

The Board of Education of La Harpe Community School District #347 held a regular School Board meeting April 16,2024 in the school library. President Detherage called the meeting to order at 6:00 PM. Roll Call was answered by Allen, Blythe, Collins, Gebhardt, Walker, Detherage, absent Deitrich. Superintendent Janet Gladu and Board Secretary Shelly Rahn, and Assistant Principal Ryan Popper were also in attendance.

Visitors in attendance: Cathy Jones

A Moment of Silence was observed.

Public Comment: None

Business Items:

Consent Agenda: The Approval of the regular minutes of April 16,2024.

Financial Report: The fund balances listed below reflect transactions through December 2024.

Fund	FY2024
Education	\$2,285,040.34
Building	\$500,954.60
Debt Service	\$104,744.32
Transportation	\$177,868.74
IMRF	\$81,384.41
Capital Projects	\$0.00
Working Cash	\$150,250.42
Tort	\$183,676.12
Fire Prevention & Safety	\$239,439.24
Total	\$3,722,357.17

FY 2023	\$2,846,850.39
FY 2022	\$2,342,020.82
FY 2021	\$2,371,491.88
FY 2020	\$1,575,763.87

Payment of Bills

Closed session records – deletion of items 18 months and older.

Board Action: Motion was made by Collins seconded by Blythe to approve the Consent Agenda as presented.

Roll Call: yes; Blythe, yes; Gebhardt, yes; Walker, yes; Detherage, yes; Collins, yes; Allen, absent Deitrich.6-0.

Bond Referendum: Tim King sent Board of Education members documentation regarding bond referendum timelines. The Board has until August 2024 to determine if they want to have the bond referendum on November 2024 ballot. The board elected to wait closer to August to take official action.

Board Action: None required.

Debit Limit Exception: Tim King, financial advisor, shared documents with the Board of Education regarding a Debit Limit Exception. The board discussed if they wanted to ask legislation for a debt limit exception. The Board decided there was no need for a debt limit exception.

Board Action: None required.

Final School Calendar: Superintendent Gladu presented the amended 2023-2024 public calendar. The only change was the Emergency Days that were utilized.

Board Action: Motion by Gebhardt and seconded by Allen to Approve the 2023-2024 Final School Calendar.

Roll call: yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, absent Deitrich. 6-0.

2024-2025 Student Fees: In past years student fees were \$70 per year, per student. The Board discussed current financial standing of the district, current grants being used and if there was a need to collect student fees this year. Board decided to waive student fees.

Board Action: Motion made by Blythe and seconded by Collins to set student fees for the 20224-20225 School year.

Roll Call: yes; Detherage, yes; Allen, yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, absent Deitrich. 6-0.

Lindke V Freed: Superintendent Gladu presented to the board US Supreme Court decision on Lindke v. Freed. This impacts the district's social media presence. The district will move to schoolwide Facebook account that is accessed by administration only. The current Facebook page would be deleted over the summer. The district would not use any other social media group besides the District's page. Comments and share will not be allowed.

Staff Handbook: Superintendent Gladu presented the draft 2024-2025 Staff Handbook. The updates to the handbook align with the policy changes.

Board Action: Motion by Gebhardt and seconded by Detherage to approve the 2024-2025 Staff Handbook.

Roll Call: yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, absent Deitrich. 6-0

Student Handbook: Superintendent Gladu presented the draft 2024-2025 Student Handbook. The updates to the handbook align with the policy changes. The Board amended the field trip requirements and student council qualifications.

Board Action: Motion by Collins and seconded by Gebhardt to approve the 2024-2025 Student Handbook, as amended.

Roll Call: yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, absent Deitrich. 6-0.

Fuel bids: Superintendent Gladu discussed that she would like permission to seek fuel bids for the upcoming school year.

Board Action: Motion by Allen and seconded by Blythe to approve the superintendent to seek fuel bids for the 2024-2025 school year.

Roll Call: yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, yes; Gebhardt, absent Deitrich. 6-0.

Architect RFQ : Superintendent Gladu presented the four architect companies that had submitted RFQ'S. The Board discussed all four companies and elected to choose three firms to move forward in process. The Board to have a special facilities meeting on Tuesday, May 21,2024 to discuss the three architect firms that were "short listed".

Board Action: Motion by Collins and seconded by Gebhardt to short list the following architect firms: Architechnics, Baysinger and Graham & Hyde.

Roll Call: yes; Allen, yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, absent Deitrich. 6-0.

IESA Membership: Principal Hopper presented the annual renewal for IESA membership for the 2024-2025 school year.

Board Action: Motion by Blythe and seconded by Walker to renew district's membership with IESA for the 2024-2025 school year.

Roll Call: yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, yes; Gebhardt, yes; Walker, absent Deitrich. 6-0.

End-of-the-Year Potluck: Superintendent Gladu discussed the end-of-year staff potluck. Board discussed if they wanted to cook for the staff or cater the meal. The board elected to have Superintendent Gladu find a caterer for the meal. The meal will be held on Friday, May 24, 2024 for a breakfast. **No action required.**

Bus update: Principal Hopper presented the quote from Blue Line Pressure washing to wash our buses. The board discussed the quote and elected to have the district buses washed as needed, but at least monthly during months of high corrosive use (winter months).

Board Action: Motion by Detherage and seconded by Allen to wash Four buses and activity bus.

Roll Call: yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, absent Deitrich. 6-0.

Bus barn: The board discussed possible solutions to house the buses to keep them protected from the weather. **No action required.**

Park District Remote: Principal Hopper presented to the board purchasing a second remote for the park district since one was damaged. The board discussed purchasing new remote.

Board Action: Motion by Gebhardt and seconded by Walker to approve purchase of a score board remote for the park district.

Roll Call: yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, yes; Gebhardt, absent Deitrich. 6-0.

Central Office Demolition: Michael is waiting on other bids to come in. **No action required.**

Asbestos Abatement: Michael is waiting for quotes on the Asbestos Abatement. **No action required**

Athletic Concessions: Superintendent Gladu presented to the board that Laura has been the only of the Sports Boosters for a few years and the only Adult that typically works concessions. She is not able to continue doing this. The board discussed having the parents rotate working it or athletic groups or organizations.

Activity Account: Concessions account. The board discussed combining the account with our activity (account that pays for athletic items). The board elected to wait on combining the accounts with the hope that parents will participate with Sports Boosters.

Staff Member of the year: Superintendent presented to the board that we do the same as last year which was giving them a bag of goodies and one free personal day. Will have chosen staff member of the year by next board meeting.

Trajectory Resolution: Kiesten came a few weeks ago and let us know they need a resolution to go along with the contract we signed. The resolution was identical to the lease that was passed in October 2023.

Board Action: Motion by Blythe and seconded by Walker to approve resolution 10-17-2023.

Roll Call: yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, absent Deitrich. 6-0.

Full Compliance: Our next full compliance is scheduled for 2029. This is information only. Our compliance was 3.8 / 4.0 fully recognized. **No board action required.**

Policy Updates: Several policy updates this month. This is a first read only – no action needed. Normal minor language change and changes to align with statute.

Reports:

- Principal/Athletic Director- Summer Basketball camp, May 7th Award banquet, Elementary 2pm & J H 6:30pm. Attendance incentive was movies. Fund raiser we sold about \$4,000 Casey's cards.
- Superintendent- Employee of the month for March was Amy Simmons.

Board Action: Motion to adjourn to closed session at 7:43 pm to discuss items per 5 ILCS 120/2/(c)(1). The appointment, compensation, discipline, performance, or dismissal of specific employees of the District (5) land leases; and (14) closed session minutes. Rahn exited at 7:45pm.

Board Action: Motion by Gebhardt and seconded by Blythe to adjourn to closed session.

Roll Call: yes; Allen, yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, absent Deitrich. 6-0.

Board Action: Detherage called the closed session to order at 7:50 on 16 April 2024.

Roll Call: yes; Collins, yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, absent Deitrich. 6-0.

Board Action: Moved by Detherage and seconded by Allen to return to open session at 8:17 pm (voice vote).

**Action on closed session items:
Meeting called to order at 8:17 pm.**

Board Action: Moved by Gebhardt seconded by Allen to approve the closed session minutes from 19 March 2024.

Roll Call: yes; Gebhardt, yes; Walker, yes; Blythe, yes; Detherage, yes; Allen, yes; Collins, absent Deitrich. 6-0.

Adjournment: Motion to adjourn. (voice vote).

Board Action: Moved by Detherage and seconded by Allen to adjourn the 16 April 2024 board meeting at 8:18 pm. (voice vote).

The next regularly stated meeting is scheduled for 21 May 2024 at 6:00 pm.

Board President

Board Secretary

Approved _____

LA HARPE COMMUNITY SCHOOL DISTRICT #347

STATEMENT OF POSITION

April 30, 2024

ASSETS	EDUCATION	BUILDING	DEBT SERV.	TRANSP.	I.M.R.F.	CAPITAL PROJECTS	WORKING CASH	TORT IMMUNITY	FIRE PREV & SAFETY
Cash in Bank	\$443,251.15	\$455,172.19	\$101,630.97	\$30,924.70	\$70,659.49	\$0.00	\$150,250.42	\$177,285.98	\$238,439.24
Petty Cash	\$350.00								
Change Fund/Elem-JRH	\$350.00								
Imprest Fund	\$5,000.00								
Property									
Loans to Education Fund									
Loan to Building Fund									
Loan to Transportation Fun									
Loan to IMRF Fund									
Loan to Fire & Prev.Fund									
IL Treas. Pool	\$1,873,129.96	\$84,287.00	\$3,113.35	\$173,386.81					
First State/Money Market									
TOTAL ASSETS	\$2,322,081.11	\$539,459.19	\$104,744.32	\$204,311.51	\$70,659.49	\$0.00	\$150,250.42	\$177,285.98	\$238,439.24
LIABILITIES									
Anticipation Note									
Western Area Ins									
Teachers Retirement									
Payroll A/P									
INTERFUND PAYABLE									
Loan payable to Educ.									
Loan payable to Bldg.									
Loan payable to Transp.									
Loan payable to W. Cash									
TOTAL LIABILITIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUND BALANCE	\$2,322,081.11	\$539,459.19	\$104,744.32	\$204,311.51	\$70,659.49	\$0.00	\$150,250.42	177,285.98	\$238,439.24
								Grand Total	\$3,807,231.26

Laura Jones 5-3-24
 Laura Jones Date

LA HARPE COMMUNITY SCHOOL DISTRICT #347

TREASURER'S REPORT APRIL 30, 2024

FUND	CASH BALANCES: NOW ACCOUNT				INVESTMENTS	
	Balance	Receipts	Disbursements	Balance		
	3/31/2024			4/30/2024		
EDUCATION	\$599,650.44	\$47,244.36	\$203,643.65	\$443,251.15	\$0.00	F.STATE/M.MRKT. \$1,873,129.96 IL TREAS POOL
BUILDING	\$423,389.60	\$57,028.53	\$25,245.94	\$455,172.19	\$0.00	F.STATE/M.MRKT. \$84,287.00 IL TREAS POOL
DEBT SERVICE	\$101,630.97	\$0.00	\$0.00	\$101,630.97	\$0.00	F.STATE/M.MRKT. \$3,113.35 IL TREAS POOL
TRANSPORTATION	\$41,494.94	\$1,308.13	\$11,878.37	\$30,924.70	\$0.00	F.STATE/M.MRKT. \$173,386.81 IL TREAS POOL
IL MUNICIPAL RET.	\$81,384.41	\$0.00	\$10,724.92	\$70,659.49	\$0.00	F.STATE/M.MRKT. \$0.00 IL TREAS POOL
CAPITAL PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	F.STATE/M.MRKT.
WORKING CASH	\$150,250.42	\$0.00	\$0.00	\$150,250.42	\$0.00	F.STATE/M.MRKT. \$0.00 IL TREAS POOL
TORT IMMUNITY FUND	\$183,676.12	\$0.00	\$6,390.14	\$177,285.98	\$0.00	F.STATE/M.MRKT. \$0.00 IL.TREAS.POOL
FIRE PREV & SAFETY	\$238,439.24	\$0.00	\$0.00	\$238,439.24	\$0.00	IL. TREAS.POOL
CURRENT TOTAL	\$1,819,916.14	\$105,581.02	\$257,883.02	\$1,667,614.14	\$2,133,917.12	
INVESTMENTS				\$2,133,917.12		
CASH & INVESTMENTS AS				4/30/2024	\$3,801,531.26	
NOTES:	Daily Rate	Int./Month	Int./YTD			
NOW Account	0.25%	\$703.83	\$5,750.16			
Liquid Asset						
Treasurer's Pool	5.42%	\$9,073.35	\$101,414.72			
First State/M. Market		\$0.00				
Interest distributed to each FUND based on percentage invested						
<i>Karen Nudd 4-15-24</i>						
Karen Nudd	Date					

Paid Accounts Payable by Vendor

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La Harpe CSD 347

Expense on Date: 4/30/2024 to 4/30/2024

Invoice #	A.S.N.	Description	Override	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
** IMPREST FUND **									
7980	20-2540-332-1	MICHAEL SIEGFRIED - MILEAGE		1	0	04/30/2024	91036	142.71	20-2540-332-1
7981	40-2550-332-1	DONNA NELL - BUS MEALS		1	0	04/30/2024	91036	20.68	40-2550-332-1
7982	40-2550-332-1	ED STEWART - MILEAGE SPEC ED STUDENT		1	0	04/30/2024	91036	905.84	40-2550-332-1
7983	10-2320-340-1	POSTAGE		1	0	04/30/2024	91036	340.00	10-2320-340-1
7984	10-1101-410-1	SUSAN PRATT - HONOR ROLL SUPPLIES		1	0	04/30/2024	91036	59.08	10-1101-410-1
7985	10-2310-610-1	PETTY CASH/BUS WASHES		1	0	04/30/2024	91036	36.00	10-2310-610-1
7985	10-2310-610-1	PETTY CASH/MAINT SUPPLIES		1	0	04/30/2024	91036	41.00	10-2310-610-1
7985	10-2310-340-1	PETTY CASH/POSTAGE		1	0	04/30/2024	91036	66.00	10-2310-340-1
7985	10-2310-410-1	PETTY CASH/OFFICE SUPPLIES		1	0	04/30/2024	91036	26.41	10-2310-410-1
7985	10-2510-332-1	PETTY CASH/CONFERENCE MEAL		1	0	04/30/2024	91036	15.42	10-2510-332-1
7985	40-2550-332-1	PETTY CASH/BUS TOLL		1	0	04/30/2024	91036	20.00	40-2550-332-1
7986	10-1520-332-1	RYAN HOPPER/AD MTG		1	0	04/30/2024	91036	50.68	10-1520-332-1
7987	10-2210-221-2-1	JANET GLADU/TITLE MTG - SPRINGFIELD		1	0	04/30/2024	91036	164.46	10-2210-221-12
								\$1,888.28	Payee Vendor Total
								\$1,888.28	Report Total

