for the purposes of: (1) evaluating the use of specific online applications and other educational technologies within the District, (2) establishing a list of applications or other services approved for use within the District, and (3) developing a process for the approval of online sites, applications, or services not already approved for District use which staff members may wish to use. See 2:150-AP, <i>Superintendent Committees</i> . Consider including: Head of Information Technology (IT) Other district-level administrators, such as Curriculum Director, Student Services Director, Business Manager Building Principals Teachers Note: This procedure establishes an administrative committee. The administrative committee centralizes the local decision-making process regarding the use of educational technologies in a district,

Actor	Action
	<p>which in turn should help districts comply with the provisions of SOPPA governing the use of covered information by operators, contractual requirements, and security standards.</p> <ol style="list-style-type: none"> 2. Informs the School Board of the Ed Tech Committee’s progress. 3. Makes recommendations to the Board about operator contracts, as needed and in alignment with Board policy 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i>. 4. Designates which District employee(s) are authorized to enter into written agreements with operators when prior board approval of the contract is not otherwise required by Board policy 4:60, <i>Purchases and Contracts</i>, and list them below: <ul style="list-style-type: none"> _____ Title Title _____ Title Title 5. Assigns the following activities to the Head of IT and the Records Custodian: <ol style="list-style-type: none"> a. Develop and maintain a protocol to manage parent requests for copies (electronic and paper) of students’ covered information. b. Develop and maintain a protocol to manage parent requests for corrections to factual inaccuracies contained in a student’s covered information. c. Develop and maintain a protocol to manage parent requests for deletion of a student’s covered information maintained by an operator. 6. Ensures that the parent of any student whose covered information was involved in a breach is provided with a breach notification letter no later than 30 calendar days after the District determines a breach has occurred or has been notified by an operator of a breach, unless an appropriate law enforcement agency has requested in writing that the District not provide breach notifications because doing so would interfere with a criminal investigation. See 7:345-AP, E3, <i>Parent Notification Letter for Student Data Breach</i>. 7. As appropriate, notifies the District’s liability carrier of any third party claims made against the District regarding a data breach. 8. Consults with the Board Attorney for guidance as needed to ensure the District complies with the provisions of SOPPA.
Head of IT or Privacy Officer	<ol style="list-style-type: none"> 1. Implements and maintains reasonable cybersecurity practices to protect covered information, such as technical, administrative, and physical safeguards that are consistent with any guidance from the Ill. State Board of Education (ISBE) and 6:235-AP1, <i>Acceptable use of the District’s Electronic Networks</i>. Coordinates with the Superintendent to

Actor	Action
	<p>implement any staff training on such practices. Coordinates with the Business Manager regarding any recommendations for purchases of equipment or software related to cybersecurity.</p> <p>2. Creates, maintains, and regularly updates an internal inventory of all Internet websites, online services, online applications, and mobile applications that are being used in the District for K-12 purposes. Note: The inventory does not need to include general audience websites, online services, online applications, or mobile applications, even if login credentials are required to access the general audience sites, services, or applications.</p> <p>The inventory list should include the following, and any other information deemed pertinent:</p> <ol style="list-style-type: none"> a. Name of Operator b. Contract term and expiration/renewal date c. K-12 purpose for which the online service, application, etc. is being used (e.g., curriculum content area and grade level(s)) d. A listing of the <i>data elements</i> of covered information that the District collects, maintains, or discloses to the operator. e. A layperson explanation of the data elements listed for each operator including how the district uses the information, to whom or what entities it discloses the information, and for what purpose(s) the information is used. <p>3. Ensures the following information is posted on the District’s website and updated (if needed) by Jan. 31 and July 31 each year (105 ILCS 85/27(a), added by P.A. 101-516, eff. 7-1-21) (See 7:345-AP, E1, <i>Student Covered Information Reporting Form</i>):</p> <ol style="list-style-type: none"> a. A list of operators with which the District has written contracts. 105 ILCS 85/27(a)(2). b. Copies of the District’s written contracts with operators, with redactions as permitted by State law and mutually agreed upon between the District and operators. 105 ILCS 85/27(a)(2). c. Business address of each operator. 105 ILCS 85/27(a)(2). d. For each operator, a list of any subcontractors to whom covered information may be disclosed or a link to a page on the operator’s website that clearly lists that information. 105 ILCS 85/27(a)(3). e. An explanation that is clear and understandable by a layperson, of the following (105 ILCS 85/27(a)(1)): <ol style="list-style-type: none"> i. The <i>data elements</i> of covered information that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency. ii. To whom or to what entities the covered information is disclosed. iii. How the covered information is used. iv. The purpose of the disclosure of the covered information.

Actor	Action
	<p>f. For breaches involving 10% or more the District’s enrolled students, a list of any breaches of covered information maintained by the District or by an operator that includes the following information (105 ILCS 85/27(a)(5), added by P.A. 101-516, eff. 7-1-21):</p> <p>i. The number of students whose covered information was involved in the breach, unless the breach involves the <i>personal information</i> of students, as defined by the Personal Information Protection Act, 815 ILCS 530/10. Personal information means either:</p> <ol style="list-style-type: none"> 1. A student’s first name or first initial and last name in combination with any one or more of his or her (a) social security number, (b) driver’s license number or State ID card number, (c) financial account information (with any required security codes or passwords), (d) medical information, (e) health insurance information, and/or (f) unique biometric data or other unique physical or digital representation of biometric data, when either the name or data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or 2. A student’s username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted, but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security. <p>g. A written description of the procedures a parent may use to carry out their rights to: (1) inspect and review his/her child’s covered information; (2) request electronic or paper copies of his/her child’s covered information and (3) request corrections to his/her child’s inaccurate covered information under SOPPA. 105 ILCS 85/27(4), added by P.A. 101-516, eff. 7-1-21.</p> <p>4. Posts on the District’s website any new operator contracts within 10 business days of the District entering into the contract, along with the information required in items 3.a. through 3.e. listed immediately above. 105 ILCS 85/27(c), added by P.A. 101-516, eff. 7-1-21.</p> <p>5. Promptly notifies the Superintendent of any breach of covered information or other personal information of students so that appropriate notices can be provided.</p>
Business Manager or Privacy Officer	1. Assists Head of IT in creating, maintaining, and updating the internal inventory list referenced in the row above.

Actor	Action
	<p>2. Reviews operator contracts (including electronic agreements, click wrap agreements, or other terms and conditions a user must agree to before using the product or service) before approval to ensure they contain the provisions required by SOPPA (this can also be accomplished through the Business Manager’s participation in the Committee described above).</p> <p>The following provisions are required for contracts entered into, renewed, or amended on or after 7-1-21, if the operator is seeking in any manner any covered information from the District (105 ILCS 85/15(4), added by P.A. 101-516, eff. 7-1-21):</p> <ul style="list-style-type: none"> a. A listing of the categories or types of covered information to be provided to the operator. b. A statement of the product or service being provided to the District by the operator. c. A statement that, pursuant to the federal Family Educational Rights and Privacy Act of 1974 (FERPA), the operator (1) is acting as a school official with a legitimate educational interest, (2) is performing an institutional service or function for which the District would otherwise use employees, (3) is under the direct control of the District, with respect to the use and maintenance of covered information, (4) is using the covered information only for an authorized purpose and (5) may not re-disclose covered information to third parties without the District’s permission or pursuant to a court order. d. A description of how, if a breach is attributed to the operator, any costs and expenses incurred by the District in investigating and remediating the breach will be allocated between the operator and District. The costs and expenses may include, but are not limited to: (1) providing notification to parent of those students whose covered information was compromised and to regulatory agencies or other entities as required by law or contract, (2) providing credit monitoring to those students whose covered information was exposed in a manner during the breach that a reasonable person would believe that it could impact his or her credit or financial security, (3) legal fees, audit costs, fines, and any other fees or damages imposed against the school as a result of the security breach; and (4) providing any other notifications or fulfilling any other requirements adopted by the Ill. State Board of Education or of any other State or federal laws e. A statement that the operator must delete or transfer to the school all covered information if the information is no longer needed for the purposes of the written agreement and to specify the time period in which the information must be deleted or transferred once the operator is made aware that the information is no longer needed for the purposes of the written agreement. f. If the District maintains a website, a statement that the District must publish the written agreement on the District’s website. If the

Actor	Action
	<p>school does not maintain a website, a statement that the District will make the written agreement available for inspection by the general public at its administrative office.</p> <ol style="list-style-type: none"> 3. As permitted by State law, obtains the operator’s agreement regarding what provisions, if any, of the contract will be redacted in the copy that is posted on the District’s website. Items 2.a, 2.b, and 2.c in the list immediately above may NOT be redacted in the posted copy. 4. Ensures that the District also has written agreements in place that include the provisions listed in #2 above whenever it shares, transfers, discloses, or provides access to a student’s covered information to an entity or individual, other than the student’s parent, school personnel, Board members, or ISBE, unless the disclosure or transfer is (1) required by court or State or federal law or (2) to ensure legal or regulatory compliance. 105 ILCS 85/26(2), added by P.A. 101-516, eff. 7-1-21. 5. With the authorization of the Superintendent, consults with the Board Attorney as needed for contract review. 6. Provides a copy of all operator contracts to the Head of IT for posting on the District’s website.
<p>Head of IT and Records Custodian or Privacy Officer</p>	<ol style="list-style-type: none"> 1. Develops and maintains a protocol to manage parent requests to inspect and review their child’s covered information, whether it is maintained by the District, ISBE, or an operator. 105 ILCS 85/33(c)(1), added by P.A. 101-516, eff. 7-1-21. If the covered information is a <i>school student record</i>, then follow the procedures and timelines for responding to student record requests in 7:340-AP1, <i>School Student Records</i>. 2. Develops and maintains a protocol to manage parent requests for copies (electronic and paper) of students’ covered information. Align the protocol with the following requirements (105 ILCS 85/33(c)(2), added by P.A. 101-516, eff. 7-1-21): <ol style="list-style-type: none"> a. If the parent requests an electronic copy of the student’s covered information, the District must provide an electronic copy of the information, unless the District does not maintain it in an electronic format and reproducing the information in an electronic format would be unduly burdensome to the District. b. If the parent requests a paper copy of the student’s covered information, the District may charge the parent the reasonable cost of copying in an amount not to exceed the amount fixed in a schedule adopted by ISBE. However, the parent may not be denied a copy of the information due to the parent’s inability to pay the cost of copying. c. The protocol must be consistent with any regulations issued by ISBE.

Actor	Action
	<p>d. If the covered information is a <i>school student record</i>, then follow the procedures and timelines for responding to student record requests in 7:340-AP1, <i>School Student Records</i>.</p> <p>3. Develops and maintains a protocol to manage parent requests for corrections to factual inaccuracies contained in a student’s covered information. Align the protocol with the following requirements (105 ILCS 85/33(c)(3), added by P.A. 101-516, eff. 7-1-21):</p> <ul style="list-style-type: none"> a. The District must determine whether the factual inaccuracy exists. b. If the District determines that a factual inaccuracy exists, and the District maintains or possesses the covered information, it must correct the inaccuracy and confirm the same with the parent within 90 calendar days after receiving the parent’s request. c. If the District determines that a factual inaccuracy exists and an operator or ISBE maintains or possesses the information, the District must notify the operator or ISBE of the factual inaccuracy and correction to be made. The operator or ISBE must confirm the correction with the District within 90 calendar days after it receives the District’s notice. The District must then confirm the correction with the parent within 10 business days after receiving confirmation of the correction from the operator or ISBE. d. If the covered information is a <i>school student record</i>, and the parent requests a hearing to challenge the accuracy of the record(s), follow the procedures and timelines in 7:340-AP1, <i>School Student Records</i>. <p>4. Develop and maintain a protocol to manage parent requests for deletion of a student’s covered information maintained by an operator. Align the protocol with the following requirements:</p> <ul style="list-style-type: none"> a. Deny the request if granting it would result in a violation of the Ill. School Student Records Act or other records laws, such as the deletion of a <i>school student record</i> (temporary or permanent) that the District is required by law to maintain for a certain period of time. 105 ILCS 85/27(g), added by P.A. 101-516, eff. 7-1-21. b. Consider denying the request if granting it would effectively result in the student being unable to participate in all or a portion of the District’s curriculum through the site, service, or application being used.
Building Principal(s) or Privacy Officer	<p>1. Ensures that parents are provided with 7:345-AP, E2, <i>Notice to Parents About Educational Technology Vendors</i>, at the beginning of each school year through distribution of school handbooks or other means generally used by the building to provide such notices to parents. 105 ILCS 85/28(e), added by P.A. 101-516, eff. 7-1-21.</p>

Actor	Action
	2. Promptly communicates any parent requests for copies of, corrections to, or deletion of students' covered information to the Records Custodian and Head of IT.
Staff Members	<ol style="list-style-type: none"> 1. Participate in any District-required trainings on the privacy and security of student data. 2. Refrain from using any new online sites, services, or applications that collect any student data or covered information that have not be pre-approved for use by the District. 3. Be familiar with and abide by policy 6:235, <i>Access to Electronic Networks</i>, and 6:235-AP1, <i>Acceptable Use of the District's Electronic Networks</i>.
<p>K-12 Data Privacy and Cybersecurity Resources:</p> <p>www.studentprivacy.ed.gov/ www.ltcillinois.org/resources/dataprivacy/ www.ferpasherpa.org/resources/ www.k12cybersecure.com/resources/ www.cosn.org/ProtectingPrivacy</p> <p>Attai, Linnette. Student Data Privacy: Building a School Compliance Program. (Rowman & Littlefield, 2018).</p>	

DATED:

Pending Implementation

Students

Exhibit – Student Covered Information Reporting Form

Use this sample form to implement the requirements of the Student Online Personal Protection Act (SOPPA) (105 ILCS 85/27(a)(1), added by P.A. 101-516, eff. 7-1-21). SOPPA requires a district to provide a clear and understandable layperson explanation on the district’s website (or at the district administrative office, if it does not maintain a website) of the data elements of covered information that a district collects, maintains, or discloses to any person, entity, third party, or governmental agency, as well as other operator-related information.

Covered Information (CI) Disclosed to Operators							
Operator Name	Site/Application /Service	Data Elements of CI	How the CI is Used	Purpose of Disclosure	Link to Copy of Contract	Operator Business Address	Subcontractors to Whom CI is Disclosed

1224

Covered Information (CI) Disclosed to Other Third Parties, Including Government Agencies				
Other Third Party/Gov't Agency	Site/Application/Service	Data Elements of CI	How the CI is Used	Purpose of Disclosure

1225

DATED:

Students

Exhibit – Student Data Privacy; Notice to Parents About Educational Technology Vendors

Use the sample text below to provide notice to parents/guardians about educational technology vendors pursuant to the Student Online Personal Protection Act, 105 ILCS 85/28(e), added by P.A. 101-516, eff. 7-1-21. Beginning with the 2021-2022 school year, school districts must provide this notice to parents/guardians at the beginning of each school year through distribution of school handbooks or other means generally used by a district to provide such notices to parents/guardians.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data

- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

DATED:

Pending Implementation

Students

Exhibit – Parent Notification Letter for Student Data Breach

Beginning July 1, 2021, use this sample letter to comply with the Student Online Personal Protection Act’s requirement that a school district must notify the parent/guardian when the covered information of his/her child has been breached. 105 ILCS 85/27(d), added by P.A. 101-516, eff. 7-1-21.

On District Letterhead

Re: Student Data Breach Notification

Dear Parent(s)/Guardian(s):

Despite the District’s ongoing efforts to ensure high levels of security and privacy in the use of online student data, we regret to inform you that certain data about your child [was] **OR** [may have been] compromised in a recent breach of [*insert name of online site, service, or application and name of operator*] **OR** [the District’s network]. The breach [is estimated to have] occurred on [*insert date or date range*]. The following information about your child was compromised:

[*Insert description of student’s covered information that was compromised or reasonably believed to have been compromised*]

The District [, in cooperation with the operator,] is actively investigating the causes and extent of the breach, and we will keep you apprised of any relevant updates. If you have questions or concerns in the meantime, you may contact me [or directly contact the operator involved]:

[*Insert Superintendent contact information*]

[*Insert operator contact information, if applicable*]

You may also obtain information from the Federal Trade Commission (FTC) and consumer reporting agencies about fraud alerts and security freezes at:

FTC

www.consumer.ftc.gov/articles/0279-extended-fraud-alerts-and-credit-freezes

877-FTC-HELP (382-4537)

Federal Trade Commission

600 Pennsylvania Avenue, NW

Washington, DC 20680

Equifax

www.equifax.com/personal/credit-report-services/

800-685-1111

Equifax Information Services LLC (fraud alert)

P.O. Box 105069

Atlanta, GA 30348-5069

Equifax Information Services LLC (security freeze)
P.O. Box 105788
Atlanta, GA 30348-5069

Experian

www.experian.com/help/
888-EXPERIAN (888-397-3742)

Transunion

<https://www.transunion.com/credit-help>
888-909-8872

Transunion Fraud Victim Assistance (fraud alert)
P.O. Box 2000
Chester, PA 19016

Transunion (security freeze)
P.O. Box 160
Woodlyn, PA 19094

Sincerely,

Superintendent

DATED:

Pending Implementation

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
TABLE OF CONTENTS
SECTION 8 – COMMUNITY RELATIONS**

**AP = ADMINISTRATIVE PROCEDURE
E = EXHIBIT**

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8:25-AP	Advertising and Distributing Materials in Schools Provided by Non-School Related Entities
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8:95-E2	Verification of School Visitation

Pending Implementation

Community Relations

Exhibit - Application and Procedures for Use of School Facilities

To be submitted to the Superintendent.

This application must be approved before a non-school related group is allowed to use school facilities. School organizations, school-sponsored programs, and organizations whose primary purpose is to provide financial assistance to the school are all considered, for the purpose of this application, to be school-related. Use of school facilities for school purposes has precedence over all other uses.

Organization name	Requested school facility
Supervisor from organization <i>(must be 21 years of age or older)</i>	Phone/email address
Program/activity	Date(s) and start/end time(s)
Equipment needed	Materials to be brought into facility
Room arrangement, including decorations	Food service required

1. All non-school related groups must supply adequate supervision to ensure proper care and use of school facilities.

- The non-school related group is responsible to the Board for the use and care of the school facility. All adult supervisors must have cell phones with them at all times.
- Sufficient, competent adult supervision must be provided and the adult supervisor must ensure that no minor is left alone after the activity.
- Only the cafeteria, auditorium, gymnasium, and athletic field, along with needed hallways and parking areas, are available for community use. Entering any room or area not in use by the group is prohibited. The adult supervisor will vacate the facility at the scheduled end time. Use of the school facility is not permitted past the agreed end time.
- No furniture or equipment may be moved without prior approval from the Building Principal.
- Signs, displays, or materials may not be attached, nailed, or otherwise affixed to walls.

_____ *Initial here if this is agreeable*

2. All non-school related groups must agree to:

- Indemnify and hold harmless the District and its agents and employees for and from any and all loss including attorneys' fees, damages, expense, and liability arising out of its use of school property.
- Pay any damages to school facilities, furniture, or equipment arising out of its use of school property whether such damage was accidental or deliberate. The cost of damages will be based on the repair or replacement cost, the choice of which is at the School Board's discretion.
- Supply proof of insurance naming [*insert name of the District*] as an additional insured and verifying that the group maintains adequate insurance coverage against personal injury and/or property loss: _____

Insurance provider name and contact number

_____ *Initial here if this is agreeable*

3. All non-school related groups must pay the following fees:

Rental charge (unless waived by Board policy): _____
Meal and beverage service (cost as determined by the cafeteria supervisor): _____
_____ *Initial here if this is agreeable*

4. **Payment Method:** Check Money Order Credit Card

If payment is by check, please make check payable to: _____ *The District*

If payment by credit card, please indicate the following: Visa Master Card Am Ex

Expiration date: _____ Credit Card No.: _____ CVV: _____ Today's date: _____

Authorized amount: _____ Authorized signature: _____

5. **All non-school related groups must agree to use appropriate emergency procedures including calling 9-1-1 for medical emergencies and whenever an Automatic External Defibrillator (AED) is used.**

_____ *Initial here if this is agreeable*

6. **All non-school related groups must agree to follow the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*, 4:170-AP6.**

Important: The District will not supervise the activity nor will it supply trained AED users to act as emergency responders at any time, including during staffed business hours.

Activity being proposed is not in a physical fitness facility.

_____ *Initial here if this is agreeable*

Copy of the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility* has been provided. 77 Ill.Admin.Code §§527.400(a) and 527.800(c). **Important:** State law encourages all non-District coaches, instructors, judges, referees, or other similarly situated non-District anticipated rescuers who use the physical fitness facility in conjunction with the supervision of physical fitness activities to complete a course of instruction that would qualify them as a trained AED user under Ill. law. 410 ILCS 4/10; 77 Ill.Admin.Code §527.100.

_____ *Initial here that a copy of the Plan was received and that the Applicant has read and understands the above note.*

7. **If the request involves a physical fitness facility, the non-school related group must:**

- Designate at least one adult supervisor who agrees to be an emergency responder. All emergency responders are encouraged to be trained in CPR and trained AED users.
- Give a copy of the District's plan for responding to medical emergencies to each designated emergency responder.
- Require that 9-1-1 be called for medical emergencies and whenever an AED is used.
- Ensure that each designated emergency responder knows the location of first aid equipment and any AED.
- Ensure that only trained AED users operate an AED, unless the circumstances do not allow time for a trained AED user to arrive.
- Arrange for at least one emergency responder to have a tour of the facility before the activity.
- Ensure that if an AED is used, the Superintendent is informed and all appropriate forms are completed.

_____ *Initial here if this is agreeable*

I certify that I am authorized to act for the above-named organization. I understand that: (1) the granting of this request does not constitute recognition of my organization as a school-related group or activity, and (2) my organization may not represent itself or any of its activities as school-related.

I agree to: (1) abide by the conditions stated in this application, and (2) adhere to all Board policies and administrative procedures applicable to this use of the school's facility.