La Harpe CSD 347 Revenue Report

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La Harpe CSD 347

Account	Description	1000	General Levy
Education Fund 10			
Source of Revenue		1000	General Levy

Account	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget	State Account Number
General Levy							
10-1110-01-1	EDUCATION-CURR.TAX LEVY	1,035,003.12	0.00	1,049,396.05	(14,392.93)	101.39	10-1110-01-1
10-1130-01-1	EDUCATION/LEASE LEVY	26,504.77	0.00	27,023.22	(518.45)	101.96	10-1130-01-1
10-1140-01-1	SPECIAL EDUC/LEVY	21,002.92	0.00	21,413.45	(410.53)	101.95	10-1140-01-1
10-1210-01-1	MOBILE HOME TAXES	400.00	0.00	0.00	400.00	0.00	10-1210-01-1
10-1230-1	CORP PERS PROP REPLACTAX	128,110.00	8,490.29	97,924.64	30,185.36	76.44	10-1230-1
10-1510-1	INTEREST ON INVESTMENTS	35,000.00	10,093.99	105,773.90	(70,773.90)	302.21	10-1510-1
10-1611-1	LUNCH SALES-PUPILS	1,500.00	1,251.60	5,435.05	(3,935.05)	362.34	10-1611-1
10-1711-4-1	ADMISSIONS-JRHBB	1,000.00	2,232.00	2,232.00	(1,232.00)	223.20	10-1711-4-1
10-1711-5-1	ADMISSIONS-JRHGB	1,000.00	2,078.65	3,802.65	(2,802.65)	380.27	10-1711-5-1
10-1711-6-1	ADMISSIONS-JRHGV	1,000.00	0.00	0.00	1,000.00	0.00	10-1711-6-1
10-1811-1	TEXTBOOK RENTALS	150.00	31.25	66.25	83.75	44.17	10-1811-1
10-1999-1	OTHER & JOHNSON ESTATE	120,000.00	27,951.87	162,417.67	(42,417.67)	135.35	10-1999-1
10-1999-1-1	OTHER/ALTHELETIC BOOSTER	3,000.00	0.00	0.00	3,000.00	0.00	10-1999-1-1
10-1999-5-1	MUSIC REIMB/CONSUM.	0.00	0.00	92.49	(92.49)	0.00	10-1999-5-1
		1,373,670.81	52,129.65	1,475,577.37	(101,906.56)	107.42	* Source of Revenue
3000 Revenue From State Sources							
Revenue From State Sources							
10-3001-1	GEN STATE AID	517,722.52	47,066.00	423,594.00	94,128.52	81.82	10-3001-1
10-3360-1	STATE FREE LUNCH	775.00	155.92	2,195.04	(1,420.04)	283.23	10-3360-1
10-3705-10	EARLY CHILDHOOD GRANT/2023-2024	0.00	8,040.00	81,285.00	(81,285.00)	0.00	10-3705-10
10-3705-11	EARLY CHILDHOOD GRANT/2022-2023	88,441.00	0.00	0.00	88,441.00	0.00	10-3705-11
10-3999-1	TEACHER VACANCY GRANT	193,658.00	13,833.00	138,330.00	55,328.00	71.43	10-3999-1
		800,596.52	69,094.92	645,404.04	155,192.48	80.62	* Source of Revenue
Revenue From Federal Sources							
10-4210-1	FEDERAL LUNCH	124,000.00	10,805.50	84,464.45	39,535.55	68.12	10-4210-1
10-4220-1	FEDERAL BREAKFAST	40,500.00	4,473.94	29,869.90	10,630.10	73.75	10-4220-1
10-4300-14	TITLE I/2023-2024	0.00	19,336.00	69,013.00	(69,013.00)	0.00	10-4300-14
10-4300-15	TITLE II/2022-2023	55,368.00	0.00	14,159.00	41,209.00	25.57	10-4300-15
10-4331-PL	TITLE I PL	54,000.00	51,528.00	66,847.00	(12,847.00)	123.79	10-4331-1
10-4399-1	REAP	22,227.00	0.00	0.00	22,227.00	0.00	10-4399-1
10-4400-1	TITLE IV/SAFE & DRUG FREE	10,000.00	1,735.00	17,615.00	(7,615.00)	176.15	10-4400-1
10-4600-1	IDEA PRESCHOOL/SUBGRANT-FLOW THROUGH	2,368.00	66.00	1,764.00	604.00	74.49	10-4600-1
10-4620-1	IDEA SPECIAL ED-FLOW THROUGH	58,620.00	20,322.00	23,508.00	35,112.00	40.10	10-4620-1
10-4932-1	TITLE II/TCH QUAL.	7,777.00	2,745.00	7,412.00	365.00	95.31	10-4932-1
10-4991-1	MEDICAID ADM OUTREACH	10,000.00	0.00	2,516.41	7,483.59	25.16	10-4991-1
10-4992-1	MEDICAID/FEE FOR SERVICE	330.00	0.00	4,207.16	(3,877.16)	1,274.90	10-4992-1
10-4998-2	ESSR II	0.00	0.00	55,284.00	(55,284.00)	0.00	10-4998-2
10-4998-3	ESSR III	10,683.00	3,961.00	98,111.00	(87,428.00)	918.38	10-4998-3
10-4998-4	ESSR ARP	0.00	0.00	2,638.00	(2,638.00)	0.00	10-4998-4

La Harpe CSD 347 Revenue Report

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La Harpe CSD 347

Account	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget	State Account Number
10-4998-5	Revenue From Federal Sources	0.00	0.00	6,009.00	(6,009.00)	0.00	10-4998-5
4000	ESSR - HT TUTORING	395,873.00	114,972.44	483,417.92	(87,544.92)	122.11	* Source of Revenue
10	Education Fund	2,570,140.33	236,197.01	2,604,399.33	(34,259.00)	101.33	Fund
General Levy							
20-1111-01-1	BLDG/CURR.TAX LEVY	282,000.00	0.00	287,100.06	(5,100.06)	101.81	20-1111-01-1
20-1210-01-1	MOBILE HOME TAXES	100.00	0.00	0.00	100.00	0.00	20-1210-01-1
20-1510-1	OBM-INT.ON INVENSTMENT	100.00	0.00	0.00	100.00	0.00	20-1510-1
20-1999-1	OBM/OTHER & JOHNSON EST.	200,000.00	30,925.00	280,925.00	(80,925.00)	140.46	20-1999-1
1000	General Levy	482,200.00	30,925.00	568,025.06	(85,825.06)	117.80	* Source of Revenue
Revenue From State Sources							
20-3001-1	GEN STATE AID	50,000.00	0.00	0.00	50,000.00	0.00	20-3001-1
3000	Revenue From State Sources	50,000.00	0.00	0.00	50,000.00	0.00	* Source of Revenue
Revenue From Federal Sources							
20-4998-2	ESSR II	0.00	0.00	71,253.00	(71,253.00)	0.00	20-4998-2
20-4998-3	ESSR III	0.00	6,722.00	13,034.00	(13,034.00)	0.00	20-4998-3
4000	Revenue From Federal Sources	0.00	6,722.00	84,287.00	(84,287.00)	0.00	* Source of Revenue
20	Oper, Build, & Maint Fund	532,200.00	37,647.00	652,312.06	(120,112.06)	122.57	Fund
General Levy							
30-1112-01-1	DEBT SERVICE/CURR.TAX LEVY	220,747.89	0.00	224,578.11	(3,830.22)	101.74	30-1112-01-1
30-1210-01-1	MOBILE HOME TAXES	90.00	0.00	0.00	90.00	0.00	30-1210-01-1
30-1510-1	DEBT SERVICES/INT.ON INVEST	30.00	0.00	0.00	30.00	0.00	30-1510-1
1000	General Levy	220,867.89	0.00	224,578.11	(3,710.22)	101.68	* Source of Revenue
30	Debt Service Fund or Fund Group	220,867.89	0.00	224,578.11	(3,710.22)	101.68	Fund
General Levy							
40-1113-01-1	TRANSPORTATION/CURR.TAX LEVY	64,500.00	0.00	65,765.76	(1,265.76)	101.96	40-1113-01-1
40-1210-01-1	MOBILE HOME TAXES	25.00	0.00	0.00	25.00	0.00	40-1210-01-1
40-1412-1	TRANS.FEES-OTHER DIST.	200.00	0.00	0.00	200.00	0.00	40-1412-1
40-1510-1	TRANSP/INT. ON INVEST.	10.00	0.00	0.00	10.00	0.00	40-1510-1
40-1999-1	TRANSP /OTHER & JOHNSON	85,000.00	0.00	85,000.00	0.00	100.00	40-1999-1
1000	General Levy	149,735.00	0.00	150,765.76	(1,030.76)	100.69	* Source of Revenue
Revenue From State Sources							
40-3500-1	TRANSP -REGULAR	79,976.59	21,314.58	64,329.79	15,646.80	80.44	40-3500-1
40-3510-1	TRANSP/SPEC ED	73,264.04	15,698.45	48,083.29	25,180.75	65.63	40-3510-1
3000	Revenue From State Sources	153,240.63	37,013.03	112,413.08	40,827.55	73.36	* Source of Revenue

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Transportation Fund - 40		Revenue From State Sources		M.T.D.		Y.T.D.		% of		State Account Number	
Source of Revenue	Account	Revenue	Budget	Revenue	Budget	Revenue	Budget	Revenue	Budget	Fund	Fund
	3000	302,975.63	37,013.03	263,178.84	39,796.79	86.86					
40 Transportation Fund											
General Levy											
	50-1114-01-1	67,107.88	0.00	68,423.87	(1,315.99)	101.96	50-1114-01-1				
	50-1150-01-1	58,358.00	0.00	59,502.26	(1,144.26)	101.96	50-1150-01-1				
	50-1210-01-1	50.00	0.00	0.00	50.00	0.00	50-1210-01-1				
	50-1230-1	35,000.00	0.00	35,100.85	(100.85)	100.29	50-1230-1				
	50-1510-1	50.00	0.00	0.00	50.00	0.00	50-1510-1				
	1000 General Levy	160,565.88	0.00	163,026.98	(2,461.10)	101.53	* Source of Revenue				
	50 I.M.R.F./Soc. Sec. Fund	160,565.88	0.00	163,026.98	(2,461.10)	101.53					
General Levy											
	70-1115-01-1	24,153.00	0.00	24,624.56	(471.56)	101.95	70-1115-01-1				
	70-1210-01-1	10.00	0.00	0.00	10.00	0.00	70-1210-01-1				
	70-1510-1	10.00	0.00	0.00	10.00	0.00	70-1510-1				
	1000 General Levy	24,173.00	0.00	24,624.56	(451.56)	101.87	* Source of Revenue				
	70 Working Cash Fund	24,173.00	0.00	24,624.56	(451.56)	101.87					
General Levy											
	80-1120-01-1	182,006.00	0.00	185,572.47	(3,566.47)	101.96	80-1120-01-1				
	80-1210-01-1	70.00	0.00	0.00	70.00	0.00	80-1210-01-1				
	80-1510-1	80.00	0.00	0.00	80.00	0.00	80-1510-1				
	1000 General Levy	182,156.00	0.00	185,572.47	(3,416.47)	101.88	* Source of Revenue				
	80 Tort Immunity and Judgment Fund	182,156.00	0.00	185,572.47	(3,416.47)	101.88					
General Levy											
	90-1118-01-1	26,006.00	0.00	26,515.54	(509.54)	101.96	90-1118-01-1				
	90-1210-01-1	10.00	0.00	0.00	10.00	0.00	90-1210-01-1				
	90-1510-1	10.00	0.00	0.00	10.00	0.00	90-1510-1				
	1000 General Levy	26,026.00	0.00	26,515.54	(489.54)	101.88	* Source of Revenue				
	90 Capital Improvement Fund	26,026.00	0.00	26,515.54	(489.54)	101.88					
	Report Total:	4,019,104.73	310,857.04	4,144,207.89	(125,103.16)	103.11					

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Education Fund - 10		Instruction		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	State Account Number
Function Account	Description	1000	Instruction						
10-1101-110-1	ELEM/JR/HS SALARIES	525,000.00		44,141.50	417,699.43	107,300.57	79.56	10-1101-110-1	
10-1101-115-1	ELEM/JR/HS CLERKS & AIDES	125,000.00		11,659.68	99,217.47	25,782.53	79.37	10-1101-115-1	
10-1101-120-1	ELEM-JRH SUB TCH	20,000.00		3,240.00	12,600.00	7,400.00	63.00	10-1101-120-1	
10-1101-125-1	ELEM-JRH SUB CLERKS & AIDES	15,000.00		900.00	5,962.50	9,037.50	39.75	10-1101-125-1	
10-1101-211-1	ELEM/JR/HS SALARIES (38B)	11,000.00		706.37	6,852.80	4,147.20	62.30	10-1101-211-1	
10-1101-212-1	ELEM/JR/HS SALARIES (51B)	3,000.00		269.84	2,474.72	525.28	82.49	10-1101-212-1	
10-1101-220-1	ELEM-JR/HS BENEFITS	149,000.00		14,778.02	141,728.53	7,271.47	95.12	10-1101-220-1	
10-1101-314-14	CLASS REIMBURSEMENT - TITLE I	0.00		0.00	4,859.71	(4,859.71)	0.00	10-1101-314-14	
10-1101-410-1	VACANCY GRANT	3,200.00		861.01	17,785.35	(14,585.35)	555.79	10-1101-410-1	
10-1101-410-14	ELEM/GENERAL SUPL	0.00		0.00	167.11	(167.11)	0.00	10-1101-410-14	
10-1101-410-3-1	SUPPLIES - TITLE I VACANCY GRANT	0.00		0.00	236.57	(236.57)	0.00	10-1101-410-3-1	
10-1101-410-0-1	3RD GRADE SUPPLIES	0.00		0.00	56.32	(56.32)	0.00	10-1101-410-0-1	
10-1101-411-14	KINDG. SUPPLIES	0.00		10,440.19	29,718.98	(29,718.98)	0.00	10-1101-411-14	
10-1101-411-1-1	SUPPLIES - TITLE I SCHOOL IMPROVEMENT	0.00		0.00	9,115.95	(9,115.95)	0.00	10-1101-411-1-1	
10-1101-411-2-1	MATH 6-7-8	0.00		0.00	148.73	(148.73)	0.00	10-1101-411-2-1	
10-1101-411-3-1	SCIENCE 6-7-8	20,000.00		0.00	97.94	19,902.06	0.49	10-1101-411-3-1	
10-1101-411-4-1	SOCIAL STUDIES 6-7-8	0.00		8.99	93.27	(93.27)	0.00	10-1101-411-4-1	
10-1101-411-6-1	LANGUAGE ARTS 6-7-8	1,600.00		0.00	1,737.50	(137.50)	108.59	10-1101-411-6-1	
10-1101-411-7-1	PE & HEALTH SUPL	500.00		90.00	644.91	(144.91)	128.98	10-1101-411-7-1	
10-1101-411-9-1	ART SUPPLIES/ELEM - JRH	1,000.00		0.00	759.85	240.15	75.99	10-1101-411-9-1	
10-1101-411-8-1	JRH BAND & CHORAL MUSIC	500.00		0.00	0.00	1,000.00	0.00	10-1101-411-8-1	
10-1101-413-1	ACTIVITY FUND PURCH.	54,000.00		4,456.58	581.00	(81.00)	116.20	10-1101-413-1	
10-1125-100-110-10	BAND REPAIRS & SUPL	0.00		0.00	38,935.14	15,064.86	72.10	10-1125-110-7-10	
10-1125-100-110-11	PRE KTCH SALARY 2023-2024	0.00		0.00	8,673.66	(8,673.66)	0.00	10-1125-110-7-11	
10-1125-100-115-10	PRESCH TCH SAL./2022-2023	20,000.00		1,566.25	9,397.50	10,602.50	46.99	10-1125-115-7-10	
10-1125-100-115-11	PRESCH TCH SAL./2022-2023	0.00		0.00	3,285.34	(3,285.34)	0.00	10-1125-115-7-11	
10-1125-100-122-10	PRESCH/AIDE SAL. 2022-2023	0.00		0.00	240.00	(240.00)	0.00	10-1125-122-7-10	
10-1125-100-126-10	PRESCH-SUB/TCH	0.00		0.00	112.50	(112.50)	0.00	10-1125-126-7-10	
10-1125-211-100-10	PRESCH-SUB CLERK	1,000.00		69.96	562.83	437.17	56.28	10-1125-211-7-10	
10-1125-211-100-11	PRE KTCH SALARY 2023-24 (38B)	0.00		0.00	136.20	(136.20)	0.00	10-1125-211-7-11	
10-1125-212-100-10	PRESCH TCH SAL./2022-2023 (388)	300.00		25.84	208.29	91.71	69.43	10-1125-212-7-10	
10-1125-212-100-11	PRE KTCH SALARY 2023-24 (51B)	0.00		0.00	50.32	(50.32)	0.00	10-1125-212-7-11	
10-1125-100-220-10	PRESCH TCH SAL./2022-2023 (51B)	24,000.00		945.56	7,509.00	16,491.00	31.29	10-1125-220-7-10	
10-1125-100-220-11	PRE SCH AT RISK/INSURANCE	0.00		0.00	2,476.38	(2,476.38)	0.00	10-1125-220-7-11	
10-1125-256-400-10	PRESCH/INS BENEFIT	700.00		139.23	876.80	(176.80)	125.26	10-1125-400-7-10	
10-1125-100-410-10	PRESCH/FOOD SERV	0.00		0.00	1,445.51	(1,445.51)	0.00	10-1125-410-7-10	
10-1205-110-1	PRE KAT RISK/SUPPLIES	130,000.00		10,591.17	104,808.00	25,192.00	80.62	10-1205-110-1	
10-1205-113-1	SPEC ED-TCH SAL.	400.00		0.00	50.00	350.00	12.50	10-1205-113-1	
	SPEC.ED./HOMEBOUND TUTORING								

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Education Fund - 10		1000		Instruction		Description		Current	M.T.D.	Y.T.D.	Budget	% of	State Account Number
Function	Account	Account	Description	Budget	Activity	Activity	Activity	Budget	Balance	Activity	Balance	Budget	Number
10-1205-115-1		85,000.00	SPEC ED-CLERK SAL.	3,367.44	45,099.91	39,900.09	53.06	10-1205-115-1					
10-1205-211-1		2,000.00	SPEC ED-TCH SAL. (38B)	74.27	863.98	1,136.02	43.20	10-1205-211-1					
10-1205-212-1		500.00	SPEC ED-TCH SAL. (51B)	38.24	376.20	123.80	75.24	10-1205-212-1					
10-1205-220-1		50,000.00	SPEC ED-BENE/INS.	3,702.65	39,479.65	10,520.35	78.96	10-1205-220-1					
10-1205-300-1		250.00	SPEC ED/CONTRACTED SERV	0.00	0.00	250.00	0.00	10-1205-300-1					
10-1205-410-1-1		500.00	SUPPLIES-ELEM	0.00	1,101.70	(601.70)	220.34	10-1205-410-09-1					
10-1205-410-2-1		500.00	SUPPLIES-JR HIGH	0.00	323.02	176.98	64.60	10-1205-410-2-1					
10-1205-410-4-1		58,620.00	ARRA IDEA PART B FLOW THROUGH	6,774.00	54,192.00	4,428.00	92.45	10-1205-410-4-1					
10-1205-410-3-1		2,368.00	ARRA IDEA PART B PRESCH	283.00	2,264.00	104.00	95.61	10-1205-410-7-3-1					
10-1250-100-110-14		61,000.00	TITLE I SALARIES 2023-24	8,483.42	53,867.36	7,132.64	88.31	10-1250-110-14					
10-1250-221-110-14		25,000.00	TITLE I PROF DEV STIPEND	0.00	1,493.90	23,506.10	5.98	10-1250-110-14					
10-1250-211-300.14		0.00	COMM SERV/RDGG NIGHT-SAL (388B)	493.61	493.61	(493.61)	0.00	10-1250-211-14					
10-1250-100-211-14		4,600.00	TITLE I/TRS - 10.60%	0.00	1,641.89	2,958.11	35.69	10-1250-211-14					
10-1250-110-211-14		100.00	THIS/TCH BENEFIT	0.00	0.00	100.00	0.00	10-1250-211-14					
10-1250-212.100.14		800.00	TITLE I SALARIES 2023-24 (51B)	49.49	308.34	491.66	38.54	10-1250-212-14					
10-1250-110-212-14		100.00	TR/NEC	0.00	0.00	100.00	0.00	10-1250-212-14					
10-1250-220.300.14		0.00	COMM SERV/RDGG NIGHT-SAL (46B)	1,615.30	1,615.30	(1,615.30)	0.00	10-1250-220-14					
10-1250-100-220-14		11,000.00	TITLE I/INS BENEFITS	0.00	8,519.47	2,480.53	77.45	10-1250-220-14					
10-1250-221-300-14		5,000.00	TITLE I/IMPROV.INSTR.	(285.93)	17,204.15	(12,204.15)	344.08	10-1250-300-14					
10-1250-100-310-14		14,000.00	TITLE I/SOFTWARE	0.00	361.20	13,638.80	2.58	10-1250-310-14					
10-1250-221-400-14		7,000.00	IMPROV OF INST/SUPPL	0.00	19,656.20	(12,656.20)	280.80	10-1250-400-14					
10-1250-290-400-14		200.00	TITLE I/HOMELESS	0.00	221.08	(21.08)	110.54	10-1250-400-14					
10-1250-100-410-14		23,000.00	TITLE I/SUPL	3,005.28	16,386.07	6,613.93	71.24	10-1250-410-14					
10-1250-300-410-14		500.00	TITLE I/COMM SERV SUPL	0.00	2,037.25	(1,537.25)	407.45	10-1250-410-14					
10-1255-100-110-15		0.00	TITLE I-SALARIES/2022-23	0.00	9,591.50	(9,591.50)	0.00	10-1255-110-15					
10-1255-100-211-15		0.00	TITLE I/TRS-10.41%	0.00	150.60	(150.60)	0.00	10-1255-211-15					
10-1255-212-100.15		0.00	TITLE I-SALARIES/2022-23 (51B)	0.00	55.64	(55.64)	0.00	10-1255-212-15					
10-1255-100-220-15		0.00	TITLE I-INS BENEFITS	0.00	1,650.92	(1,650.92)	0.00	10-1255-220-15					
10-1400-110-1		10,000.00	TECH SALARIES	715.00	8,615.00	1,385.00	86.15	10-1400-110-1					
10-1408-300-1		0.00	TECH/PURCH. SERVICES	0.00	4,675.55	(4,675.55)	0.00	10-1408-300-1					
10-1408-410-1		3,600.00	TECH.SUPPLIES	0.00	2,558.66	1,041.34	71.07	10-1408-410-1					
10-1408-411-1		24,000.00	TECH/SUPPORT ,LIC-AGRMT	2,447.50	31,518.91	(7,518.91)	131.33	10-1408-411-1					
10-1408-412-1		2,000.00	TECH/SOFTWARE	403.61	4,270.20	(2,270.20)	213.51	10-1408-412-1					
10-1408-413-1		4,500.00	TECH/REPAIRS	0.00	0.00	4,500.00	0.00	10-1408-413-1					
10-1408-414-1		0.00	REAP/2022	167.76	14,725.52	(14,725.52)	0.00	10-1408-414-1					
10-1408-426-1		22,250.00	REAP/2021	0.00	335.52	21,914.48	1.51	10-1408-424-1					
10-1510-410-1		5,000.00	ATHLETIC BOOSTER /PURCH.	(2,447.39)	3,715.00	1,285.00	74.30	10-1510-410-1					
10-1520-110-1		27,000.00	JRH ATHLETIC SALARY	568.67	25,649.66	1,350.34	95.00	10-1520-110-1					
10-1520-211.1		400.00	JRH ATHLETIC SALARY (38B)	8.92	158.09	241.91	39.52	10-1520-211-1					
10-1520-212.1		100.00	JRH ATHLETIC SALARY (51B)	3.30	58.44	41.56	58.44	10-1520-212-1					
10-1520-220.1		2,000.00	JRH ATHLETIC SALARY (46B)	90.05	2,117.08	(117.08)	105.85	10-1520-220-1					

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Education Fund - 10		1000 Instruction		Instruction		M.T.D.		Y.T.D.		Budget		State Account Number	
Function	Account	Description	1000	Instruction	1000	Instruction	Activity	Activity	Activity	Balance	% of Budget	Function	Number
	10-1520-332-1	JRH-TRAVEL	300.00		50.68		246.40		53.60	82.13		10-1520-332-1	
	10-1520-410-1	JRH GIRLS BSKT	2,200.00		0.00		940.00		1,260.00	42.73		10-1520-410-1	
	10-1520-411-1	JRH GIRLS VOLLEYBALL	2,200.00		0.00		1,675.00		525.00	76.14		10-1520-411-1	
	10-1520-412-1	JRH BOYS BASEBALL	2,200.00		0.00		2,928.30		(728.30)	133.10		10-1520-412-1	
	10-1520-413-1	JRH BOYS BASKETBALL	2,200.00		0.00		1,983.25		216.75	90.15		10-1520-413-1	
	10-1520-600-1	JRH - OTHER EXPENSES	2,200.00		0.00		212.50		1,987.50	9.66		10-1520-600-1	
		1000 Instruction	1,570,388.00		134,499.06		1,316,644.13		253,743.87	83.84		*	Function
		Support Services											
	10-2110-300-1	SOCIAL WORKER PURCH SERV	25,000.00		1,527.00		12,216.00		12,784.00	48.86		10-2110-300-1	
	10-2120-110-1	COUNSELOR-TCH SALARY	45,000.00		25.00		25.00		44,975.00	0.06		10-2120-110-1	
	10-2120-110-2-1	TRS/NEC	700.00		0.00		0.00		700.00	0.00		10-2120-110-1	
	10-2120-110-2-1-1	TRS/THIS BENEFIT	700.00		0.39		0.39		699.61	0.06		10-2120-211-1	
	10-2120-212-1	COUNSELOR-TCH SALARY (51B)	0.00		0.14		0.14		(0.14)	0.00		10-2120-212-1	
	10-2120-220-1	COUNSELOR-BENE/INS.	12,000.00		5.82		5.82		11,994.18	0.05		10-2120-220-1	
	10-2130-300-1	COUNSELOR-TRAVEL	100.00		0.00		0.00		100.00	0.00		10-2120-332-1	
	10-2130-410-1	HEALTH SERVICES	3,500.00		0.00		1,740.20		1,759.80	49.72		10-2130-300-1	
	10-2140-110-1	SCH.HEALTH SUPPLIES	270.00		0.00		122.94		147.06	45.53		10-2130-410-1	
	10-2140-211-1	PSYCHOLOGY-SALARY	10,000.00		3,601.75		28,814.00		(18,814.00)	288.14		10-2140-110-1	
	10-2140-212-1	PSYCHOLOGY-SALARY (38B)	0.00		56.56		452.45		(452.45)	0.00		10-2140-211-1	
	10-2140-220-1	PSYCHOLOGY-SALARY (51B)	0.00		20.90		167.20		(167.20)	0.00		10-2140-212-1	
	10-2140-300-1	PSYCH.-BENE/INS.	0.00		896.73		7,180.24		(7,180.24)	0.00		10-2140-220-1	
	10-2140-410-1	PSYCHOLOGICAL/PURCH SERV	0.00		0.00		4,250.00		(4,250.00)	0.00		10-2140-300-1	
	10-2150-110-1	PSYCH.-SUPPLIES	700.00		0.00		0.00		700.00	0.00		10-2140-410-1	
	10-2150-110-1	SPEECH-TEACHERS SALARY	20,000.00		0.00		0.00		20,000.00	0.00		10-2150-110-1	
	10-2150-410-1	SPEECH-SUPPLIES	7,600.00		377.12		3,961.16		(56.78)	128.39		10-2150-410-1	
	10-2210-221-2-1	TITLE III(4932)IMPROV INSTRUC	200.00		0.00		0.00		3,638.84	52.12		10-2210-221-12	
	10-2210-300-3-1	TITLE III(SOFTWARE	200.00		0.00		0.00		200.00	0.00		10-2210-290-12	
	10-2210-400-2-1	TITLE II (4932) SUPL	0.00		0.00		12.56		(12.56)	0.00		10-2210-400-12	
	10-2210-400-4-1	TITLE IV-(4400) SUPPLIES	10,000.00		0.00		15,271.00		(5,271.00)	152.71		10-2210-400-20	
	10-2220-110-1	LIBRARY - SALARY	26,000.00		2,320.17		21,564.20		4,435.80	82.94		10-2220-110-1	
	10-2220-220-1	LIBRARY-BENE/INS	11,000.00		971.28		9,168.42		1,831.58	83.35		10-2220-220-1	
	10-2220-410-1	LIBRARY SUPPLIES	200.00		0.00		125.89		74.11	62.95		10-2220-410-1	
	10-2220-430-1	LIBRARY BOOKS	200.00		0.00		185.77		14.23	92.89		10-2220-430-1	
	10-2220-432-1	AV MATERIALS	500.00		0.00		473.34		26.66	94.67		10-2220-432-1	
	10-2310-310-1	BD OF EDUC-PURCH SERV.	12,000.00		505.00		5,050.00		6,950.00	42.08		10-2310-310-1	
	10-2310-318-1	BD OF EDUC.-LEGAL	8,000.00		1,770.00		14,066.18		(6,066.18)	175.83		10-2310-318-1	
	10-2310-319-1	BANK & WIRE CHGS.	50.00		0.00		6.00		44.00	12.00		10-2310-319-1	
	10-2310-332-1	BD OF ED-TRAVEL	100.00		0.00		199.00		(99.00)	199.00		10-2310-332-1	
	10-2310-340-1	BD OF EDUC.-POSTAGE	1,500.00		66.00		159.96		1,340.04	10.66		10-2310-334-1	
	10-2310-350-1	ADVERTISING	1,000.00		0.00		1,435.97		(435.97)	143.60		10-2310-350-1	
	10-2310-410-1	SUPPLIES	15,000.00		754.84		13,635.44		1,364.56	90.90		10-2310-410-1	