Applicant name (*please print*)

Telephone number

Address

Email address

Applicant signature

Date

The Superintendent or designee will base his or her decision on the information being provided in this application as well as other criteria deemed important. *(Note to Superintendent or designee: After approving or denying this application, return a copy of it to the person making the request, keep the original in the central office, and send a copy to the appropriate Building Principal.)*

Approved **Denied**

Superintendent or designee

Date

DATED:

Pending Implementation

Community Relations

Administrative Procedure - Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

Requests from Community, Educational, Charitable, Recreational, or Other Organizations

Actor	Action
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Direct to the Building Principal all requests to advertise events pertinent to students’ interests or involvement.</p> <p>Specifically describe the material or content proposed to be displayed, distributed, included in the school’s website, and/or included on District-issued electronic learning devices.</p> <p>Request specific dates for the material to be displayed or distributed.</p>
Building Principal	<p>Refers all materials to the Superintendent or designee for screening to ensure compliance with the District’s policy and procedures.</p>
Superintendent or designee	<p>Screens all material before distributing or posting it to ensure compliance with the District’s policy and procedures, including that all material and content be student-oriented, have the sponsoring organization’s name prominently displayed, and clearly state that the organization is not affiliated with the District.</p> <p>Rejects all requests to post or distribute material or content that would: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>Determines the appropriate location for the content, provided that any distribution by staff is done without discussion.</p> <p>Informs the organization whether its request is accepted or rejected.</p> <p>Removes all materials and/or content that are out-of-date from the building, website, and/or District-issued learning devices.</p>
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Deliver the material or content to the school. The school will not make copies.</p> <p>Provide in electronic format any information that the Building Principal agreed to publish on the school’s website or District-issued learning devices.</p>

Requests from Commercial Companies to Advertise and/or Distribute Material

Actor	Action
Commercial Companies	<p>Direct to the Superintendent all requests to advertise on school grounds, in school publications, or on District-issued learning</p>

Actor	Action
	<p>devices.</p> <p>Specifically identify the requested location for advertisements, i.e.: (a) athletic field fences, (b) athletic, theater, or music programs, (c) student newspapers or yearbooks, (d) scoreboards, and/or (e) other appropriate locations.</p> <p>Prominently display the company's name on all advertising.</p> <p>Provide a copy of the proposed advertisement to the Superintendent.</p>
Superintendent	<p>Screens all proposed ads to ensure that they follow Board policy 8:25, <i>Advertising and Distributing Materials in Schools Provided by Non-School Related Entities</i>, and will not: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>May approve a commercial request related to graduation, class pictures, or class rings.</p> <p>For all other commercial requests, makes a dispositional recommendation during an open School Board meeting.</p> <p>After the Board's decision, takes all appropriate steps.</p>
School Board	<p>From time-to-time, by Board resolution, determines minimum fees for advertising space. All fees are subject to negotiation and Board approval.</p>

DATED:

Community Relations

Administrative Procedure - Definition of Child Sex Offender

Child Sex Offender

720 ILCS 5/11-9.3(d) amended by P.A. 100-428, eff. 1-1-18.

- (1) *Child sex offender* means any person who:
- (i) Has been charged under Illinois law, or any substantially similar federal law or law of another state, with a sex offense set forth in paragraph (2) of this subsection (d) or the attempt to commit an included sex offense, and
 - (A) Is convicted of such offense or an attempt to commit such offense; or
 - (B) Is found not guilty by reason of insanity of such offense or an attempt to commit such offense; or
 - (C) Is found not guilty by reason of insanity pursuant to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or an attempt to commit such offense; or
 - (D) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged commission or attempted commission of such offense; or
 - (E) Is found not guilty by reason of insanity following a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or of the attempted commission of such offense; or
 - (F) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged violation or attempted commission of such offense; or
 - (ii) Is certified as a sexually dangerous person pursuant to the Illinois Sexually Dangerous Persons Act, or any substantially similar federal law or the law of another state, when any conduct giving rise to such certification is committed or attempted against a person less than 18 years of age; or
 - (iii) Is subject to the provisions of Section 2 of the Interstate Agreements on Sexually Dangerous Persons Act.
- Convictions that result from or are connected with the same act, or result from offenses committed at the same time, shall be counted for the purpose of this Section as one conviction. Any conviction set aside pursuant to law is not a conviction for purposes of this Section.
- (2) Except as otherwise provided in paragraph (2.5), *sex offense* means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:
 - 10-4 (forcible detention),
 - 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
 - 10-5(b)(10) (child luring),

11-1.40 (predatory criminal sexual assault of a child),
 11-6 (indecent solicitation of a child), 11-6.5 (indecent solicitation of an adult),
 11-9.1 (sexual exploitation of a child),
 11-9.2 (custodial sexual misconduct),
 11-9.5 (sexual misconduct with a person with a disability),
 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
 11-14.3(a)(2)(c) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and(B) of paragraph (2) of subsection (a) of Section 11-14.3),
 11-14.4 (promoting juvenile prostitution),
 11-18.1(patronizing a juvenile prostitute),
 11-20.1 (child pornography),
 11-20.1B (aggravated child pornography),
 11-21 (harmful material),
 11-25 (grooming),
 11-26 (traveling to meet a minor or traveling to meet a child),
 12-33 (ritualized abuse of a child),
 11-20 (obscenity) (when that offense was committed in any school, on real property comprising any school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park),
 11-30 (public indecency) (when committed in a school, on real property comprising a school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park). An attempt to commit any of these offenses.

(ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

11-1.20 (criminal sexual assault),
 11-1.30 (aggravated criminal sexual assault),
 11-1.50 (criminal sexual abuse),
 11-1.60 (aggravated criminal sexual abuse).
 An attempt to commit any of these offenses.

(iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),
 10-2 (aggravated kidnapping),
 10-3 (unlawful restraint),
 10-3.1 (aggravated unlawful restraint),
 11-9.1(A) (permitting sexual abuse of a child).
 An attempt to commit any of these offenses.

(iv) A violation of any former law of this State substantially equivalent to any offense listed in clause (2)(i) or (2)(ii) of subsection (d) of this Section.

(2.5) For the purposes of subsections (b-5) and (b-10) only, a sex offense means:

(i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:

10-5(b)(10) (child luring),
10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
11-1.40 (predatory criminal sexual assault of a child),
11-6 (indecent solicitation of a child),
11-6.5 (indecent solicitation of an adult),
11-9.2 (custodial sexual misconduct),
11-9.5 (sexual misconduct with a person with a disability),
11-11 (sexual relations within families),
11-14.3(a)(1) (promoting prostitution by advancing prostitution),
11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
11-14.3(a)(2)(C) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and (B) of paragraph (2) of subsection (a) of Section 11-14.3),
11-14.4 (promoting juvenile prostitution),
11-18.1 (patronizing a juvenile prostitute),
11-20.1 (child pornography),
11-20.1B (aggravated child pornography),
11-25 (grooming),
11-26 (traveling to meet a minor or traveling to meet a child), or
12-33 (ritualized abuse of a child).

An attempt to commit any of these offenses.

- (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

11-1.20 (criminal sexual assault),
11-1.30 (aggravated criminal sexual assault),
11-1.60 (aggravated criminal sexual abuse), and
subsection (a) of Section 11-1.50 (criminal sexual abuse).

An attempt to commit any of these offenses.

- (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),
10-2 (aggravated kidnapping),
10-3 (unlawful restraint),
10-3.1 (aggravated unlawful restraint),
11-9.1(A)(permitting sexual abuse of a child).

An attempt to commit any of these offenses.

- (iv) A violation of any former law of this State substantially equivalent to any offense listed in this paragraph (2.5) of this subsection.

- (3) A conviction for an offense of federal law or the law of another state that is substantially equivalent to any offense listed in paragraph (2) of subsection (d) of this Section shall constitute a conviction for the purpose of this Section. A finding or adjudication as a sexually dangerous person under any federal law or law of another state that is substantially equivalent to the Sexually Dangerous Persons Act shall constitute an adjudication for the purposes of this Section.

DATED:

Community Relations

Exhibit - Letter to Parent Regarding Visits to School by Child Sex Offenders

Date:

Dear Parent/Guardian:

Student's Name <i>(Please print)</i>	School
--------------------------------------	--------

State law places restrictions on child sex offenders' access to school property. See 720 ILCS 5/11-9.3. It prohibits a child sex offender from knowingly being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board and the Superintendent or Board President have informed the Building Principal. A child sex offender present on school property must remain under the direct supervision of a school official. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

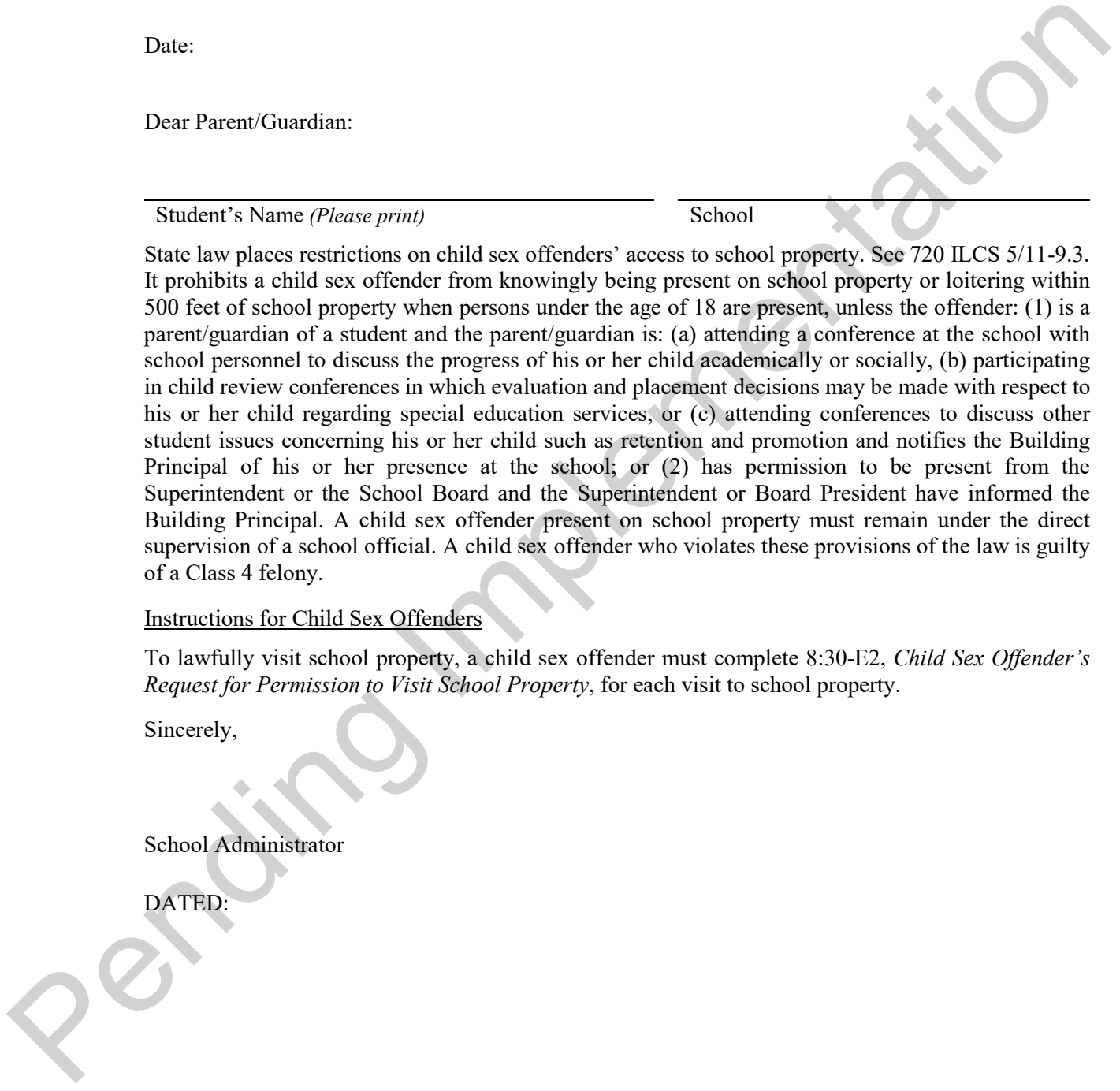
Instructions for Child Sex Offenders

To lawfully visit school property, a child sex offender must complete 8:30-E2, *Child Sex Offender's Request for Permission to Visit School Property*, for each visit to school property.