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Education Fund - 10		2000 Support Services		M.T.D.		Y.T.D.		Budget		State Account Number	
Function	Account	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	Budget Balance	% of Budget	State Account Number	
10-2310-540-1		BD OF EDUC-CAP.OUTLAY	4,000.00	0.00	1,680.00	2,320.00	42.00	10-2310-540-1			
10-2310-610-1		MISC /OTHER	2,600.00	76.74	849.23	1,750.77	32.66	10-2310-610-1			
10-2310-640-1		DUES & FEES	3,000.00	0.00	415.00	2,585.00	13.83	10-2310-640-1			
10-2310-690-1		MISC-CONVENTION	10,000.00	0.00	12,597.46	(2,597.46)	125.97	10-2310-690-1			
10-2320-110-1		SUPT SALARY	112,500.00	5,200.00	52,000.00	60,500.00	46.22	10-2320-110-1			
10-2320-115-1		SUPT SECY/CO-OP STU	32,000.00	3,022.13	28,977.48	3,022.52	90.55	10-2320-115-1			
10-2320.211.1		SUPT SALARY (39B)	2,000.00	81.64	816.40	1,183.60	40.82	10-2320-211-1			
10-2320.212.1		SUPT SALARY (39B)	1,000.00	30.16	301.60	698.40	30.16	10-2320-212-1			
10-2320-220-1		EMPL BENE/INS	12,000.00	956.44	7,497.95	4,502.05	62.48	10-2320-220-1			
10-2320-332-1		TRAVEL	0.00	94.56	407.59	(407.59)	0.00	10-2320-332-1			
10-2320-340-1		POSTAGE	0.00	340.00	1,162.32	(1,162.32)	0.00	10-2320-340-1			
10-2320-410-1		OFFICE SUPL./SUBSCRIP	0.00	0.00	1,387.62	(1,387.62)	0.00	10-2320-410-1			
10-2320-540-1		CAPITAL OUTLAY	0.00	0.00	818.13	(818.13)	0.00	10-2320-540-1			
10-2320-640-1		DUES & FEES	1,500.00	0.00	1,123.60	376.40	74.91	10-2320-640-1			
10-2410-110-1		ELEM.PRINC.-SALARY	52,000.00	9,966.67	106,500.00	(54,500.00)	204.81	10-2410-110-1			
10-2410-115-1		ELEM SEC.-SALARY	30,000.00	2,175.47	25,623.11	4,376.89	85.41	10-2410-115-1			
10-2410.211.1		ELEM.PRINC.-SALARY (39B)	100.00	156.48	1,672.10	(1,572.10)	1,672.10	10-2410-211-1			
10-2410.110-211-1		TRS BENEFIT EXP.	1,000.00	0.00	0.00	1,000.00	0.00	10-2410-211-1			
10-2410.212.1		ELEM.PRINC.-SALARY (35B)	100.00	57.80	617.64	(517.64)	617.64	10-2410-212-1			
10-2410-110-212-1		TRS/NEW EMPLOY. CONTR.	500.00	0.00	0.00	500.00	0.00	10-2410-212-1			
10-2410.220.1		ELEM.PRINC.-SALARY (46B)	4,000.00	1,711.33	15,456.29	(11,456.29)	386.41	10-2410-220-1			
10-2410-220-1		ELEM.PRINC.-BENE.INS.	24,000.00	0.00	0.00	24,000.00	0.00	10-2410-220-1-1			
10-2410-220-1		OTHER MISC. EXPENSE	200.00	55.68	970.58	(770.58)	485.29	10-2410-300-1			
10-2410-600-1		ELEM.PRINC.- TRAVEL	200.00	0.00	275.00	(75.00)	137.50	10-2410-332-1			
10-2410-332-1		ELEM.OFFICE SUPPLIES	2,500.00	85.65	2,807.45	(307.45)	112.30	10-2410-410-1			
10-2410-410-1		ELEM.PRINC.-DUES & FEES	500.00	0.00	298.00	202.00	59.60	10-2410-640-1			
10-2410-640-1		SALARY-BOOKKEEPER	65,000.00	4,882.50	52,691.86	12,308.14	81.06	10-2510-110-1			
10-2510-110-1		EMPLOYEE BENE INS	11,500.00	953.46	9,044.03	2,455.97	78.64	10-2510-220-1			
10-2510-300-1		PURCHASED SERVICES	1,200.00	0.00	0.00	1,200.00	0.00	10-2510-300-1			
10-2510-332-1		TRAVEL	875.00	540.06	879.08	(4.08)	100.47	10-2510-332-1			
10-2510-652-1		BOOKKEEPER FIDELITY BOND	2,500.00	0.00	2,195.00	305.00	87.80	10-2510-652-1			
10-2520-300-1		FISCAL SERVICES/AUDIT	13,000.00	0.00	13,250.00	(250.00)	101.92	10-2520-300-1			
10-2540-340-1		UTIL-TELEPHONE	8,100.00	647.82	6,802.35	1,297.65	83.98	10-2540-340-1			
10-2560-110-1		CAFETERIA SALARIES	66,000.00	5,529.85	58,770.61	7,229.39	89.05	10-2560-110-1			
10-2560-220-1		EMPLOYEE BENE INS	34,350.00	2,843.42	25,594.92	8,755.08	74.51	10-2560-220-1			
10-2560-300-1		CAFETERIA/PURCH.SERVICES	5,000.00	979.10	1,449.10	3,550.90	28.98	10-2560-300-1			
10-2560-323-1		REPAIRS/MAINTENANCE	3,000.00	0.00	985.29	2,014.71	32.84	10-2560-323-1			
10-2560-332-1		TRAVEL	500.00	0.00	409.92	90.08	81.98	10-2560-332-1			
10-2560-410-1		SUPL.-OTHER(NON FOOD)	12,000.00	117.98	3,601.11	8,398.89	30.01	10-2560-410-1			
10-2560-411-1		SUPPLIES-FOOD ITEMS	80,000.00	8,508.06	66,244.38	13,755.62	82.81	10-2560-411-1			
10-2560-600-1		MISC OTHER EXPENSES	1,400.00	0.00	794.30	605.70	56.74	10-2560-600-1			

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Education Fund - 10	2000 Support Services	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	State Account Number
Function Account	Description						
10-2660-600-1	2000 Support Services	9,000.00	1,978.48	11,829.77	(2,829.77)	131.44	10-2660-600-1
	DATA PROC./COPIER RENTAL	820,645.00	63,890.18	659,342.32	161,302.68	80.34	* Function
	Nonprogrammed Charges						
10-4120-320-1	4000 Nonprogrammed Charges	40,000.00	767.00	17,451.72	22,548.28	43.63	10-4120-320-1
	TUITION PMTS-WCISEC	40,000.00	767.00	17,451.72	22,548.28	43.63	* Function
	10 Education Fund	2,431,033.00	199,156.24	1,993,438.17	437,594.83	82.00	Fund
	Support Services						
20-2540-110-1	OBM-REG.SALARIES	115,000.00	8,892.77	117,607.32	(2,607.32)	102.27	20-2540-110-1
20-2540-211-1	OBM-REG.SALARIES (388B)	0.00	0.00	6.09	(6.09)	0.00	20-2540-211-1
20-2540-212-1	OBM-REG.SALARIES (51B)	0.00	0.00	0.29	(0.29)	0.00	20-2540-212-1
20-2540-220-1	OBM-BENE/INS.	23,000.00	1,906.92	18,890.17	4,109.83	82.13	20-2540-220-1
20-2540-300-1	PURCHASED SERVICES	50,000.00	(18,321.74)	60,772.71	(10,772.71)	121.55	20-2540-300-1
20-2540-321-1	UTIL.-HEATING	40,000.00	390.91	10,872.78	29,127.22	27.18	20-2540-321-1
20-2540-326-1	EQUIP.REPAIR EXPENSE	0.00	0.00	812.50	(812.50)	0.00	20-2540-326-1
20-2540-327-1	OBM/UTIL-ELECTRIC	92,000.00	3,408.60	55,654.08	36,345.92	60.49	20-2540-327-1
20-2540-328-1	OBM/UTIL-WATER & SEWAGE	9,000.00	744.00	6,131.80	2,868.20	68.13	20-2540-328-1
20-2540-332-1	TRAVEL	2,000.00	142.71	336.08	1,663.92	16.80	20-2540-332-1
20-2540-334-1	UNIT TRUCK EXPENSE	600.00	0.00	0.00	600.00	0.00	20-2540-334-1
20-2540-410-1	OBM-CUSTODIAL SUPPLIES	10,000.00	689.86	13,945.78	(3,945.78)	139.46	20-2540-410-1
20-2540-411-1	REPAIRS/MAINT SUPPLIES	25,000.00	1,308.38	13,475.97	11,524.03	53.90	20-2540-411-1
20-2540-540-1	OBM-CAPITAL OUTLAY	50,000.00	0.00	2,121.60	47,878.40	4.24	20-2540-540-1
20-2540-540-2	OBM-ESSR 2 CAP PROJECTS	0.00	0.00	5,268.00	(5,268.00)	0.00	20-2540-540-2
20-2540-600-1	OBM-OTHER EXP.	1,800.00	0.00	0.00	1,800.00	0.00	20-2540-600-1
	2000 Support Services	418,400.00	(857.59)	305,895.17	112,504.83	73.11	* Function
	20 Oper, Build, & Maint Fund	418,400.00	(857.59)	305,895.17	112,504.83	73.11	Fund
	Debt Services						
30-5200-621-1	DEBT SERVICE-INT EXPENSE/LONG TERM	30,411.60	0.00	15,894.00	14,517.60	52.26	30-5200-621-1
30-5300-650-1	DEBT SERVICES-PRINCIPAL LONG TERM	186,000.00	0.00	186,000.00	0.00	100.00	30-5300-650-1
30-5400-655-1	DEBT SERVICE-OTHER (AGENT FEE)	500.00	0.00	500.00	0.00	100.00	30-5400-655-1
	5000 Debt Services	216,911.60	0.00	202,394.00	14,517.60	93.31	* Function
	30 Debt Service Fund or Fund Group	216,911.60	0.00	202,394.00	14,517.60	93.31	Fund
	Support Services						
40-2550-110-1	TRANSP-REG. SALARY	135,000.00	9,538.04	94,237.94	40,762.06	69.81	40-2550-110-1
40-2550-211-1	TRANSP-REG. SALARY (388B)	0.00	6.65	41.60	(41.60)	0.00	40-2550-211-1
40-2550-212-1	TRANSP-REG. SALARY (51B)	0.00	2.46	15.36	(15.36)	0.00	40-2550-212-1

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2000 Support Services		Y.T.D.	Budget	% of	State Account Number
Function	Description	Activity	Balance	Budget	
Account		Activity			
40-2550-220-1	TRANSP-BENE/INS.	9,152.21	5,847.79	61.01	40-2550-220-1
40-2550-300-1	LABOR REPAIR/PARTS	7,249.15	2,750.85	72.49	40-2550-300-1
40-2550-310-1	HEALTH SERVICES	886.73	813.27	52.16	40-2550-310-1
40-2550-315-1	TRANSP./PURCH SERVICES	(1,308.13)	1,808.13	-261.63	40-2550-315-1
40-2550-332-1	TRAVEL	946.52	(646.52)	315.51	40-2550-332-1
40-2550-411-1	GASOLINE & DIESEL	24,476.50	20,523.50	54.39	40-2550-411-1
40-2550-412-1	OIL & GREASE	0.00	50.00	0.00	40-2550-412-1
40-2550-413-1	TIRES & TUBES	1,274.00	1,226.00	50.96	40-2550-413-1
40-2550-550-1	CAPITAL OUTLAY-VEHICLES	74,030.76	4,000.24	94.87	40-2550-550-1
40-2550-600-1	OTHER EXPENSE	2,955.88	(455.88)	119.24	40-2550-600-1
2000 Support Services		213,958.52	76,622.48	73.63	* Fund
40 Transportation Fund		213,958.52	76,622.48	73.63	Fund
Instruction					
50-1101-212-1	ELEM AIDES/IMRF	10,907.25	(3,307.25)	143.52	50-1101-212-1
50-1101-213-1	ELEM. AIDES/FICA	8,056.84	(1,606.84)	124.91	50-1101-213-1
50-1101-214-1	ELEM/JRH TCH-MED ONLY	6,222.04	1,977.96	75.88	50-1101-214-1
50-1125-212.100.10	PRE K/AIDE SALARY 2019-20 (33B)	1,375.95	524.05	72.42	50-1125-212-7-10
50-1125-212.100.11	PRESCH/AIDE SAL. 2020-21 (33B)	356.46	(256.46)	356.46	50-1125-212-7-11
50-1125-213.100.10	PRE K/AIDE SALARY 2019-20 (FR)	967.15	282.85	77.37	50-1125-213-7-10
50-1125-213.100.11	PRESCH/AIDE SAL. 2020-21 (FR)	251.32	(151.32)	251.32	50-1125-213-7-11
50-1125-214.100.10	PRE K/TCH SALARY 2019-20 (MR)	64.63	151.37	77.57	50-1125-214-7-10
50-1125-214.100.11	PRESCH TCH SAL./2020-2021 (MR)	375.47	(25.76)	125.76	50-1125-214-7-11
50-1205-212-1	LD AIDES/IMRF	3,450.09	6,132.36	44.25	50-1205-212-1
50-1205-213-1	LD AIDES/FICA	257.60	3,849.91	47.26	50-1205-213-1
50-1205-214-1	LD TCH/MEDICARE ONLY	153.57	480.68	75.97	50-1205-214-1
50-1250-214.100.14	TITLE I SALARIES 2017-201 (MR)	123.02	(780.99)	0.00	50-1250-214-14
50-1255-212.100.15	TITLE I-SALARIES/2020-21 (33B)	0.00	200.00	0.00	50-1255-212-15
50-1255-213.100.15	TITLE I-SALARIES/2020-21 (FR)	0.00	200.00	0.00	50-1255-213-15
50-1255-214.100.15	TITLE I-SALARIES/2020-21 (MR)	0.00	660.92	17.39	50-1255-214-15
50-1400-213-1	TECH/FICA	54.70	148.01	80.65	50-1400-213-1
50-1400-214-1	TECH TCH/MED. ONLY	0.00	(7.98)	0.00	50-1400-214-1
50-1520-212-1	JRH ATHLETICS/IMRF	0.00	(455.51)	0.00	50-1520-212-1
50-1520-213-1	JRH ATHLETICS/FICA	0.00	(191.48)	119.15	50-1520-213-1
50-1520-214-1	JRH ATHLETICS/MED.ONLY	8.24	346.62	30.68	50-1520-214-1
1000 Instruction		41,968.86	8,171.14	83.70	* Fund
Support Services		420,394.48	84,793.62	83.70	* Fund
50-2120-214-1	GUIDANCE/MEDICARE ONLY	0.36	499.64	0.07	50-2120-214-1
50-2140-214-1	PSYCH/MEDICARE ONLY	52.22	(417.78)	0.00	50-2140-214-1
50-2210.212.3.1	TITLE II/TUTOR (33B)	0.00	200.00	0.00	50-2210-212-12
50-2210.213.3.1	TITLE II/TUTOR (FR)	0.00	200.00	0.00	50-2210-213-12

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I.M.R.F./Soc. Sec. Fund 50		2000		Support Services		State Account Number	
Function	Account	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
50-2210-214-3-1		TITLE I/TUTOR (MR)	200.00	0.00	0.00	200.00	0.00
50-2220-212-1		LIBR/IMRF	2,900.00	258.69	2,362.72	537.28	81.47
50-2220-213-1		LIBR./FICA	2,100.00	177.49	1,649.73	450.27	76.56
50-2220-214-1		LIBRARY - SALARY (MR)	0.00	0.03	0.03	(0.03)	0.00
50-2320-212-1		CENT.OFFICE/IMRF	4,300.00	336.97	3,175.65	1,124.35	73.85
50-2320-213-1		CENT.OFFICE/FICA	2,800.00	231.19	2,216.76	583.24	79.17
50-2320-214-1		SUPT./MEDICARE ONLY	1,751.00	75.40	754.00	997.00	43.06
50-2410-212-1		ELEM.PRINC.SEC./IMRF	3,800.00	242.56	2,709.39	1,090.61	71.30
50-2410-213-1		ELEM.PRINC.SEC./FICA	2,500.00	166.42	1,960.16	539.84	78.41
50-2410-214-1		ELEM.PRINC./MED.OONLY	1,537.00	144.52	1,544.30	(7.30)	100.47
50-2510-212-1		BKPR/IMRF	7,300.00	544.40	5,770.53	1,529.47	79.05
50-2510-213-1		BKPR/FICA	5,000.00	373.52	4,031.00	969.00	80.62
50-2540-212-1		CUSTODIAL/IMRF	12,500.00	957.27	9,784.87	2,715.13	78.28
50-2540-213-1		CUSTODIAL/FICA	9,000.00	690.27	8,993.03	6.97	99.92
50-2540-214-1		OBM-REG.SALARIES (MR)	0.00	0.00	0.96	(0.96)	0.00
50-2550-212-1		BUS DRIVER-IMRF	7,000.00	578.83	5,760.22	1,239.78	82.29
50-2550-213-1		BUS DRIVER-FICA	9,000.00	697.24	7,006.37	1,993.63	77.85
50-2550-214-1		TRANSP-REG. SALARY (MR)	0.00	6.15	38.47	(38.47)	0.00
50-2560-212-1		COOKS/IMRF	8,000.00	572.30	5,605.87	2,394.13	70.07
50-2560-213-1		COOKS/FICA	6,000.00	423.03	4,482.78	1,517.22	74.71
50-2560-214-1		CAFETERIA SALARIES (MR)	0.00	2.12	9.29	(9.29)	0.00
2000 Support Services			86,568.00	6,520.98	68,274.27	18,313.73	78.85
50 I.M.R.F./Soc. Sec. Fund			136,728.00	10,724.92	110,243.13	26,484.87	80.63
Support Services							
80-2362-300-1		WORKERS' COMPENSATION INS	16,500.00	0.00	17,706.08	(1,206.08)	107.31
80-2363-300-1		TORT/UNEMPLOYMENT INS.EXP.	9,000.00	6,390.14	9,250.77	(250.77)	102.79
80-2364-300-1		PROPERTY/CASUALTY INS.EXP.	56,000.00	0.00	55,787.23	212.77	99.62
80-2367-100-1		TORT/ED, INSPECT, SUPERV, SERV	100,000.00	0.00	0.00	100,000.00	0.00
2000 Support Services			181,500.00	6,390.14	82,744.08	98,755.92	45.59
80 Tort Immunity and Judgment Fund			181,500.00	6,390.14	82,744.08	98,755.92	45.59
Support Services							
90-2530-300-1		FIRE PREV & SAFETY/ PURCH SERV.	8,000.00	0.00	2,719.50	5,280.50	33.99
2000 Support Services			8,000.00	0.00	2,719.50	5,280.50	33.99
90 Capital Improvement Fund			8,000.00	0.00	2,719.50	5,280.50	33.99
Report Total:			3,683,153.60	225,983.95	2,911,392.57	771,761.03	79.05

Balance Sheet

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Agency Fund or Fund Group 99		Y.T.D. Bal.Fwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Account Class	Description				
100	Current Assets				
	ACTIVITY CASH IN BANK	25,186.08	256.90	25,442.98	99-112
	Current Assets	25,186.08	256.90	25,442.98	* Account Class
	CONCESSIONS	(2,596.01)	(120.50)	(2,716.51)	99-481-1000-99
	JH GIRLS BASKETBALL	(595.42)	0.00	(595.42)	99-481-1200-99
	JH BASEBALL	(84.56)	0.00	(84.56)	99-481-1300-99
	JH VOLLEYBALL	(504.81)	0.00	(504.81)	99-481-1400-99
	JH BOYS BASKETBALL	(295.79)	0.00	(295.79)	99-481-1500-99
	REGIONAL TOURNAMENT	(6,552.50)	0.00	(6,552.50)	99-481-1600-99
	NOW INTEREST	(181.86)	(7.23)	(189.11)	99-481-2100-99
	MEMORIAL FUND	(499.00)	0.00	(499.00)	99-481-2200-99
	JUNIOR HIGH	(3,717.47)	(2,259.54)	(5,977.01)	99-481-2300-99
	BAND/MUSIC	(1,387.68)	0.00	(1,387.68)	99-481-2400-99
	LIBRARY	(3,926.04)	2,130.37	(1,795.67)	99-481-2500-99
	DRAMA	(3.75)	0.00	(3.75)	99-481-2600-99
	STUDENT COUNCIL FUND	(4,691.69)	0.00	(4,691.69)	99-481-2700-99
	PBIS	(149.48)	0.00	(149.48)	99-481-2800-99
400	Current Liabilities	(25,186.08)	(256.90)	(25,442.98)	* Account Class
99	Agency Fund or Fund Group	0.00	0.00	0.00	Fund
	Report Total:	0.00	0.00	0.00	

Paid Accounts Payable by Check Number

Printed: 05/14/2024 12:33:10PM
 La Harpe CSD 347
 Expense on Date: 5/13/2024 to 5/13/2024

Invoice #	A. S. N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
04/30/2024	10-2560-411-1	BIMBO BAKERIES/EARTHGRAIN	CAFETERIA	13		5/13/24	5/13/24	91045	541.42	10-2560-411-1
								Total	541.42	
205	40-2550-315-1	BLUE LINE PRESSURE WASHIN	WASH BUSES	13		5/13/24	5/13/24	91046	400.00	40-2550-315-1
								Total	400.00	
03/13/2024	10-2130-300-1	BUSHUE BACKGROUND SCREE	5 YEAR BACKGROUND CHECK - EMPI	13		5/13/24	5/13/24	91047	240.00	10-2130-300-1
								Total	240.00	
04/23/2024	40-2550-600-1	CARSON MOTORS INC.	BUS TEST #5	13		5/13/24	5/13/24	91048	22.00	40-2550-600-1
								Total	22.00	
44819	40-2550-300-1	CLOVER'S TIRE SHOP	SERVICE BUS #3	13		5/13/24	5/13/24	91049	141.00	40-2550-300-1
44843	20-2540-334-1		GASKET LABOR - SCHOOL TRUCK	13		5/13/24	5/13/24	91049	124.04	20-2540-334-1
								Total	265.04	
04/25/2024	20-2540-327-1	CONSTELLATION NEWENERGY	OBM/UTIL-ELECTRIC	13		5/13/24	5/13/24	91050	3,486.88	20-2540-327-1
								Total	3,486.88	
116779	20-2540-300-1	COPPEES TERMITE & PEST	CLASSROOM SPRAYING	13		5/13/24	5/13/24	91051	130.00	20-2540-300-1
116897	10-2560-300-1		CAFETERIA MONTHLY PEST CONTRC	13		5/13/24	5/13/24	91051	40.00	10-2560-300-1
								Total	170.00	
AR252352	10-2660-600-1	DIGITAL COPY SYSTEMS	DATA PROC./COPIER RENTAL	13		5/13/24	5/13/24	91052	1,120.77	10-2660-600-1
								Total	1,120.77	
200196	20-2540-211-1	FRANK MILLARD & CO INC	CHECK BOILERS	13		5/13/24	5/13/24	91053	330.00	20-2540-211-1
								Total	330.00	
04/17/2024	10-2310-350-1	HANCOCK-HENDERSON QUILL	HVAC & ROOF BIDS	13		5/13/24	5/13/24	91054	106.40	10-2310-350-1
04/17/2024	10-2310-350-1		PUBLIC NOTICE HEARING	13		5/13/24	5/13/24	91054	29.07	10-2310-350-1
								Total	135.47	
04/30/2024	10-2310-350-1	HERALD-WHIG	ARCHITECT SERVICES REQUEST NO	13		5/13/24	5/13/24	91055	856.08	10-2310-350-1
								Total	856.08	
63877	20-2540-300-1	IDEAL ENVIRONMENTAL ENGR.	BLEACHER INSPECTION	13		5/13/24	5/13/24	91056	450.00	20-2540-300-1
63957	20-2540-300-1		SIX-MONTH ASBESTOS SURVELLIAN(13		5/13/24	5/13/24	91056	580.00	20-2540-300-1
								Total	1,030.00	
05/14/2024	10-1520-600-1	IESA	2024-2025 MEMBERSHIP	13		5/13/24	5/13/24	91057	1,325.00	10-1520-600-1

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 La Harpe CSD 347
 Expense on Date: 5/13/2024 to 5/13/2024

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check #	Expense Date	Check on Date	Amount	State Account #
433930	10-2310-610-1	ILL ASSOC. OF SCH. BOARDS	GLADU-HOPPER SENATE BILL MTC	13			5/13/24	91058	60.00	10-2310-610-1
								Total	1,325.00	
MH155415	20-2540-328-1	JACKSON DISPOSAL - LRS	OBMUTIL-GARBAGE	13			5/13/24	91059	298.54	20-2540-328-1
								Total	60.00	
04/25/2024	10-2310-310-1	KAREN NUDD	TREASURER DUTIES	13			5/13/24	91060	505.00	10-2310-310-1
								Total	298.54	
20374	10-1101-413-1	KIDDER MUSIC SERVICE INC.	BAND REPAIRS & SUPL	13			5/13/24	91061	37.50	10-1101-413-1
20376	10-1101-413-1		BAND REPAIRS & SUPL	13			5/13/24	91061	57.50	10-1101-413-1
								Total	95.00	
04/30/2024	10-2560-411-1	KOHL GROCER	CAFETERIA	13			5/13/24	91062	6,272.55	10-2560-411-1
								Total	6,272.55	
05/13/2024	10-1520-600-1	LA HARPE PARK DISTRICT	BASEBALL SCOREBOARD CONTROL	13			5/13/24	91063	829.02	10-1520-600-1
								Total	829.02	
05/01/2024	10-2540-340-1	LA HARPE TELEPHONE CO.	UTIL-TELEPHONE	13			5/13/24	91064	650.04	10-2540-340-1
								Total	650.04	
05/01/2024	20-2540-328-1	LA HARPE WATERWORKS	OBMUTIL-WATER & SEWAGE	13			5/13/24	91065	343.24	20-2540-328-1
								Total	343.24	
43375	20-2540-411-1	MELTON'S AUTO	TRIMMER LINE	13			5/13/24	91066	16.99	20-2540-411-1
								Total	16.99	
02/05/2024	40-2550-310-1	MEMORIAL MEDICAL CLINICS	T PURDY DRIVER PHYSICAL	13			5/13/24	91067	115.00	40-2550-310-1
01/29/2024	20-2540-300-1		M DOWNING PHYSICAL	13			5/13/24	91067	102.00	20-2540-300-1
								Total	217.00	
95088	20-2540-411-1	MENARDS	REPAIRS/MAINT SUPPLIES	13			5/13/24	91068	72.77	20-2540-411-1
								Total	72.77	
04/30/2024	10-2310-318-1	MILLER, TRACY, BRAUN, FUNK,	BD OF EDUC.-LEGAL	13			5/13/24	91069	147.50	10-2310-318-1
Zk239194-TDC	20-2540-540-1		PRINCIPAL - NEW DESK	13			5/13/24	91069	1,624.75	20-2540-540-1
								Total	1,772.25	
04/15/2024	20-2540-321-1	NICOR GAS	UTIL-HEATING	13			5/13/24	91070	2,725.68	20-2540-321-1
								Total	2,725.68	

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check #	Expense on Date	Check #	Amount	State Account #
05/01/2024	30-5200-621-1	PEOPLES NATIONAL BANK OF K	BOND INTEREST PAYMENT	13		91071	5/13/24	91071	14,517.60	30-5200-621-1
						Total			14,517.60	
01/31/2024	10-1205-113-1	PEORIA CO ROE	HOSPITAL TUTORING/SHUMAKER	13		91072	5/13/24	91072	175.00	10-1205-113-1
						Total			175.00	
03/28/2024	10-1408-411-1	POWER SCHOOL GROUP LLC	POWER SCHOOL MAINT & SUPPORT	13		91073	5/13/24	91073	2,217.00	10-1408-411-1
03/28/2024	10-1408-411-1	POWER SCHOOL GROUP LLC	POWER SCHOOL HOSTING 2024-2025	13		91073	5/13/24	91073	1,716.00	10-1408-411-1
03/28/2024	10-1408-411-1	POWER SCHOOL GROUP LLC	POWER SCHOOL HOSTING	13		91073	5/13/24	91073	556.39	10-1408-411-1
						Total			4,489.39	
04/20/2024	10-2560-411-1	PRAIRIE FARMS DAIRY	CAFETERIA	13		91074	5/13/24	91074	1,699.77	10-2560-411-1
						Total			1,699.77	
71652	10-1408-411-1	QUALITY NETWORK SOLUTIONS	MONTHLY CONTRACT	13		91075	5/13/24	91075	1,947.50	10-1408-411-1
74158	10-1408-411-1	SERVER WARRANTY	SERVER WARRANTY	13		91075	5/13/24	91075	150.00	10-1408-411-1
						Total			2,097.50	
59439817	10-1101-411-14	SCHOLASTIC INC.	READING K,1,2 - TITLE I SIP	13		91076	5/13/24	91076	316.10	10-1101-411-14
						Total			316.10	
903262557	20-2540-410-1	STATE CHEMICAL SOLUTIONS	OBM-CUSTODIAL SUPPLIES	13		91077	5/13/24	91077	751.63	20-2540-410-1
						Total			751.63	
2890495A	10-1101-411-14	SUPER DUPER PUBLICATIONS	EDMARK LEVEL 2 - TITLE I SIP	13		91078	5/13/24	91078	695.95	10-1101-411-14
						Total			695.95	
394083250	10-2560-411-1	SYSCO CENTRAL ILLINOIS	CAFETERIA	13		91079	5/13/24	91079	1,089.06	10-2560-411-1
						Total			1,089.06	
177596317	20-2540-540-1	ULINE	NEW DESK - GOETTSCHE	13		91080	5/13/24	91080	1,200.00	20-2540-540-1
177596318	20-2540-540-1	NEW DESK - BRAY	NEW DESK - BRAY	13		91080	5/13/24	91080	1,280.00	20-2540-540-1
177596318	20-2540-540-1	NEW DESK - FINCH	NEW DESK - FINCH	13		91080	5/13/24	91080	1,195.00	20-2540-540-1
						Total			3,675.00	
05/01/2024	10-1205-410-3-1	WEST CENT.ILL.SPEC.ED.	ARRA IDEA PART B PRESCH - MAY	13		91081	5/13/24	91081	283.00	10-1205-410-3-1
05/01/2024	10-1205-410-4-1	ARRA IDEA PART B FLOW THROUGH	ARRA IDEA PART B FLOW THROUGH	13		91081	5/13/24	91081	6,774.00	10-1205-410-4-1
05/01/2024	10-2110-300-1	SOCIAL WORKER - MAY	SOCIAL WORKER - MAY	13		91081	5/13/24	91081	1,527.00	10-2110-300-1
05/01/2024	10-4120-320-1	OT/PT - MAY	OT/PT - MAY	13		91081	5/13/24	91081	358.00	10-4120-320-1
05/01/2024	10-4120-320-1	PER CAPITA - MAY	PER CAPITA - MAY	13		91081	5/13/24	91081	353.00	10-4120-320-1