Sincerely,

School Administrator

DATED:



Community Relations

Exhibit - Child Sex Offender's Request for Permission to Visit School Property

If you are a child sex offender, you must complete this form to lawfully visit school property whenever students are present. After a decision is made whether to grant or deny your request for permission to visit, a copy will be returned to you. This information will be kept in the District's main office as well as in the Building Principal's office where you are seeking permission to visit.

_____	_____
Name <i>(Please print)</i>	Address
_____	_____
Signature	Date
_____	_____
School (Visit Location)	Date of Visit

Complete the following if you are a parent/guardian of a student attending the above listed school.

I request permission to visit the school for the following reason(s):

- To attend a conference with school personnel to discuss the academic or social progress of my child.
- To participate in my child's review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- Other *(Please be specific)*: _____

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- I request permission to visit the school for the following reason(s) *(Please be specific)*: _____

The following is to be completed by District personnel only:

- Permission Granted** **Permission Denied**

_____	_____
Date	Signature <i>(Superintendent, Designee, or Board President)</i>

Visit Supervision *(To be completed by the staff member supervising the child sex offender)*

Supervisor's Name *(Please print)* _____

Visitor's Time In _____ Visitor's Time Out _____

_____	_____
Date	Supervisor's Signature

DATED:

Community Relations

Exhibit - Letter Notifying Parents/Guardians of School Visitation Rights

On District letterhead

Date

Dear Parents/Guardians:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child’s school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Sincerely,

Superintendent

SCHOOL VISITATION RIGHTS ACT
820 ILCS 147/, amended by P.A. 101-486, eff. 8-1-20

147/1. Short title

This Act may be cited as the School Visitation Rights Act.

147/5. Policy

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

As used in this Act:

- (a) “Employee” means a person who performs services for hire for an employer for:
 - (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
 - (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer’s job classification, as defined by the employer’s personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.
 “Employee” includes all individuals meeting the above criteria but does not include an independent contractor.
- (b) “Employer” means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.

- (c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
- (d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
- (e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. School conference and activity leave

- (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the employee's child if the conference or meeting cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours' notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
- (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. Compensation

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. Notification

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. Verification

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools

for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

147/35. Employee rights

- A. No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.
- B. An employer may not terminate an employee for an absence from work if the absence is due solely to the employee's attendance at a school conference, behavioral meeting, or academic meeting, as provided in Section 15.

147/40. Applicability

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. Violation

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

147/49. Limits on leave

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

DATED:

Community Relations

Exhibit - Verification of School Visitation

To be completed by the parent/guardian and given to the Building Principal. Please print.

This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

Student

Conference/Classroom activity

Parent/Guardian name

Date/time of conference/classroom activity

Parent/Guardian signature

To be signed by the Building Principal and returned to the parent/guardian.

Building Principal signature

Date

DATED:

Pending Implementation

**Minooka Community High School District 111
26655 W. Eames St.
Channahon, IL 60410**

**INVITATION TO BID ON THE
MINOOKA COMMUNITY HIGH SCHOOL DISTRICT 111
WEIGHT ROOM, WELLNESS CENTER, DANCE STUDIO REFURBISHING BID**

Minooka Community High School District 111 is soliciting bids **WEIGHT ROOM, WELLNESS CENTER, DANCE STUDIO** at its Central and South Campuses. **Deadline for Return is Wednesday, June 9, 2021 at 11:00 am. Bids must be clearly marked “WEIGHT ROOM, WELLNESS CENTER, DANCE STUDIO REFURBISHING BID .”**

BIDS ARE TO BE SUBMITTED TO

Minooka Community High School District 111
Attn: Mr. John Troy, Assistant Superintendent of Business & General Counsel
26655 W. Eames St.,
Channahon, IL 60410

1. OPENING OF BIDS

Minooka Community High School District 111, Grundy County, Illinois is requesting bids per the attached specifications for a **WEIGHT ROOM, WELLNESS CENTER, DANCE STUDIO REFURBISHING BID**. Bids must be filed with Mr. John Troy, Assistant Superintendent of Business & General Counsel at 26655 W. Eames St., Channahon, IL 60410 no later than 11 am Wednesday, June 9, 2021 at 11:00 am at which time they will be opened and acknowledged. Bidders are invited to attend. Bids will be studied and reviewed and it is anticipated that a recommendation will be made to the Board of Education for award of Bid on Wednesday, June 16, 2021. The Board of Education reserves the right to waive any informalities, irregularities, or defects in any proposal should it be in the best interest of the school district to do so.

2. PREPARATION OF PROPOSAL

Proposal must be submitted on the prescribed Bid Form at the end of this document. All bids must be submitted in a sealed envelope bearing on the outside of the envelope the name of the bidder and the address and must be marked “**WEIGHT ROOM, WELLNESS CENTER, DANCE STUDIO**” No Bid forwarded by mail or messenger will be accepted unless received before the scheduled time for opening bids. Proposals will be publicly opened immediately after the deadline. The method of transmittal of the proposal is at the seller’s risk of untimely receipt by the Board. The District will not be responsible for delays in delivery by UPS, FedEx, Airborne or any other carrier the vendor chooses. Faxed copies are not acceptable. Late bids will be returned unopened to the sender.

3. METHODS OF AWARD

The Board of Education reserves the right to reject any and all bids or to accept a bid in whole or in divisible part if deemed to be in the best interest of the School District. The Board of Education reserves the right to

choose alternates it deems to be in the best interest of the School District. The Board of Education shall have the right and authority to award orders to the bidder or bidders best meeting all specifications and conditions based upon the sole judgment of the Board. Bids may be accepted in whole or in part, i.e. depending on the cost the district may decide not to do one or more or aspects of the bid (e.g. sealcoating, patching, etc.)

In making its determination the following qualifications in addition to price will be considered by the Board:

- a. The ability, capacity and skill of the Bidder to perform the service required.
- b. Whether the Bidder can perform the contract or provide the service promptly, or within the time specified, without delay or interference
- c. The character, integrity, reputation, judgment, experience and efficiency of the Bidder.
- d. The quality of performance of previous contracts or services.
- e. The previous and existing compliance by the Bidder with laws and ordinances relating to the contract or service
- f. The sufficiency of the financial resources and ability of the Bidder to perform the contract or provide the service
- g. The quality, availability and adaptability of the supplies, or services, to the particular use required
- h. Past history and performance that the Bidder may have with the District.
- i. Such other information as may be secured having a bearing on the decision to make the award
- j. In determining a bidder's responsiveness, the Board shall consider material deviations from the advertised specifications which materially affect price, quantity or limit the bidder's liability.

Proposers and other interested parties are cordially invited to be present at the public proposal opening to be held at the time the sealed proposals are due. Proposals will be publicly opened and results announced.

4. DURATION AND WITHDRAWAL OF BIDS

All bids shall be binding for 60 calendar days following the bid opening date, unless the bidder, upon request of the District, agrees to an extension. A written request for the withdrawal of the bid or any part thereof may be granted if the request is received by the District prior to the specified time of bid opening. No bids may be withdrawn after they have been opened.

5. CERTIFICATES & ASSURANCES

All bidders shall submit all certificates herein contained and as required by law.

6. INVOICES

The successful Contractor shall submit three copies of invoices. Payment to the contractor shall be made within 30 days after receipt of invoice and approval by the Board of Education. Payments are approved by the Board of Education at its monthly Board meeting (typically the third Wednesday of each month) provided a valid invoice is received at least two weeks prior to the Board meeting and said service has been provided and accepted by the Board of Education.

7. LATE BIDS

Formal bids, amendments thereto, or requests for withdrawal of bids received by the District after the time specified for bid opening will not be considered.

8. COMPLETENESS

All information required by the Invitation to Bid must be supplied to constitute a proper bid.

9. AUTHORITY TO ACT AS AGENT

Upon request, the bidder will provide proof to the District that the signatory on the proposal form has the authority to bind the bidder to the price(s) quoted.

10. DEVIATIONS

In the event that the Bidder intends to deviate from the specifications, all such deviations must be listed and attached to the bid. The absence of a submitted deviations will assure the District that no deviations from specifications exist.

11. QUESTIONS REGARDING SPECIFICATIONS

Should a bidder find discrepancies or omissions in the specifications or instructions, or should he/she be in doubt as to their true meaning, he/she should notify the Assistant Superintendent who will, in turn, clarify such specifications and notify other bidders of any material change or clarification. The Board of Education shall not be held responsible for oral instruction to bidders. **No questions will be accepted 24 hours prior to the bid opening.**

12. SUBLETTING CONTRACT

It is mutually understood and agreed that the Bidder shall not assign, transfer, convey, sublet, or otherwise dispose of his/her contract or right, title or interest therein, or power to execute such contract, to any other person, firm or corporation, without the previous written consent of the District, but in no case shall such consent relieve the Bidder from his/her obligation, or change the terms of the Contract.

Furthermore, the contractor shall not allow a subcontractor to commence work on any portion of the project without evidence that the subcontractor has insurance coverage equal to coverages required of the contractor by the district.

13. NON-DISCRIMINATION

No bidder who is the recipient of the District's funds, or proposes to perform any work or furnish any goods under this agreement shall discriminate against any worker, employee or applicant or any member of the public because of religion, race, sex, color, or national origin, nor otherwise commit any unfair employment practice. Bidder further agrees that this article will be incorporated by the bidder into all contracts entered into with suppliers of materials or services, contractors and subcontractors and all labor organizations furnishing skilled, unskilled, and craft union skilled labor, or who may perform any such labor or services in connection with this contract.

14. SEXUAL HARASSMENT POLICY

Every party to a public contract and every eligible bidder must have a written sexual harassment policy that shall include, at a minimum, the following information: (i) the illegality of sexual harassment; (ii) the definition of sexual harassment under state law; (iii) a description of sexual harassment, utilizing examples; (iv) the recourse, investigative and complain process available through the Illinois Department of Human Rights and the Human Rights Commission; (v) directions on how to contact the Department and Commission; and (vi) protection against retaliation as provided by Section 6-101 of the Human Rights Act.

15. INDEMNITY

Bidder/contractor shall indemnify, keep and save harmless the District, its agents, officials and employees, against all injuries, death, loss, damages, claims, patent claims, suits, liabilities, judgments, cost and expenses, which may in any way accrue against the District in consequence of the granting of this contract or which in any way result therefrom, whether or not it shall be alleged or determined that the act was caused through negligence or omission of the Contractor or his employees, and the bidder/contractor shall, at his/her own expense, appear, defend and pay all charges of attorneys and all costs and other expenses arising therefrom or incurred in connection therewith, and if any judgment shall be rendered against the District in any such action, the bidder/contractor shall, at his/her own expense, satisfy and discharge the same. Bidder/contractor expressly understands and agrees that any performance bond or insurance protection required by this contract, or otherwise provided by bidder, shall in no way limit the responsibility to indemnify, keep or save harmless and defend the District as herein provided.