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 La Harpe CSD 347
 Expense on Date: 5/13/2024 to 5/13/2024

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
05/01/2024	10-4120-320-1		FLAT FEE - MAY	13		5/13/24	5/13/24	91081	56.00	10-4120-320-1
04/10/20024	10-4120-320-1		JANUARY TUITION	13		5/13/24	5/13/24	91081	3,739.61	10-4120-320-1
04/24/2024	10-4120-320-1		FEBRUARY TUITION	13		5/13/24	5/13/24	91081	4,035.14	10-4120-320-1
Total									17,125.75	
36650	40-2550-411-1	WEST CENTRAL FS, INC.	1828 GL GAS @ 2.45/GL	13		5/13/24	5/13/24	91082	5,002.58	40-2550-411-1
151021929	20-2540-411-1		SPRAYING CHEMICAL	13		5/13/24	5/13/24	91082	138.05	20-2540-411-1
Total									5,140.63	
Report Total									\$75,554.12	

May 13, 2024

Rebekah Russell
306 Reeveston Drive
Macomb, Illinois 61455

Dr. Janet Gladu
Superintendent
La Harpe Community District 347
404 West Main Street,
La Harpe, Illinois 61450

Dear Dr. Gladu,

Please accept this letter as formal notification that I am resigning from my position as an English Language Arts teacher at La Harpe Junior High. My last day will be May 24, 2024.

Thank you so much for the opportunity to work in this position for the past year. I have greatly enjoyed and appreciated the opportunities I've had to grow as an educator. I will miss the students and staff at La Harpe, this has been a wonderful school to teach at.

Sincerely,



Rebekah Russell

Fwd: La Harpe Asbestos Proposals

messages

Michael Siegfried <msiegfried@laharpeeagles.com>
To: Janet Gladu <jgladu@laharpeeagles.com>

Mon, Apr 29, 2024 at 8:04 AM

Here are the 2 bids received for removal of asbestos in the old administration building and current band building. This does not include the buildings being torn down. We would be able to hire anyone to remove the buildings after a demo permit is completed but the cost for demo would be an additional cost. Michael

----- Forwarded message -----

From: Kyle Cotton <kcotton@idealenvironmental.com>
Date: Mon, Apr 29, 2024 at 7:58 AM
Subject: La Harpe Asbestos Proposals
To: msiegfried@laharpeeagles.com <msiegfried@laharpeeagles.com>

Mike,
Please see attached and let me know once approved so I can get them scheduled in late July early August.

Thanks,

Kyle Cotton
Environmental Professional
Engineering
Ideal Environmental Engineering, Inc.

Kcotton@idealenvironmental.com
 +1 309 846 5514 mobile
 +1 309 828 4259 work
 www.idealenvironmental.com

SAVE CONTACT

2 attachments

- La Harpe Proposal.pdf
212K
- B24039 - La Harpe CUSD 347 .pdf
129K

Janet Gladu <jgladu@laharpeeagles.com>
To: Michael Siegfried <msiegfried@laharpeeagles.com>

Wed, May 1, 2024 at 7:21 AM

Thank you!
Janet
Dr. Janet L. Gladu
Superintendent
La Harpe Community Unit School District #347
(217) 659-7739

CONFIDENTIALITY NOTE

This message contains confidential information intended only for use of the person names above and may contain communication protected by the Illinois Student Records Act. If you have received this message in error, you are hereby notified that dissemination, distribution, copying or other use of this message is prohibited and you are requested to notify the sender of the message immediately at the telephone number or email address listed above and delete this message and copies or backups thereof.



GREAT WESTERN
ABATEMENT, INC.

April 24, 2024

Kyle Cotton

Ideal Environmental Engineering, Inc.

kcotton@idealenvironmental.com

309-846-5514

B24039 – La Harpe CUSD #347 – Floor Tile and Insulation Removal

Great Western Abatement, Inc. proposes to furnish all labor, supervision, materials, and disposal of the floor tile and mastic, duct wrap, and vermiculite attic insulation as shown on the pre-job walk on 4/17/24 at 404 W Main St, La Harpe, IL in accordance with all local, state, and federal regulations.

Proposal Amount

\$47,255.00

Clarifications

1. All work to be performed in (2) phases and mobilizations. In the event all work can be performed in the same mobilization, a \$1200.00 credit will be applied.
2. GWA will control access to our work area upon mobilization. Other faculty/crafts/personnel will be unable to obtain access until abatement is complete.
3. Any equipment or material in the work area shall be removed by others prior to mobilization.
4. Pricing for third party air monitoring services is not included in this proposal.
5. Full payment for contract services completed thirty (30) days after invoicing.

Johnny Schnettgoecke
Business Development
johnny@greatwesternabatement.com
618-535-4813

27298 Hagen Road
Jerseyville, Illinois 62052
greatwesternabatement.com

April 24, 2024

Ideal Environmental
2904 Tractor Ln
Bloomington, IL 61704

Regarding: La Harpe School District

Spectrum Environmental, an Alloy Group Company, is pleased to submit the following proposal per your direction to remove the items listed in the scope of work.

Scope of work:

- Removal and disposal of vermiculite in the attic and HVAC tape within the old admin building.
- Removal and disposal of floor tile and wood underlayment in the old band room.
 - Removal following NESHAPS rules and regulations.

All work shall be completed in accordance with all current Federal and State Regulations. Spectrum Environmental has included or reflects the following in our quote:

- Utilizing laborers with State Accreditation current medical surveillance and training.
- Employing an onsite safety supervisor with necessary training for competent person status as required by OSHA.
- Two mobilizations are included.
- Performing the project eight hours per shift
- Ten 8-Hour shifts are required to complete the project.
- Having exclusive use of the work area during the remediation process.
- One mobilization per location to complete the project.
- Power/water to be supplied by Spectrum if no other power is available.
- Power panel to be hooked up to power source by the Owner, if required.
- Power to be shut off within the space by the Owner, if required.
- Dumpsters and hauling are provided by Spectrum Environmental, an Alloy Group Company if required.
- Occurrence Based Insurance.
- Forman's Documentation

We include all necessary supervision, union labor, material, equipment, and disposal to perform the listed scope for the lump sum of Fifty-Two Thousand Two Hundred Fifty Dollars (\$52,250.00).

**REQUEST FOR QUALIFICATIONS
ARCHITECTURAL SERVICES
Date of Issuance: March 20, 2024
La Harpe Community School District 347**

Introduction

The Board of Education for La Harpe Community School District 347 is soliciting Statements of Interest and Qualification from qualified firms to provide comprehensive Architectural Services, as per (50 ILCS 510/) Local Government Professional Services Selection Act, to assist the School District in performing possible planning, remodeling, construction, life-health safety projects and special projects. The firm selected shall have the primary responsibility for execution of the planning, design, construction documentation, and construction administration phases of the project.

This RFQ is not an Invitation for Bid: responses will be evaluated on the basis of the relative merits of the Qualifications. There will be no public opening and reading of responses received by the School District pursuant to this request.

RFQ Submission

RFQ's are due by Tuesday, April 16, 2024 at 12:00 pm, local time. Timely delivery is at the risk of the Respondent. Any submittals received after the deadline will be rejected.

Please submit:

8 bound copies: and one (1) digital copy via email to:

Janet Gladu

Superintendent

La Harpe Community School District 347

404 West Main Street

La Harpe, Illinois 61450

(217) 659-7739

jgladu@laharpeeagles.com

Qualifications must be enclosed in a sealed envelope (or other sealed container); the package must clearly show the phrase "**Request for Qualification – Architectural Services for La Harpe Community School District 347**" and the Respondent's name.

Submittals should be prepared as standard 8-1/2 x 11 letter size, and shall be limited to 75 pages, exclusive of required attachments. Adherence to the maximum page criterion is critical; each page side with criteria information will be counted toward the maximum number of pages. Front and back covers, table of contents pages, and tabbed divider pages will not be counted if they do not contain submittal information.

Schedule

The following is the proposed schedule for the selection of firms to provide architectural services:

- March 20, 2024 – RFQ released
- April 13, 2024 – last date for respondents to send clarifications/questions
- April 16, 2024 at 12:00 pm local time Submissions due; evaluation of qualifications begins
- April 18, 2024 – Successful short-listed and unsuccessful firms notified
- May 21, 2024 – Board of Education Interviews with short-listed firm

- May 21, 2024 – Ranking of top 3 firms and contract negotiations
- May 21, 2024 – Board of Education recommends firm for Board Approval
- May 21, 2024 – Proposed Board action on firm to provide Services

Respondents' Inquiries and Addenda

Any questions or concerns regarding this RFQ shall be directed in writing to:

Janet Gladu

Superintendent

La Harpe Community School District 347

404 West Main Street

La Harpe, Illinois 61450

(217) 659-7739

jgladu@laharpeeagles.com

Any responses to questions, or changes in this RFQ, shall be issued in writing as an addendum. Respondents must acknowledge addenda received as part of their submissions.

Oral and other interpretations or clarification will be without legal effect.

School District Background

La Harpe Community School District 347 is located in La Harpe, Illinois and serves approximately 200 students PK – 8th grade. The district recently completed internal needs assessment for facility improvements for the school district. The school district has one active student occupied attendance center, a maintenance/storage building, an empty office/house building, external cafeteria, and a music building. There is a need for improved and additional facilities – particularly a new cafeteria.

General Information, Notifications and Purpose

- Respondents are advised to review all sections of this RFQ carefully, and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the submittal. Qualifications which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being nonresponsive.
- This RFQ does not commit the School District to enter into a contract. The School District reserves the right to award one, more than one, or no contract(s) in response to this RFQ. The School District reserves the right to waive informalities and irregularities in the submissions of qualifications received. The School District also reserves the right to terminate this RFQ and reissue a subsequent solicitation, and/or remedy technical errors in the RFQ process.
- The Contract, if awarded, will be awarded to the Respondent(s) whose submittal(s) is deemed most advantageous to the School District, as determined by the selection committee, upon approval of the School District Board of Education.
- The School District reserves the right to contact any Respondent for clarification, interviews, or to negotiate if such is deemed desirable by the School District.
- The purpose of this Request for Qualifications is to identify an experienced Architectural Services firm with the best combination of qualifications.
- Requests for site visits and introductory meetings will not be allowed.
- All Proposers are prohibited from making any contact with the District Personnel, Board of Education, or any other administrator or employee of the District with regard to the RFQ, other than in the manner and to the person(s) designated herein. The Superintendent reserves the right

to disqualify any Proposer found to have contacted the people listed above in any manner with regard to the RFQ.

General Description of Scope of Services

- a. The selected architectural firm will become part of a project team consisting of members of the School District, Administration and Board of Education and to perform services as required.
- b. The Design Team may be requested to:
 - a. Attend meetings with School District administrative staff as necessary.
 - b. Attend School District Board of Education meetings as necessary.
 - c. Develop preliminary drafts of the Project Program for School District review and comment.
 - d. Consult with School District on budgetary and funding matters.
 - e. Consult with the School District on Project scheduling considerations. Consult with the School District on general concepts of the Project scope of work and Project needs.
- c. The firm's services and product provided shall conform to the Illinois State School Code and be in accordance with all federal, state and local laws, codes, ordinances, and regulations.

Proposal Content

Statement of Interest

Provide a signed statement of qualifications with the name and address of the respondent, expressing interest and capability to perform the work.

Firm Description – Provide the following:

- Firm name, address, web address, telephone and fax numbers
- Contact person (provide direct phone number and email)
- Number of years in business under current name
- Type of organization
- Disciplines offered in-house
- Special areas of practice
- Staffing information (number of architects, interior designers, engineers, etc.)
- List any previous names of firm and years of business under each name
- In the case of a multiple office firm, provide general information on the firm (locations, staffing, etc.) but also provide detailed information on the office that will be serving the District (key personnel, project experience, etc.). The office designated to serve the District, in the Qualifications submission, must be the office to perform the work in the event that the project is awarded to that firm.
- The short-listed firms may be requested to provide a copy of the firm's financial statement. Provide a copy of the firm's certificate of insurance indicating the levels of professional liability and general liability insurance coverage carried by the firm. Minimum coverage to be as follows:
 - General liability \$1,000,000
 - Automotive liability \$1,000,000
 - Professional liability \$1,000,000/\$1,000,000
 - Worker's Compensation Statutory Limits
- List any litigation, arbitration and alternative dispute resolution within the last 5 years, arising out of any design work for any School District; and whether still pending, or if concluded, the final result. If so, please provide an explanation.

- List if your firm (under current or previous names) has been terminated within the last 5 years from a project by a School District and, if so, for what reason. If so, list the name and contact information for the School District.

Firm Experience and Capabilities

- Provide a list of all School District clients for which you have provided services for in the last ten years. Include project description (whether the project involved planning, new construction, additions or renovations), the type of architectural, engineering, other services and delivery method that you provided, as well as the client contact information.
- Please highlight your experiences in performing work such as cafeteria/multipurpose facility projects.
- Samples of work that demonstrate experience in similar school district environments are required.
- Firms should also demonstrate expertise in maximizing construction budgets, experience in the design of general educational spaces as well as the design of types of specialties spaces required in the project such as specialty instructional spaces, such as gymnasiums, multi-purpose rooms, science classrooms, auditoriums, cafeterias, and broad-based technology areas.