16. COLLUSIVE BIDDING

The bidder certifies that his/her bid is made without any previous understanding, agreement or connection with any person, firm, or corporation making bid for the same project, and is in all respects fair, without outside control, collusion, fraud, or otherwise illegal action.

17. IDENTICAL BIDDING - EXECUTIVE ORDER NO. 10946

All identical bids submitted to the District as a result of advertised procurement for materials, supplies, equipment or services exceeding \$2,500.00 in total amount shall, at the discretion of the District, be reported to the Attorney General of the United States in accordance with Form DJ-1510 and the Presidential Order dated April 24, 1961 for possible violation and enforcement of antitrust laws.

18. CONTRACTOR NOT AN AGENT

The bidder/contractor shall not be held or deemed in any way to be an agent, employee, or official of the District, but rather an independent contractor furnishing services to the District.

19. RESPONSIBILITY FOR MATERIALS SHIPPED

If applicable, the bidder/contractor shall be responsible for the materials or supplies covered by this contract until they are delivered at the designated point, but the bidder/contractor shall bear all risk on rejected materials and supplies after notice of rejection. Rejected materials or supplies must be promptly removed by and at the expense of the bidder/contractor after notification of rejection.

20. INSPECTIONS

If applicable, for supplies and materials purchases - inspection and acceptance of will be made after delivery. Final inspection shall be conclusive except as regards latent defects, fraud, or such gross mistakes as amount to fraud. Final inspection and acceptance or rejection of the materials or equipment will be made as promptly as practicable, but failure to inspect or accept or reject materials or equipment shall not impose liability on the District for such materials or equipment as are not in accordance with the specifications. All delivered materials shall be accepted subject to inspection and physical count.

Contractors or vendors should be aware that the District is required by state law to follow and adhere to all local municipal building and zoning codes.

21. PREVAILING WAGE

The awarded Contractor is required to pay all applicable wage rates as required and stipulated by Federal, State and Local laws.

22. INSURANCE

The District upon awarding a project requires a Certificate of Insurance with "Additional Insured Endorsement in such amounts as deemed acceptable by the District . You must require your insurance company to list the District as "Additional Insured". In the "Description of Operations locations/Vehicles/Special Items" section of the Certificate it must state: "Minooka Community High School District 111 and its Board of Education is additional insured per Additional Insured Endorsement.

24. SAFETY

The contractor shall provide all barricades, security, and signage necessary to control vehicle and pedestrian traffic.

25. GENERAL

All work shall be conducted in accordance with the Occupational Safety and Health Administration (OSHA) requirements and Grundy County regulations. The contractor shall be fully responsible for coordination of his work and the work of his employees, subcontractors, and suppliers, and to assure compliance with schedules. The Occupational Safety & Health Administration (OSHA) Hazardous Communication Standard (29 CFR 1910.1200) states that contractors/suppliers must be informed of the hazardous chemicals their employees may be exposed to while performing their work and any appropriate protective measures. In order to comply with this requirement, the district has developed a list of all the hazardous chemicals known to be present in our facility. A Material Safety Data Sheet (MSDS/SDS) is also on file for each of these chemicals and/or hazardous substances. This information is available to you and to your employees upon request.

In order to protect the safety and health of our own employees as well as the employees of contractors/suppliers, contractor/suppliers must maintain and provide, upon request, an MSDS/SDS on any hazardous chemical(s) or material(s) which they bring to the facility. Failure to maintain an MSDS/SDS and provide this information in a timely manner will result in the removal of the contractor/supplier from the premises.

The contractor shall at all times conduct the work in such manner as to insure the least obstruction to vehicular and pedestrian traffic. The convenience of the general public and employees shall be provided for in an adequate and satisfactory manner.

Any unforeseen site conditions that are encountered in the field that warrant a modification in the plans and/or design shall be brought to the attention of the district's authorized representative.

To the fullest extent permitted by law, the contractor shall be responsible for any and all injuries or damages to property due to the activities of the contractor, its subcontractors, suppliers, agents and employees arising out of or resulting from performance of the contract, or any activity in connection therewith. The contractor shall indemnify and hold harmless the District, including the Board of Education, its employees, officers and agents from any and all claims, lawsuits, actions, costs and fees, including reasonable attorney's fees and expenses of every nature and description, arising from, growing out of, or connected with the work, or on account of or in consequence of any neglect in safeguarding the work, or on account of or in consequent of using unacceptable materials in construction of the work of because of any act, omission, neglect, or misconduct of contractor, its officers, employees, agents, subcontractors, or anyone directly or indirectly

employed by them and/or anyone for whose acts they may be liable for because of any claims or amount of recovered by reason of any infringement of patent, trademark, or copyright, or by reason of the violation of any law, ordinance, order, or decree.

The contractor shall be responsible for meeting any requirement for any machine, device or part thereof, which is regulated by or becomes regulated by Federal or State of Illinois Noise Standards, shall conform to those standards. All other equipment shall operate under the noise requirements of the County of Grundy, IL.

Nothing in this contract between the district and the contractor or anyone else is intended or shall be construed, unless otherwise expressly stated, to reduce the responsibility of the contractor, subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, from full and complete supervision and achievement of work place safety. Any inspection of the work conducted by an authorized representative of the district, employee, or officer whether notice of the results thereof is provided to anyone or not provided to anyone, shall neither establish any duty on their parts nor create any expectation of duty to anyone, including but not limited to third parties, regarding work place safety.

In order to insure this and other duties of the contractor, certain indemnifications and insure is required by the contract. Additionally, the contractor guarantees to the owner a safe work place shall be provided for all employees of the contractor, subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable of the applicable standards of the Occupational Safety and Health Act and any work place safety act of the State of Illinois. Contractor agrees to require this work place safety guarantee of all subcontractors and expressly require the district and Board of Education to be third party beneficiaries of each guarantee.

Minooka Community High School District 111
26655 W. Eames Street
Channahon, IL 60410

SPECIFICATIONS

The District is refurbishing its current weight room, wellness center, and dance studio at its Central Campus. The dance studio is being relocated to the weight room. The wall separating the current dance studio and the wellness center is being taken down and the weight room is being relocated into that area. The wellness center is being relocated across the hall where two classrooms now exist where the wall separating them is being taken down to accommodate the new wellness center.

The weight room is used for weightlifting for PE and football. The wellness/fitness center is used for cardio equipment and resistance band machines. The dance studio is used for dance and cheer for PE and extracurricular.

The successful bidder shall review the drawings contained herein and shall provide the district with a proposal that best meets the district needs. The bid shall include a drawing of the new layout of the room with recommended placement of the equipment. The district is open to receiving proposals that present various options at various cost levels.

Timeline for installation shall be included in the bid.

Bidders are encouraged to arrange a visit to the campus to view the current and proposed layout.

This request for proposal will allow various contractors to bid for all or a portion of the project.

Project scope is as follow:

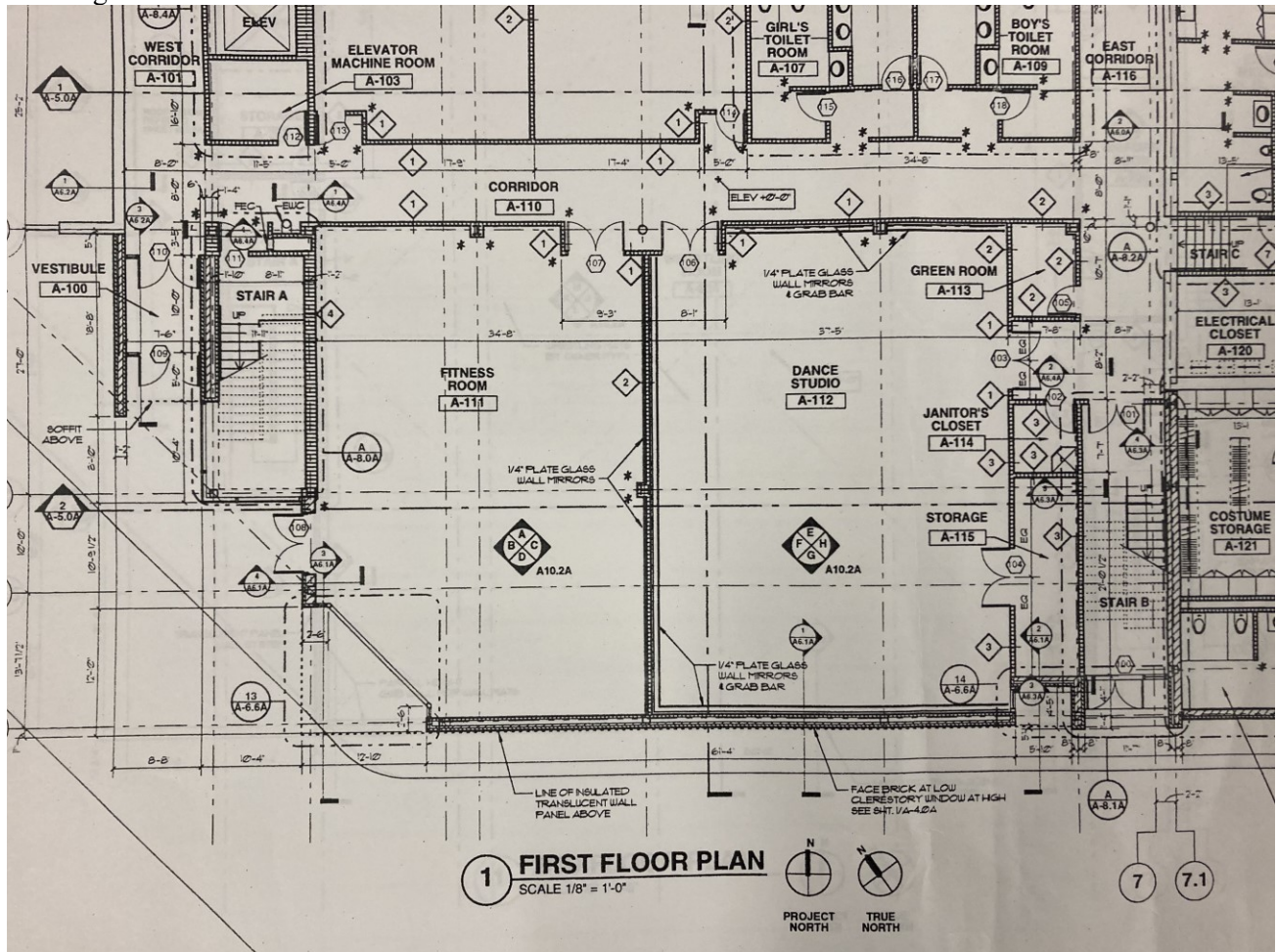
Flooring: New flooring in the new weight room, wellness, center and dance studio, and hallway. The flooring shall be suitable for the purpose of the room. The specifications, including thickness and material, for the recommended flooring shall be included. Availability for options (color inlays, etc) shall be described with costs. The district is interested in receiving quotes for the hallway flooring for replacing the current tile with either tile or epoxy. Removing of door thresholds, if required, shall be included in bid.

Mirrors: The new dance studio will receive new mirrors, size and location of mirrors shall be illustrated. Mirrors shall be able to accommodate installation of dance bars in walls

Equipment: The district would like a proposal for outfitting its new weight room with new free weight equipment including weights, benches, bars, dumbbells, and racks. The new wellness center will keep its current cardio equipment, however the district would like to receive proposals for replacing its current machines with new resistance band equipment.