Key Personnel and Experience

- Provide a simple organizational chart identifying key members of the firm, including consultants
- Provide resumes of project designers, managers, key staff and consultants relevant to the requirements of this RFQ, including their work experience, education, affiliation and awards. Resumes should not include project pictures or general firm information. Particular reference should be made to the firm's construction administration/observation personnel.
- If any staffing changes should occur between the submission of qualifications and the award of a contract, the architect must notify the District in writing. Unapproved staffing changes may result in a rejection of qualifications.

Project Approach

Provide a brief discussion of the following:

- The methodology that your firm would use in conducting the project from inception to Owner acceptance. This should include strategies for collaboration, communication and community building. If your methodology utilizes and specialized software packages and computerized systems, please provide an adequate description and summary of capabilities.
- The firm's ability/experience to work in the District's local region. In your response, describe how your firm plans to respond when the District has immediate needs that require on-site attention.
- Your approach to project scheduling and cost estimating within the environment of the educational sector.
- The process your firm utilizes to investigate bidders to ensure that they are qualified and equipped to satisfactorily complete a project.

References

- Provide a minimum of three (3) references for architectural services performed on educational facilities in Illinois in the last five (5) years.



Janet Gladu
 Superintendent
 La Harpe Cmty Sch Dist 347
 404 W Main St
 La Harpe, IL 61450-9280
 United States

Total → 24,881³⁶
 Ment - 18,000
 Johnson → 6881³⁶
 Quote Number: 266302-2
 Quote Creation Date: 04-17-2024
 Quote Expiration Date: 09-30-2024
 Quote Release: 2

enVision Math CC 2024 Grades 5-8 - 3yr Print + Digital Bundles + Resources
Price Quote Summary

Solution	Base Amount	Free Amount	Total
enVision Math	\$ 3,938.50	\$ 701.00	\$ 3,938.50
enVisionmath 6-8	\$ 10,871.00	\$ 2,070.00	\$ 10,871.00
Solution Subtotal	\$ 14,809.50	\$ 2,771.00	\$ 14,809.50
		Shipping & Handling	\$ 1,374.36
		Total	\$ 16,183.86

6th - 8th

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
enVision Math						
enVision Mathematics c2024 Common Core - Grade 5						
9781418847456	ENVISION MATHEMATICS 2024 COMMON CORE STUDENT EDITION 3-YEAR SUBSCRIPTION +3-YEAR DIGITAL COURSEWARE LICENSE GRADE 5	79.00	0	30	\$0.00	\$2,370.00
9780134959511	ENVISION MATHEMATICS 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 5	701.00	1	0	\$701.00	\$0.00
	enVision Mathematics c2024 Common Core - Grade 5 Subtotal				\$ 701.00	\$ 2,370.00
enVision Mathematics ©2020 Common Core - Grade 5						
9780134953809	ENVISION MATHEMATICS 2020 ADDITIONAL PRACTICE WORKBOOK GRADE 5	18.50	0	30	\$0.00	\$555.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780134959726	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 5	218.50	0	1	\$0.00	\$218.50
9780134961866	ENVISION MATHEMATICS 2020 TODAY'S CHALLENGE TEACHER GUIDE GRADE 5	68.50	0	1	\$0.00	\$68.50
9780134959665	ENVISION MATHEMATICS 2020 COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM PART 2 GRADE 4/6	194.00	0	1	\$0.00	\$194.00
9780134959641	ENVISION MATHEMATICS 2020 QUICK & EASY CENTER KIT GRADE 5	277.00	0	1	\$0.00	\$277.00
9780134959573	ENVISION MATHEMATICS 2020 CLASSROOM MANIPULATIVE KIT GRADE 5	238.00	0	1	\$0.00	\$238.00
9780134963198	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 5	17.50	0	1	\$0.00	\$17.50
enVision Mathematics ©2020 Common Core - Grade 5 Subtotal					\$ 0.00	\$ 1,568.50
enVision Math Subtotal					\$ 701.00	\$ 3,938.50

enVisionmath 6-8

Common Core - Grade 6

9781418848842	ENVISION MATHEMATICS 2024 COMMON CORE STUDENT EDITION 3-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 6	79.00	0	30	\$0.00	\$2,370.00
9780768582413	ENVISION MATHEMATICS 2021 COMMON CORE TEACHER'S EDITION PACKAGE GRADE 6	690.00	1	0	\$690.00	\$0.00
9781428541931	ENVISION MATHEMATICS 2024 CLASSROOM MANIPULATIVE KIT GRADE 6	117.00	0	1	\$0.00	\$117.00
Common Core - Grade 6 Subtotal					\$ 690.00	\$ 2,487.00

Common Core - Grade 7

9781418848859	ENVISION MATHEMATICS 2024 COMMON CORE STUDENT EDITION 3-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 7	79.00	0	30	\$0.00	\$2,370.00
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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780768582420	ENVISION MATHEMATICS 2021 COMMON CORE TEACHER'S EDITION PACKAGE GRADE 7	690.00	1	0	\$690.00	\$0.00
9781428541948	ENVISION MATHEMATICS 2024 CLASSROOM MANIPULATIVE KIT GRADE 7	152.50	0	1	\$0.00	\$152.50
Common Core - Grade 7 Subtotal					\$ 690.00	\$ 2,522.50

Common Core - Grade 8

9781418848866	ENVISION MATHEMATICS 2024 COMMON CORE STUDENT EDITION 3-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 8	79.00	0	30	\$0.00	\$2,370.00
9781418269227	ENVISION MATHEMATICS 2021 ADDITIONAL PRACTICE GRADE 8	18.50	0	30	\$0.00	\$555.00
9780768565737	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 8	13.00	0	30	\$0.00	\$390.00
9780768582437	ENVISION MATHEMATICS 2021 COMMON CORE TEACHER'S EDITION PACKAGE GRADE 8	690.00	1	0	\$690.00	\$0.00
9781428541955	ENVISION MATHEMATICS 2024 CLASSROOM MANIPULATIVE KIT GRADE 8	119.00	0	1	\$0.00	\$119.00
Common Core - Grade 8 Subtotal					\$ 690.00	\$ 3,434.00

enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 6

9780768565713	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 6	13.00	0	30	\$0.00	\$390.00
9780768565744	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 6	30.00	0	1	\$0.00	\$30.00
enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 6 Subtotal					\$ 0.00	\$ 420.00

enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 7

9780768565720	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 7	13.00	0	30	\$0.00	\$390.00
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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780768565751	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 7	30.00	0	1	\$0.00	\$30.00
enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 7 Subtotal					\$ 0.00	\$ 420.00
enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 8						
9780768565768	ENVISION MATHEMATICS 2021 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 8	30.00	0	1	\$0.00	\$30.00
enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 8 Subtotal					\$ 0.00	\$ 30.00
enVision Mathematics ©2021 Grades 6-8 - Grade 6						
9781418269203	ENVISION MATHEMATICS 2021 ADDITIONAL PRACTICE GRADE 6	18.50	0	1	\$0.00	\$18.50
9781418269203	ENVISION MATHEMATICS 2021 ADDITIONAL PRACTICE GRADE 6	18.50	0	30	\$0.00	\$555.00
9780768583182	ENVISION MATHEMATICS 2021 TEACHER'S RESOURCE MASTERS PACKAGE GRADE 6	214.50	0	1	\$0.00	\$214.50
enVision Mathematics ©2021 Grades 6-8 - Grade 6 Subtotal					\$ 0.00	\$ 788.00
enVision Mathematics ©2021 Grades 6-8 - Grade 7						
9781418269210	ENVISION MATHEMATICS 2021 ADDITIONAL PRACTICE GRADE 7	18.50	0	30	\$0.00	\$555.00
enVision Mathematics ©2021 Grades 6-8 - Grade 7 Subtotal					\$ 0.00	\$ 555.00
enVision Mathematics ©2021 Grades 6-8 - Grade 8						
9780768583205	ENVISION MATHEMATICS 2021 TEACHER'S RESOURCE MASTERS PACKAGE GRADE 8	214.50	0	1	\$0.00	\$214.50
enVision Mathematics ©2021 Grades 6-8 - Grade 8 Subtotal					\$ 0.00	\$ 214.50
enVisionmath 6-8 Subtotal					\$ 2,070.00	\$ 10,871.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Solution Subtotal					\$ 2,771.00	\$ 14,809.50
Shipping and Handling						\$ 1,374.36
Total						\$ 16,183.86

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
0000000126222	VIRTUAL ENVISION MATH 6/8 @2024 PROGRAM ACTIVATION PPD	EA	1	\$700.00	1	\$700.00	\$700.00
2							
0000000126202	ENVISION MATH 6/8 @2024 IMPLEMENTATION ESSENTIALS PPD	EA	1	\$3,450.00	1	\$3,450.00	\$3,450.00

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price quote via one of the following methods:

Online: <https://support.savvas.com/support/s/customerserviceus>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over \$1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site:

<https://worktext-subscriptions.savvas.com>

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified.

Technical support services are included with purchase of Savvas digital products.

online help: <https://support.savvas.com/support/s/k12-curriculum-support-form>

phone: 1-800-848-9500

Professional Services: Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products (<https://mysavvastraining.com>).

Curriculum Associates

Prepared For:
 Janet Gladu
 La Harpe Cmty SD 347
 404 W Main St,
 La Harpe, IL 61450

K-5

4/16/2024

Dear Janet Gladu,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 368276.2 Quote Valid through: 12/31/2024

Product	List Price	Net Price
i-Ready Classroom	\$8,370.00	\$3,697.50
Ready	\$21.00	\$0.00
Professional Learning	\$5,000.00	\$5,000.00
i-Ready Partners Services	\$2,000.00	\$0.00
<i>i-Ready Partners Services Includes:</i> <ul style="list-style-type: none"> Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support 		
	List Total:	\$15,391.00
	Savings:	\$6,693.50
	Shipping/Tax/Other:	\$0.00
	Total:	\$8,697.50

Thank you again for your interest in Curriculum Associates.

Sincerely

Eileen Townsend
 (314) 440-3851
 etownsend@cainc.com

+ 468350

Total \$13,310.00

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 368276.2 Date: 4/16/2024 Quote Valid through: 12/31/2024

Prepared For:

Janet Gladu

La Harpe Cmty SD 347

404 W Main St,

La Harpe, IL 61450

jgladu@laharpeeagles.com

(217) 659-3713

Your Representative:

Eileen Townsend

(314) 440-3851

etownsend@cainc.com

La Harpe ES 404 W Main St, La Harpe, IL 61450

Total Building Enrollment: 189, Grade Range: PK - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$0.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 24-25	Multiple	38557.0	2	\$2,200.00	\$2,200.00	\$4,400.00
Professional Learning Webinar (90 minutes) AY 24-25	Multiple	38567.0	1	\$600.00	\$600.00	\$600.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade K Card Box (2024) 1 Year	K	34754.0	2	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade K 1 Year	K	35274.0	30	\$29.00	\$24.65	\$739.50
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade 1 Card Box (2024) 1 Year	1	34755.0	2	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 1 1 Year	1	35275.0	30	\$29.00	\$24.65	\$739.50
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 2 1 Year	2	35276.0	30	\$29.00	\$24.65	\$739.50
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 3 1 Year	3	35277.0	30	\$29.00	\$24.65	\$739.50
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Grade 4 1 Year	4	35278.0	30	\$29.00	\$24.65	\$739.50
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	3	\$7.00	\$0.00	\$0.00
					Subtotal:	\$8,697.50
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$8,697.50

Total		
	List Total:	\$15,391.00
	Savings:	\$6,693.50
	Merchandise Total:	\$8,697.50
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Total:	\$8,697.50

Special Notes

Math teacher materials gratis at up to 1:25 ratio (add'l access paid). Shipping included in math student bundle price. All i-Ready purchases require PL.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y1

Curriculum Associates

Quote ID: 359898.2 Date: 4/16/2024 Quote Valid through: 12/31/2024

Prepared For:
Janet Gladu
La Harpe Cmty SD 347
404 W Main St,
La Harpe, IL 61450
jgladu@laharpeeagles.com
2176593713

Your Representative:
Eileen Townsend
(314) 440-3851
etownsend@cainc.com

La Harpe ES, 404 W Main St, La Harpe, IL 61450

Total Building Enrollment: 189, Grade Range: PK - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Site License 200 or fewer Students 1 Year	Multiple	14941.0	1	\$4,930.00	\$4,683.50	\$4,683.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$0.00	\$0.00	\$0.00
Subtotal:						\$4,683.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$4,683.50

Total

List Total:	\$4,930.00
Savings:	\$246.50
Merchandise Total:	\$4,683.50
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$4,683.50

Special Notes

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y1

Curriculum Associates

Prepared For:
Janet Gladu
La Harpe Cmty SD 347
404 W Main St,
La Harpe, IL 61450

4/16/2024

Dear Janet Gladu,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 359898.2 Quote Valid through: 12/31/2024

Product	List Price	Net Price
i-Ready	\$4,930.00	\$4,683.50
i-Ready Partners Services	\$0.00	\$0.00
<i>i-Ready Partners Services Includes:</i>		
<ul style="list-style-type: none"><i><u>Initial Implementation Services:</u> Provisioning, Initial Rostering, Hosting, Technology Assessment</i><i><u>Implementation Management:</u> Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management</i><i><u>Staff Development Consultation and Resources:</u> Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources</i><i><u>Technical Support:</u> Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support</i>		
	List Total:	\$4,930.00
	Savings:	\$246.50
	Shipping/Tax/Other:	\$0.00
	Total:	\$4,683.50

Thank you again for your interest in Curriculum Associates.

Sincerely

Eileen Townsend
(314) 440-3851
etownsend@cainc.com

Please submit this quote with your purchase order

Shipping Information

Please fill out the following information to help us arrange the delivery of your materials and exceed your expectations. Thank you for your order!

BASED ON WEIGHT - YOUR ORDER WILL SHIP PALLETIZED BY COMMON CARRIER

1. Shipping Location

Please indicate where the delivery should be made.

Individual School

Central Location (Warehouse/District Office)

Name

Address

City

State

Zip

2. Delivery Instructions

Please select **Yes** or **No** for each of the following statements describing the delivery location.

- | | | |
|--|-----|----|
| • Pallet(s) need to be brought to ground level | Yes | No |
| • The delivery location can accommodate an 18-wheel truck. | Yes | No |
| • Inside delivery is required. | Yes | No |
| • The delivery location has obstructions (e.g., stairs, trees, wires). | Yes | No |
| • An appointment is required prior to delivery. | Yes | No |

Please note any other special delivery instructions:

3. Delivery Contact

Please provide the **name** and **phone number** of the individual who will serve as the point of contact for delivery.

Name: _____ Phone Number: _____

4. Requested Delivery Window

Please provide a date range of at least **5–7 business days** when you would like your materials delivered.