Drawing A illustrates the current wellness (fitness) room and dance studio. The wall separating the two rooms is being eliminated (not part of this proposal) and this will become the new weight room area.

Drawing A



26655 W. Eames Street
Channahon, IL 60410

Assurances and Certifications

PART 1

STATEMENT OF ETHICS CERTIFICATION

By submission of this bid or proposal, the bidder certifies that:

1. This bid or proposal has been independently arrived at without collusion with any other bidder or with any competitor.
2. This bid or proposal has not been knowingly disclosed and will not be knowingly disclosed, prior to the opening of bids or proposals for this project, to any other bidder, competitor or potential competitor.
3. No attempt has been made or will be made to induce any other person, partnership or corporation to submit or not to submit a bid or proposal.
4. Bidder has not been convicted of price fixing nor pleaded "no contest" to such charges within the last five (5) years.
5. Bidder is not subsidiary of a company that has been convicted of price fixing nor pleaded "no contest" to such charges within the last five (5) years.

By: _____
Authorized Agent

SUBSCRIBED and SWORN TO before me

this _____ day of _____, 20 ____

NOTARY PUBLIC

This page must be returned signed and notarized for the bid to be considered.

Minooka Community High School District 111
26655 W. Eames Street
Channahon, IL 60410

Assurances and Certifications PART 2

SUPPLIER'S/CONTRACTOR'S CERTIFICATION

As part of its bid, the supplier/contractor does hereby certify that said supplier/contractor is not barred from bidding on the contract as a result of violation of either Section 33E-3 or 33E-4 of Article 33E of Chapter 38 of the Illinois Revised Statutes.

By: _____
Authorized Agent

CERTIFICATE OF COMPLIANCE WITH ILLINOIS DRUG-FREE WORKPLACE ACT (Suppliers/Contractors with 25 or More Employees)

As part of its bid, the supplier/contractor does hereby certify pursuant to section 3 of the *Illinois Drug-Free Workplace Act* (Ill.Rev.Stat. ch 127. para. 132.313) that [he, she, it] shall provide a drug-free workplace for all employees engaged in the performance or work under the contract by complying with the requirements of the *Illinois Drug-Free Workplace Act* and, further certifies, that [he, she, it] is not ineligible for award of this contract by reason of debarment for a violation of the *Illinois Drug-Free Workplace Act*.

By: _____
Authorized Agent

Does Not Apply (Less than 25 Employees)

By: _____
Authorized Agent

SUBSCRIBED and SWORN TO before me

this _____ day of _____, 20 ____

NOTARY PUBLIC

This page must be returned signed and notarized for the bid to be considered.

**Minooka Community High School District 111
26655 W. Eames Street
Channahon, IL 60410**

Assurances and Certifications PART 3

CERTIFICATE OF COMPLIANCE WITH ILLINOIS HUMAN RIGHTS ACT

Sexual Harassment Policies

As part of its bid, the supplier/contractor does hereby certify pursuant to 775 ILCS 5/2-105 that [he, she, it] has written sexual harassment policies that include at least the minimum information as required by law; that a copy of the policies shall be provided to the Department of Human Rights upon request; and that [he, she, it] is not ineligible for award of this contract by reason of debarment for a violation of the *Illinois Human Rights Act*.

By: _____
Authorized Agent

Equal Employment Opportunity

As part of its bid, the supplier/contractor does hereby certify pursuant to 775 ILCS 5/2-104 that [he, she, it] complies with the procedures and requirement of the Illinois Department of Human Rights regulations concerning equal employment opportunities and affirmative action, shall provide such information with respect to its employees and applicants for employment and assistance as the Department may reasonably request, and that [he, she, it] is not ineligible for award of this contract by reason of debarment for a violation of the *Illinois Human Rights Act*.

By: _____
Authorized Agent

SUBSCRIBED and SWORN TO before me

this _____ day of _____, 20 ____

NOTARY PUBLIC

This page must be returned signed and notarized for the bid to be considered.

**Minooka Community High School District 111
26655 W. Eames Street
Channahon, IL 60410**

Assurances and Certifications PART 4

CERTIFICATE REGARDING CRIMINAL BACKGROUND INVESTIGATIONS

Contractor hereby represents, warrants, and certifies that no officer or director thereof has any knowledge that any employee thereof has been convicted of committing or attempting to commit any of the following: “Criminal Code of 1961,: 720 ILCS, Sections 5/11-6 (Indecent solicitation of a child), 5/11-9 (Public indecency), 5/11-14 (Prostitution), 5/11-15 (Soliciting for a prostitute), 5/11-15.1 (Soliciting for a juvenile prostitute), 5/11-19 (Pimping), 5/11-19.1 (Juvenile Pimping), 5/11-19.2 (Exploitation of a child), 5/11-20 (Obscenity), 5/11-20.1 (sexual assault), 5/12-14 (Aggravated criminal sexual assault), 5/12-15 (Criminal sexual abuse), and 5/12-16 (Aggravated criminal sexual abuse, and or those offenses defined in the Cannabis Control Act,” 720 ILCS, 550/I et. Seq. (except the “Illinois Controlled Substances Act,” 720 ILCS 570/100 et. Seq. and/or any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.

Contractor further agrees that it shall not employ any person who have or may have direct, daily contact with the pupils of any school in the district, and for whom a criminal background investigation has not been conducted pursuant hereto, and further represents and agrees that all applicants for any such employment shall furnish with their applications the attached written “Authorization for Criminal Background Information” form authorizing the Board of Education to request a criminal background investigation of said applicant pursuant to Section 5/10-21.9 of the School Code of Illinois and to receive criminal history record information pursuant thereto to determine if the applicant has been convicted of committing or attempting to commit any of the criminal or drug offenses enumerated above.

Contractor further agrees to submit with said authorization payment for any costs and expenses associated with the criminal background investigation Contractor further represents, warrants, and certifies that no applicant for employment with respect to whom the criminal investigation reveals any conviction for committing and/or attempting to commit any of the above enumerated offenses, shall be employed thereby in any position that involves or may involve contact with the students of the school district. This certification is executed on the date hereinafter indicated by the designated contractor by its duly authorized officer.

By: _____
Authorized Agent

SUBSCRIBED and SWORN TO before me

this _____ day of _____, 20 ____

NOTARY PUBLIC

This page must be returned signed and notarized for the bid to be considered.

Athletic Facility Updates Central Campus

(Weight Room, Wellness Room, & Dance Room)

Option #1

- PLAE Flooring (Weight Room & Wellness Room)- \$87,588.13
- PLAE Racks (Rogue)- \$128,500.74
- Intek (Weights, Bars, DBs, clips)- \$71,447.16
- Total Fitness Rack System (Wellness Room)- \$14,125.20
- Total Fitness Flooring (Dance Room)- \$30,701.40

***Justification-** PLAE Flooring 15 year warranty. PLAE Racks are customized to fit our needs of 20 half racks in the new weight room space. This customized rack system will allow us to fit 60 plus students in this room safely for educational purposes. Intek weights have a 7 year bumper warranty and lifetime dumbbell warranty. Dance room flooring is a multiple purpose flooring that will meet our dance and curriculum needs.

Total Cost- \$332,362.63

Option #2

- PLAE Flooring (Weight Room & Wellness Room)- \$87,588.13
- Power Lift Racks- \$117,475.30
- Intek (Weights, Bars, DBs, clips)- \$71,447.16
- Total Fitness Rack System (Wellness Room)- \$14,125.20
- Total Fitness Flooring (Dance Room)- \$30,701.40

***Justification-** PLAE Flooring 15 year warranty. Power Lift Racks are customized to fit our needs of 20 half racks in the new weight room space. This customized rack system will allow us to fit 60 plus students in this room safely for educational purposes. **The only issue with Power Lift Racks are the add ons for the racks are limited.** Intek weights have a 7 year bumper warranty and lifetime dumbbell warranty. Dance room flooring is a multiple purpose flooring that will meet our dance and curriculum needs.

Total Cost- \$321,337.19

Total Fitness- Racks/Weights (\$162,000), Wellness Rack System (\$14,125.20), Flooring (\$81,000)- We do want to use the Bounce 2 Dance Flooring made by ECORE that they put their bid in for. We also want to use their Rack system that they designed for the Wellness Room. This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane. This company cannot customize the racks to fit 20 half racks like we requested for educational purposes.

Competitive Edge Athletic Flooring Only (\$95,504)- The flooring is laid in two parts and glued on site, where PLAE Flooring is fused together at the factory before installation. Wellness room flooring is only 8mm compared to PLAE 18mm flooring.

Direct Fitness Solution- Racks/Weights (\$185,500), Flooring (\$102,800), Wellness Rack system (\$14,000)- This company did not customize to our needs that we expressed to them. They added equipment that we don't need or want and also took equipment that we asked for out of their bid. This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane. Their racks are lower quality.

Elite Fitness & Wellness Products- Flooring (\$114,700 not including dance room), Weights (\$60,500), Racks (\$122, 500)- This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane. Their racks are lower quality.

Life Fitness- Racks/Weights (\$190,500), Wellness Rack System (\$38,300), Does not include any flooring- This company cannot customize the racks to fit 20 half racks like we requested for educational purposes. This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane. Their racks are lower quality.

Midwest Commercial Fitness- Racks/Weights (\$78,500), Wellness Rack System (\$10,000), Flooring (\$65,000)- This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane. Their racks are lower quality steel. They also only offered monster tile for flooring which has seams and gaps in the flooring. This company cannot customize the racks to fit 20 half racks like we requested for educational purposes.

Samson- Racks/Weights (\$165,000), Flooring (\$90,000) did not bid on dance room flooring or Wellness Room Rack System- The flooring is laid in two parts and glued on site, where PLAE Flooring is fused together at the factory before installation. They are also priced higher than PLAE. Also the flooring in the wellness center would only be 5/16" compared to PLAE's 18mm. This company only offers rubber dumbbells and weights which have a lower lifetime expectancy unlike urethane.

Fitness Connection- Flooring (\$90,500), Wellness Room Rack System (\$9,500), Racks/Weights (\$145,000)- The flooring is laid in two parts and glued on site, where PLAE Flooring is fused together at the factory before installation. Weight room flooring is only 9mm or 1/2" compared to PLAE's 18mm flooring. Their racks are lower quality.



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

Mission: Strengthen Mastery, Collaboration, High Expectations, and Success for All Students.

JOHN TROY

ASSISTANT SUPERINTENDENT & GENERAL COUNSEL

JUNE 16, 2021

RE: RECOMMENDATION FOR WEIGHT ROOM, WELLNESS ROOM, AND DANCE STUDIO

The district put out a bid request for the refurbishing of our weight, wellness, and dance studio. We received 11 responses to the bid request. The bid responses are summarized in the attached document.

The bid responses were reviewed by the PE department chair, Matt Williams, PE teacher and head football coach, Matt Harding, Athletic Director, Bob Tyrell, along with input from PE teacher Melisa Wallace (dance) on the dance room floor.

The administration is recommending that the district move forward with Option #1 as outlined in the summary for a total cost of \$332,362.63.

We believe that Option #1 best meets the needs of the district in terms of fitness, quality, warranty, availability of options, pricing, and on-going maintenance. The flooring in the new wellness room will be the same thickness as the weight room which gives us expanded options for use of weights. The dance studio will be a multipurpose floor that will not require annual polyurethane sealing as required with the old floor.

This does not include the cost of a low maintenance epoxy floor in the hallways. Contractors providing that service have been busy and difficult to schedule for quoting.

If this meets with the Board's approval the following would be an appropriate motion:

"Motion to approve the weight room, wellness center, dance studio refurbishing project as presented for a total cost of \$332,362.63."

Athletic Facility Updates Central Campus

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MINOOKA

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District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

MCHS – CONSOLIDATED DISTRICT PLAN

1. What is the Consolidated District Plan?

The Consolidated District Plan is part of the Illinois ePlan, which allows grantees to answer planning questions to meet the requirements for all 12 of the federal grants:

- Title I, Part A – Improving Basic Programs • Title I, Part D – Neglected • Title I, Part D – Delinquent • Title I, Part D – Neglected/Delinquent • Title I, School Improvement 1003(a) • Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders • Title III – Language Instruction Education Program • Title III – Immigrant Education • Title IV, Part A – Student Support and Academic Enrichment • Title V, Part B – Rural and Low-Income Schools • IDEA, Part B Flow-Through • IDEA, Part B Preschool

2. What is Title I?

It is a program that provides funding for academic needs of at-risk students: “This program provides financial assistance through state educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards (The National Center for Education Statistics, 2017). MCHS receives targeted assistance (<40% low income), as opposed to schoolwide assistance.

3. How many years have we received Title I funding?

This will be our sixth year to submit the grant and receive Title I funds.

4. What did we use funds for (last year)?

Math, Reading, and Behavior Interventionists
Professional development opportunities (funded through Title II)
Instructional supplies for homeless students

5. Why must we submit a Consolidated District Plan this year and who submits the plan?

The Every Student Succeeds Act (ESSA) requires that all local educational agencies (LEAs) who receive federal funds develop a Consolidated District Plan. The plan lays out the educational objectives for the district. ESSA requires that all districts receiving federal funding must have an approved plan on file. The Title I, II, and IV Coordinator (Janel Grzetich) writes the plan, notifies the BOE, and submits the plan upon BOE approval.

6. What happens after the plan is submitted and approved?

Upon approval of the plan, the Title I Coordinator (Janel Grzetic) will write the Title I, Title II, and Title IV grants and designate requested funds for interventionists, updated math and reading intervention resources, supplies for homeless students, professional development opportunities, etc.

MCHS 2020-2021 Consolidated District Plan

Title I

- All curricula are aligned with Common Core, NGSS, or other State/National standards, depending on the specific content area. Common assessments that were developed in connection with particular standards provide student growth data. Assessment results are logged in Mastery Manager, which is an online tool for data collection and analysis. Thus, teachers and teams can analyze assessment data and make adjustments based on skill deficits. Currently, the district's grading scale is based on a 100% reporting scale, and "mastery" is set at 70% or higher in our data collection tool. Students who are nearing, or below, the threshold for a passing grade are progress-monitored. Students, who work with interventionists and their parents, are notified and a team of teachers, support staff, and administrators, discuss possible interventions during weekly Student Support Services meetings. Results from assessments indicate a need for increased reading and math literacy. This information will be used to plan for reading and math interventionists who will work with at-risk students identified from assessment data and the weekly-generated failure list.
- Resources (chromebooks and carts) will be needed to increase access to technology for our at-risk students who have been identified as needing math and reading support. They will use these means of technology to strengthen skills in which they are deficient.

Title II

- Needs assessment results from teachers and other stakeholders indicate a need for continued professional development related to professional learning communities. This type of professional development will strengthen teachers' skills in the area of skill deficiency identification and collaboration for interventions. Additionally, curriculum review time throughout the school year is needed as indicated by the strategic plan.

Title IV

- The district offers a strong mentoring program and teachers would like to strengthen the program to include instructional coaching. Based on the needs of the teachers, instructional coaching certification and training would greatly enhance teachers' skills by way of being able to work with peers to help at-risk students.

IDEA

- Results from needs assessments indicate the need for Special Education aides, progress-monitoring students using AIMS Web, as well as additional progress-monitoring tools. Teaching students with IEPS involves co-teaching; therefore, the need for additional professional development and professional learning community professional development is crucial. There is also a need to improve technology used by these students in their classrooms.

Communication

- Since the district recently completed the strategic planning process, it has put together a team that includes parents and family members in the development of the plan. Parents will also receive information about Title I and resources offered to at-risk students via message blasts.
- The district will make use of various forms of communication (message blasts, open house, incoming freshmen night, podcasts, etc.) to communicate the CDP and supports available to at-risk students to all families.

Student Achievement

- The well-roundedness of the instructional program includes course selections from Math, Science, English, Social Studies, P.E., CTE, Foreign Language, Music, and Art. All core content areas provide students with varying levels of instruction, which are differentiated within the levels to better meet the needs of all students. We offer supports built into all courses for students who require more interventions, as well as Honors and AP courses. We also offer over 100 elective courses to supplement core content. Teachers work in PLCs to review curricula and student growth, in order to contribute to the well-roundedness of the instructional program. Essentially, all curricula and instructional strategies are tailored to the differing needs of students.
- The school will use the free/and reduced lunch list to identify low-income students. The district will also use the list of students who are failing courses to identify all at-risk students. Additionally, department chairs will review the list of students from College Board who were deemed academically "at risk" and not on track for College and Career Readiness to begin targeting interventions in math and English classes.
- Our team has in place reading, math, and behavior interventions for individual students. In addition to reading intervention programs, which are provided to students who are recommended by teachers and receive low Lexile scores on their SRI assessments, we offer individual interventions with reading and math specialists. The district also provided behavior intervention curriculum to individual students who were referred to work with them. Interventionists were funded through the Title I grant. Services are available to students in our Academic Resource Center. During the school week, interventionists are available 27.5 hours per week.
- Use of formative assessment strengthens all academic programs and teachers formatively assess in order to identify struggling students. Once those students are identified, they are referred to a team who recommends appropriate math, reading, and/or SEL/behavior interventions. Progress monitoring strategies are used to evaluate the students' progress toward their goals. Strategies are supported by math, reading, and behavior intervention curricula. In terms of length of service and time, the program begins the first week of school and runs the entire school year. Meetings with the Student Support Services team to review interventions and progress monitor students are weekly.
- The district ensures that no disparities between low-income and/or minority students and their instruction from ineffective, inexperienced, or out-of-field teachers occur by way of a clear evaluation plan with measures for remediation and professional development. Additionally, the district reviews measures of student growth assessments and breaks down growth demographically, in order to ensure that disparities do not occur. Lastly, the district provides inexperienced teachers with mentors for two years and they participate in a New Teacher Mentor program. Meetings with new teachers occur weekly.
- The district/school employs librarians who teach students and help them develop media and digital literacy skills. The librarians work with teachers to ensure proper use of

subscription databases offered through the school's library website, and the librarians work with students and school leaders to ensure that students have access to all digital resources at school and at home.

- The district will identify gifted and talented students through PSAT and SAT data, basic skills tests, and recommendations from current and former teachers, as well as AP Potential reports. The district will also provide waivers for students to sign, should they not meet requirements but feel they would like to enroll in gifted programs. The district offers opportunities for enrichment via regular education curricula, as well as honors and AP coursework.

College and Career

- The district will facilitate effective transitions for students from high school to postsecondary education through increased access to dual credit courses. The Title I Director also serves as the AP Coordinator and Dual Credit Coordinator, and she works with the local community college to ensure that opportunities for high school students are being met. Additionally, she will work with the community college to offer more dual credit courses and provide information about free support services for at-risk students.
- The district's CTE program employs teachers who are also part of the district's assessment literacy cohort. Teachers in this cohort work closely with school leaders to review professional development opportunities and share instructional strategies with the rest of the staff. CTE teachers offer students opportunities to connect with in-demand industries that are in the vicinity. The district also partners with the vocational school and transports students to classes at this facility if they are interested in work-based learning opportunities.

Safe Learning Environment

- The district will continue to review all discipline-related processes and ensure that restorative justice practices take place. Additionally, the district will continue to support ALICE training for all staff, students, and communicate that process with its stakeholders.
- The district will provide students with access to all materials, supplies, and additional items needed to have equitable access to education. Through needs assessment conducted with the Registrar's office and the social workers, homeless students' needs are determined on an individual basis.

Title I Specific

- The targeted assistance program benefits at-risk students through interventions and curriculum specific to the students' needs. The goal of the program is to provide assistance, in the areas of math, reading, behavior, education, awareness, etc., to students who have been identified as "at risk." The program will also inform teachers, parents, students, and other staff of the opportunities provided and the process of identification and progress monitoring. Grades served are 9-12, and the program runs the length of the school year. During the first few weeks of school, interventionists "push-into" classrooms to familiarize themselves with students and teachers' curricula. For the remainder of the year, they "pull-out" students. They also offer additional before and after school help on a weekly basis for the length of the school year.

IDEA Specific

- Teaching students with IEPs involves co-teaching; therefore, the need for additional professional development and professional learning community professional development

is crucial. There is also a need to improve technology used by these students in their classrooms. Online licenses for curriculum related to remote learning are needed this year due to the possibility of extended or future remote learning.

Foster Care Transportation

- The process may include the following factors to be considered:
 - Preferences of the child's parent(s) of education decision makers
 - The child's attachment to the school, including meaningful relationships with staff and peers
 - Placement of the child's sibling
 - Influence of the school climate on the child, including safety
 - The availability and quality of the services in the school to meet the child's educational and socioemotional needs
 - History of school transfers and how they have impacted the child
 - How the length of the commute would impact the child, based on the child's developmental stage
 - Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin
 - Whether the child is an EL and is receiving languages services and, if so, the availability of those required series in a school other than the school of origin consistent with Title VI and the EEOA.
- Those involved may include school administration, the school social worker, the child's counselor, and child welfare agencies, and any other individual that may have pertinent information regarding the child and the family.

Project Surge / Lion Electric Co. Overview

Date: May 5, 2021

To: Minooka Community High School District 111

Subject: Project Surge Overview and Property Tax Abatement Request

About the Company:

The Lion Electric Co. is an innovative manufacturer of zero-emission vehicles founded in 2011 and headquartered in Saint-Jérôme, Québec. Lion is a leader in the design, development, manufacturing, and distribution of purpose-built all-electric medium and heavy-duty urban vehicles. The company currently employs about 465 employees worldwide, most of which are based at the Saint-Jerome plant, the company's sole operating plant. Lion currently has an annual production capacity of up to 2,500 vehicles and an in-house R&D and testing center.

Always actively seeking new technologies, Lion vehicles have unique features that are specifically adapted to its users and their everyday needs. Lion's growing line-up of all-electric vehicles consists of seven mid-range truck and bus models available for purchase today. Lion further has an active product development pipeline and expects to launch eight new mid-range truck and bus models over the next two years with the belief that transitioning to all-electric vehicles will lead to major improvements in our society, environment and overall quality of life.

Project Overview:

Lion Electric is contemplating a new electric vehicle production facility in the United States, which would produce in excess of 10,000 vehicles per year. Sites in multiple states are currently under consideration, including a site in Texas and a local site in Illinois.

The Illinois site currently under consideration is a building currently under construction located in Clarius Park Joliet at 3835 Youngs Road, Joliet, IL 60434. This building is located on 40.19 acres on PINs 04-10-03-400-013-0000 and 04-10-03-400-014-0000. The project would also develop the undeveloped 15.55 acre parcel immediately to the east of this building, PIN 04-10-02-300-013-0000.

The 3835 Youngs Road building was planned as a 906,517 square foot speculative building. Instead, Lion Electric would plan to take over mid-construction, effectively making the property a build-to-suit for their manufacturing operation. A copy of the site overview is attached as part of the abatement application.

As part of its expansion efforts and growth strategy, Lion's project is to establish the company's first US vehicle production facility, which will provide additional capacity to meet growing demand with manufacturing footprint in closer proximity to the large U.S. customer pool. Lion aims to build a

high-volume, state-of-the-art vehicle production facility in the Joliet building. In addition, the project will further increase production capacity in close proximity to Lion’s key customers and suppliers and will provide a greater appeal to US buyers with a “Made in America” branding.

The project is expected to require a **capital investment of \$130 million** and generate a **job creation of 1,418 FTE over four years.**

Position	Year 1	Year 2	Year 3	Year 4
Management & Admin	25	30	50	54
Professional/Salaried Employees	22	32	45	45
Production Employees	277	310	650	1,319
<i>New Full-time Jobs Created</i>	324	372	745	1,418

Abatement Request

Lion Electric has completed a Will County Property Tax Abatement Program application, which is **attached following this document.** The Center for Economic Development has completed its evaluation of the application using the Program criteria, which recommends a **5-year/50%** abatement on the project.

The total property taxes for this undeveloped property (55.74 acres on PINs 04-10-03-400-013-0000, 04-10-02-300-013-0000, and 04-10-03-400-014-0000) for 2020 payable 2021 is \$9,580, with the Minooka Community High School District 111 portion currently at \$2,511.

Estimated property taxes generated by the completed project are roughly \$1,000,000 per year based on current taxation at neighboring facilities. At that level, the estimated Minooka Community High School District 111 property taxes during a potential abatement period is \$132,000 per year, and \$262,000 per year following the abatement period.

The abatement incentive request for this project will be made to Minooka Community High School District 111, Troy Community Consolidated School District 30-C, City of Joliet, and Will County. If successful, the project is anticipated to begin operations later in 2021. In addition, this project is being strongly supported by the State of Illinois, with approval in place for the Economic Development for a Growing Economy (EDGE) program and High Impact Business program.

Please contact me at 815-774-6065 or doug.pryor@willcountyced.com with any questions or if we can be of any assistance.

Thank you,

Doug Pryor
Vice President, Economic Development

BOARD MEETING - June 16, 2021

RESIGNATIONS/RETIREMENTS/REDUCTIONS/TERMINATIONS/LOAs

RESIGNATIONS/RETIREMENTS/TERMINATIONS

CLASSIFICATION	NAME	POSITION	DEPARTMENT	EFFECTIVE	REASON	
Activity	Harding, Phil	SADD (Students Against Destructive	Sponsor	5/24/21	Personal	1
Support	Hanson, Sarah	Academic Resource Center Aide	Student Services	5/24/21	Personal	2

FMLA/LOA/PAID or UNPAID LEAVE

CLASSIFICATION	NAME	POSITION	DEPARTMENT	EFFECTIVE	REASON
Support	Carlson, Kathy	Interventionist	Student Services	8/9/2021 - 10/11/2021 (42 days)	

1272

EMPLOYMENT/APPOINTMENT

CERTIFIED STAFF

NAME	POSITION	DEPARTMENT	SALARY	REPLACEMENT

Note: Yellow highlighted 'TBA' = Recommendation to be Approved by Principal or AD
 Note: Dark Yellow highlighted row = New item Added

BOARD MEETING - June 16, 2021

SUPPORT STAFF

NAME	EFF	POSITION	DEPARTMENT	SALARY	REPLACEMENT
Karen Forillo	- TBA	TBD	Payroll Clerk	Secretarial	Ind Cont \$53,500.00 N/A
Gail Caruso		8/11/21	Special Education Aide	Special Education	SS1.3/1 \$17.23/hr. Weiss, Jackie
Meghan Bednarz		8/11/21	Academic Resource Center	Student Services	SS2/1 \$17.23/hr. Hanson, Sarah
Michelle Fernandez		July 1, 2021	Secretary to the Director of	Secretarial	CL3H/1 \$17.21/hr. Lehr, Dawn
Dawn Lehr		6/1/21	Accounts Payable Clerk	Secretarial	Ind Cont \$43,000.00 Soukup, Karen <input type="checkbox"/>
Edna Shouse	- TBA	7/1/21	Bus Driver Trainer	Transportation	Trip Hrly Ra \$19.31 N/A

EXTRACURRICULAR STAFF

NAME	POSITION	COACH/SPONSOR	SALARY	REPLACEMENT OF
Sarah Danielson	Flag Corps-Marching Band	Sponsor	Group IV/7	\$3,120.00 N/A <input type="checkbox"/>
Megan Caldwell	Freshman Class	Sponsor	Group V/1	\$2,096.00 Bonnar, Sarah <input type="checkbox"/> 1273
Kathleen Szwed	Interact Club	Asst. Sponsor	Group VI/1	\$1,698.00 N/A <input type="checkbox"/>
Nicole Diamond	Sophomore Class	Sponsor	Group V/1	\$2,096.00 Mullen, Michelle <input type="checkbox"/>
Alexa Tancil	Student Council	Asst. Sponsor	Group III/13	\$6,091.40 Wolfe, Jenny <input type="checkbox"/>
Schoolman, Paige	FY22	Asst. AD	Spring	Group III/10 \$5,656.30 Renewal <input type="checkbox"/> 1
Petrovic, Jeff	FY22	Baseball	Head Coach	Group I/24 \$10,616.50 Renewal <input type="checkbox"/> 2
Anderson, Wes	FY22	Baseball	Asst. Coach	Group I/19 \$7,593.92 Renewal <input type="checkbox"/> 3
Anderson, Wesley	FY22	Baseball	Asst. Coach	Group I/4 (Shared) \$2,610.41 Renewal <input type="checkbox"/> 4
Barello, Nick	FY22	Baseball	Asst. Coach	Group I/8 \$5,695.44 Renewal <input type="checkbox"/> 5
Rapsky, Derrick	FY22	Baseball	Asst. Coach	Group I/22 \$8,068.54 Renewal <input type="checkbox"/> 6

Note: Yellow highlighted 'TBA' = Recommendation to be Approved by Principal or AD

Note: Dark Yellow highlighted row = New item Added

BOARD MEETING - June 16, 2021

Shanahan, Matthew	FY22	Baseball	Asst. Coach	Group I/5	\$5,220.82	Renewal		7
Yudzentis, Frank	FY22	Baseball	Asst. Coach	Group I/8 (Shared)	\$2,847.72	Renewal		8
Rocha, Nicholas	FY22	Children's Theatre	Sponsor	Group V/3	\$2,096.00	Renewal		9
Weiss, Jackie	FY22	Children's Theatre	Sponsor	Group IV/6	\$2,860.00	Renewal		10
Fernandez, Michelle	FY22	Orchesis	Head Sponsor	Group IV/2	\$2,600.00	Renewal		11
Ledesma, Stephanie	FY22	Orchesis	Asst. Sponsor	Group VI/2	\$1,698.00	Renewal		12
Brolley, Chris	FY22	Soccer--Girls	Head Coach	Group II/16	\$7,800.00	Renewal		13
Groark, Michael	FY22	Soccer--Girls	Asst. Coach	Group II/11	\$5,137.60	Renewal		14
Spriggs, Nathan	FY22	Soccer--Girls	Asst. Coach	Group II/8	\$4,742.40	Renewal		15
Brown, Mark	FY22	Softball	Head Coach	Group I/17	\$9,367.50	Renewal		16
Keers, Scott	FY22	Softball	Asst. Coach	Group I/18	\$7,119.30	Renewal		17
Kwasny, Tracy	FY22	Softball	Asst. Coach	Group I/13	\$6,644.68	Renewal		18
Papesh, Kelly	FY22	Softball	Asst. Coach	Group I/4	\$5,220.82	Renewal		19
Shields, Trevor	FY22	Tennis--Boys	Head Coach	Group III/5	\$4,786.10	Renewal		20
Marino, Matt	FY22	Tennis--Boys	Asst. Coach	Group III/13	\$4,629.46	Renewal		21
Lundin, Nick	FY22	Track--Boys	Head Coach	Group I/17	\$9,367.50	Renewal		22
Dorenkamper, Kevin	FY22	Track--Boys	Asst. Coach	Group I/5	\$5,220.82	Renewal		23
Kelley, Ryan	FY22	Track--Boys	Asst. Coach	Group I/3 (Shared)	\$2,373.10	Renewal		24
Micetich, Nick	FY22	Track--Boys	Asst. Coach	Group I/2 (Shared)	\$2,373.10	Renewal		25
Sherrick, Elizabeth	FY22	Track--Boys	Asst. Coach	Group I/10	\$6,170.06	Renewal		26
Smith, Matt	FY22	Track--Boys	Asst. Coach	Group I/3	\$4,746.20	Renewal		27
Gummerson, Kevin	FY22	Track--Girls	Head Coach	Group I/23	\$10,616.50	Renewal		28
Caldwell, Megan	FY22	Track--Girls	Asst. Coach	Group I/2 (Shared)	\$2,373.10	Renewal		29
Krieger, Rachel	FY22	Track--Girls	Asst. Coach	Group I/4	\$5,220.82	Renewal		30
Thomas, Matt	FY22	Track--Girls	Asst. Coach	Group I/21	\$7,593.92	Renewal		31
Walker, Aaron	FY22	Track--Girls	Asst. Coach	Group I/9 (Shared)	\$2,847.72	Renewal		32

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BOARD MEETING - June 16, 2021

Kargle, Mike	FY22	Volleyball--Boys	Head Coach	Group I/17	\$9,367.50	Renewal	<input type="checkbox"/>	33
Grzetich, Janel	FY22	Volleyball--Boys	Asst. Coach	Group I/20	\$7,593.92	Renewal	<input type="checkbox"/>	34

SUMMER STAFF

NAME	EFF	POSITION	DEPARTMENT	SALARY	REPLACEMENT
Emma Thompson		Summer Employment	Technology	Summer/2 \$10.50/hr.	<input type="checkbox"/>
Brandon Thompson		Summer Employment	Technology	Summer/Min \$11.00/hr.	<input type="checkbox"/>
Presley Rochkes		Summer Employment	Technology	Summer/1 \$10.00/hr.	1275
Gianna Mazzocchi		Summer Employment	Technology	Summer/1 \$10.00/hr.	<input type="checkbox"/>
Certified: See List		Summer Employment	Summer School	Per Cont \$41.40/hr.	<input type="checkbox"/>
Joe Tonelli		Summer Employment	Custodial	Summer/Min \$11.00/hr.	<input type="checkbox"/>
Haylee Pehlke		Summer Employment	Custodial	Summer/Min \$11.00/hr.	<input type="checkbox"/>
Dalton Pickett		Summer Employment	Custodial	Summer/Min \$11.00/hr.	<input type="checkbox"/>

VOLUNTEERS

NAME	POSITION	FY
Reyes, Vivian	Indoor Percussion	FY21 1 <input type="checkbox"/>
Gomez, Eddie	Indoor Percussion	FY21 Renewal 2 <input type="checkbox"/>