_____ through _____
Start of Date Range *End of Date Range*

Please note any summer hours or upcoming vacations during the requested delivery window:

Curriculum Associates

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

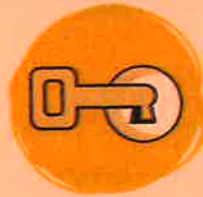
- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



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Management**



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**Educational
Consultants**



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Dedicated to helping you
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Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions. Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount	Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75	\$5,000.00 to \$99,999.99	9% of order
\$75.00 to \$999.99	12% of order	\$100,000 and more	7% of order
\$1,000 to \$4,999.99	10% of order		

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery \$50/shipment location
- White Glove Delivery Service \$350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$100/shipment location
- Freight Storage \$150/day/shipment location
- Freight Carrier Redelivery \$100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

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Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.



Mant - \$21,000
Johnson Money - \$36,707.78

Janet Gladu
 Superintendent
 La Harpe Cmty Sch Dist 347
 404 W Main St
 La Harpe, IL 61450-9280
 United States

Quote Number: 269287-2
 Quote Creation Date: 05-09-2024
 Quote Expiration Date: 09-30-2024

Quote Release: 2

myView K-5 / myPerspectives 6-8 - 3yr Bundles w/SM w/RA w/PD
 Price Quote Summary

Solution	Base Amount	Free Amount	Total
myPerspectives English Language <i>6-8</i>	\$ 13,275.00	\$ 520.50	\$ 13,275.00
myPerspectives Professional	\$ 4,150.00		\$ 4,150.00
myView Literacy	\$ 31,731.00	\$ 13,973.50	\$ 31,731.00
myView Literacy Professional <i>K-5</i>	\$ 4,150.00		\$ 4,150.00
Solution Subtotal	\$ 53,306.00	\$ 14,494.00	\$ 53,306.00
Shipping & Handling			\$ 4,401.78
Total			\$ 57,707.78

\$19,235.93 pr year

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myPerspectives English Language Arts						
Grade 6 - Consumable + Rev Asst + SuccessMaker						
9798213044478	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 3-YEAR REVISION ASSISTANT + 3-YEAR SUCCESSMAKER + 3-YEAR LICENSE GRADE 6	147.50	0	30	\$0.00	\$4,425.00
Grade 6 - Consumable + Rev Asst + SuccessMaker Subtotal						\$ 4,425.00
Grade 6 - SE/TE						
9781428516533	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 6	173.50	1	0	\$173.50	\$0.00
Grade 6 - SE/TE Subtotal						\$ 173.50
						\$ 0.00

- 3 year quote -

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Grade 7 - Consumable + Rev Asst + SuccessMaker						
9798213044485	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 3-YEAR REVISION ASSISTANT + 3-YEAR SUCCESSMAKER + 3-YEAR LICENSE GRADE 7	147.50	0	30	\$0.00	\$4,425.00
Grade 7 - Consumable + Rev Asst + SuccessMaker Subtotal					\$ 0.00	\$ 4,425.00
Grade 7 - SE/TE						
9781428516540	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 7	173.50	1	0	\$173.50	\$0.00
Grade 7 - SE/TE Subtotal					\$ 173.50	\$ 0.00
Grade 8 - Consumable + Rev Asst + SuccessMaker						
9798213044492	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 3-YEAR REVISION ASSISTANT + 3-YEAR SUCCESSMAKER + 3-YEAR LICENSE GRADE 8	147.50	0	30	\$0.00	\$4,425.00
Grade 8 - Consumable + Rev Asst + SuccessMaker Subtotal					\$ 0.00	\$ 4,425.00
Grade 8 - SE/TE						
9781428516557	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 8	173.50	1	0	\$173.50	\$0.00
Grade 8 - SE/TE Subtotal					\$ 173.50	\$ 0.00
myPerspectives English Language Arts Subtotal					\$ 520.50	\$ 13,275.00
myPerspectives Professional Development						
myPerspectives ©2025 Professional Learning Offerings						
0000000126406	MYPERSPECTIVES @2025 IMPLEMENTATION ESSENTIALS PREPAID	3450.00	0	1	\$0.00	\$3,450.00
0000000126550	VIRTUAL MYPERSPECTIVES @2025 PROGRAM ACTIVATION PREPAID	700.00	0	1	\$0.00	\$700.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myPerspectives ©2025 Professional Learning Offerings Subtotal						\$ 4,150.00
myPerspectives Professional Development Subtotal						\$ 4,150.00

myView Literacy

myView Literacy © 2025 - Grade 1

9798213038668	MYVIEW LITERACY 2025 PREMIUM STANDARD 3-YEAR CONSUMABLE WITH 3-YEAR DIGITAL + 3-YEAR SUCCESSMAKER GRADE 1	145.00	0	30	\$0.00	\$4,350.00
9798213020465	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 1	1963.00	1	0	\$1,963.00	\$0.00
9780328993918	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL B	346.00	1	0	\$346.00	\$0.00
9798213025088	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 1	20.00	1	0	\$20.00	\$0.00
9780328991402	MYVIEW LITERACY 2020 SONGS & POEMS BIG BOOK GRADE 1	91.50	0	1	\$0.00	\$91.50
9798213020601	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE 1	1293.50	0	1	\$0.00	\$1,293.50
myView Literacy © 2025 - Grade 1 Subtotal					\$ 2,329.00	\$ 5,735.00

myView Literacy © 2025 - Grade 2

9798213038675	MYVIEW LITERACY 2025 PREMIUM STANDARD 3-YEAR CONSUMABLE WITH 3-YEAR DIGITAL + 3-YEAR SUCCESSMAKER GRADE 2	145.00	0	30	\$0.00	\$4,350.00
9798213020472	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 2	1963.00	1	0	\$1,963.00	\$0.00
9780328993925	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL C	346.00	1	0	\$346.00	\$0.00
9798213025095	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 2	20.00	1	0	\$20.00	\$0.00

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The 4 CORE

Everything required to begin instruction starts with these four connected resources that establish routines, save planning time, and prioritize student achievement.



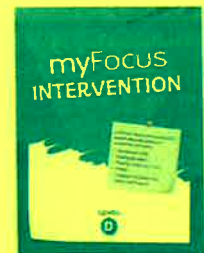
Teacher's Edition
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Student Interactive
An engaging and colorful book that organizes everything a student needs for reading and writing success.



Reading Routines Companion
Routine-based instruction for deeper practice and structured differentiation support.



myFocus Intervention
Scaffolded lessons connected to the week's instruction targeting skills for student intervention.

Engaging Literature

A diverse selection of genres featuring authentic literature that builds knowledge and inspires a lifelong love of reading and writing.



Trade Books
(20 titles per grade)
Timeless stories that ignite learning, fluency, and build vocabulary.



myView Readers
Engaging cross-curricular stories that build content knowledge and focus on practicing literacy skills, oral language, comprehension, and vocabulary development.



myFocus Reader
(Grades 1-5) Pre-planned small group intervention texts for students needing extra practice on the weekly skills.



Book Club Collection
A collection of literature utilized during Independent/Collaborative small group times that promote text-based conversations.

Word Study and Practice

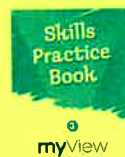
Comprehensive system for explicit foundational skills instruction and practice.



Decodable Readers
(Grades K-3) Engaging library of readers to practice every skill.



Spelling Voyage
Practice word study and spelling skills in an engaging weekly game that provides powerful teacher reports.



Skills Practice Book
Grade-specific, lesson-aligned additional practice opportunities.



Anchor Charts
Visual images of common phonics patterns help students make connections among words.

Digital Resources on SavvasRealize.com



Assessment Guide

Guides efficacy of assessments through the lens of pedagogy and implementation. Includes skills checklists and family-school connection letters.



Multilingual Learners: Language Awareness Handbook

Extra lesson-specific scaffolding opportunities designed specifically for multilingual learners featuring contrastive analysis charts.



The Professional Development Center

Watch videos from authors and experts to both learn about best practices and see them in action.

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Additional Teacher Resources

Small Group Guide

A professional development resource for learning how to elevate all aspects of small group time.

Dual Language Implementation Guide

Use this guide to create a holistic literacy experience in both languages.

Conference Checklists

Questions and recording checklists to help make the most of your one-on-one writing sessions.

Technology That Engages and Inspires



Additional Student Resources

Printable student practice, readers, and graphic organizers with differentiated literacy stations.



Mentor Text Printables

Authentic printable text that models a wide range of writing and storytelling conventions.

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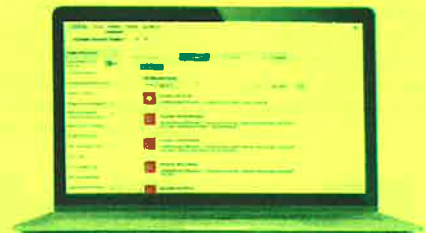
A digital resource library featuring videos, games, printable practice and Practice Generator where teachers can create their own practice pages.

Fiction and informational text sets engage students with themed units and projects featuring award-winning literature.



24/7 Access to Assessments

Assessments can be printed or administered digitally on SavvasRealize.com. With an age-appropriate interface, multiple-choice auto grading, and a wide variety of options, Savvas Realize® makes assessment both easy and meaningful.



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Word Study and Practice

Comprehensive system for explicit foundational skills instruction and practice.



Foldable Readables
(Grades 4-5) Engaging library of readers to practice word study skills.



Spelling Voyage
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Grade-specific, lesson-aligned additional practice opportunities.



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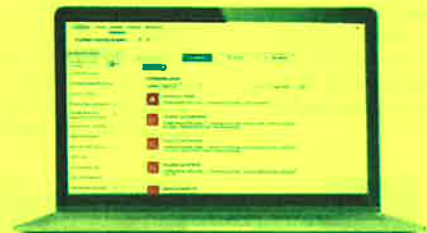
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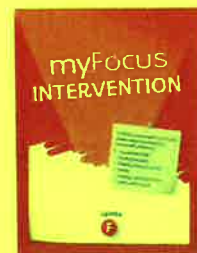
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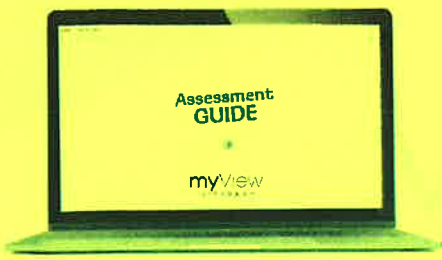


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Savvas K-8 ELA Quotes Attached

message

Susan Campbell <susan.campbell@savvas.com>
To: Janet Gladu <jgladu@laharpeeagles.com>

Thu, May 9, 2024 at 2:29 PM

Hi Janet:

I have prepared and attached the preliminary quotes for you to review. Please take a look at these quotes carefully and let me know if there are any changes or adjustments you would like me to make. Please refer to the ATTACHMENT as this will portray the full component array for each grade level. Here are some things to note when looking over the quotes:

> The **myView Reading Routines Companion** Teacher Resources is now included within the Teacher Edition Packages

> For Grades K-2, I have included the **myView Foundational Skills Kits** which are needed for foundational skills instruction and referenced throughout each lesson within the TE. Here are the components included in the Foundational Skills Kits:

Foundational Skills Kit Grade K

Decodable Readers Bookshelf Collection Grade K (30 titles; 6 copies of each)

myView Literacy Alphabet Cards Grade K/2

High-Frequency Word Cards Grade K

myView Literacy Picture Word Cards Grade K/2

Letter Tiles (English/Spanish)

Foundational Skills Kit Grade 1

myView Literacy Decodable Readers Bookshelf Collection Grade 1 (6 copies each of 5 volumes)

myView Literacy Alphabet Cards Grade K/2

myView Literacy Sound Spelling Cards Grade 1/3

myView Literacy High-Frequency Word Cards Grade 1

myView Literacy Picture Word Cards Grade K/2

Letter Tiles (English/Spanish)

Foundational Skills Kit Grade 2

myView Literacy Decodable Readers Bookshelf Collection Grade 2 (6 copies of 1 volume)

myView Literacy Alphabet Cards Grade K/2

myView Literacy Sound Spelling Cards Grade 1/3

myView Literacy High-Frequency Word Cards Grade 2

myView Literacy Picture Word Cards Grade K/2

Letter Tiles (English/Spanish)

> For Kindergarten, the **myView Big Book Package** is used to support teaching the Anchor Texts. This is the full content list of the Big Books Package:

myView Literacy Big Book Package Grade K

myView Literacy Songs and Poems Big Book Grade K

myView Literacy ABC Rhyme Time Big Book Grade K

myView Literacy Big Book GR. K.1: TRIP TO MOUNTAINS

myView Literacy Big Book GR. K.2: FOXES

myView Literacy Big Book GR. K.3: TELLING STORIES

myView Literacy Big Book GR. K.4:FARMING THEN & NOW

myView Literacy Big Book GR. K.5: RAIN WIND SUN&SNOW

myView Literacy 2025 Big Book Collection GR. K.1

myView Literacy 2025 Big Book Collection GR. K.2

myView Literacy 2025 Big Book Collection GR. K.3

myView Literacy 2025 Big Book Collection GR. K.4

myView Literacy 2025 Big Book Collection GR. K.5

> I listed the different **myView Print Library** components as "optional" so they are NOT part of the cost total. These libraries are all available on the digital platform within Realize but if you wish to have the physical copies for the classroom, please let me know and I will be happy to add them to the cost.

If there is a quote that is exactly as you want as is and you wish to use that quote to process your order, please follow the instructions below:

1) Prepare a Purchase Order with the **following criteria shown ON the Purchase Order:**

- Approved POs must be on **school letterhead** OR contain the **school name, address, and phone number**.
- It must contain a **PO Number and Date**.
- The PO must show a **total purchase amount** that matches exactly that of the total amount on the quote; please send the **PO and Quote together on ONE PDF DOCUMENT** via email to me.
- The PO must contain either the corresponding **quote number(s)** OR the **ISBNs and quantities** you wish to purchase.
- The PO **must be signed** by an authorized financial agent.
- The PO must contain a valid **Bill To and Ship To Address** as well as the **Name and Phone Number** of the school representative to contact in regards to any issues with the order.
- **Customer Service will NOT accept any PO that has ANY future dates requests for shipping and/or payment stated on the PO. The date on ALL POs must be the date you are submitting the PO unless you have received prior approval for a deferred Billing and/or Shipping arrangement. The ONLY date on the PO should be the date of signing.**

2) Please scan and email the Quote + PO in PDF Format and email to susan.campbell@savvas.com.

3) Once received, I will verify that the PO will be accepted for processing and submit the order. I will send you a confirmation email with all of the useful resources and links you will need going forward. **Once the order has been fulfilled, you will receive the invoice for full payment which is due 30 days from the date of the invoice. All matters concerning your order once it has been processed MUST be addressed through Customer Service (800) 848-9500 ext 5.**

I am here to help if you have any questions or concerns. Thanks so much and please reach out if you need anything at all.

~Susan

Susan Campbell

Savvas Learning Company
Account General Manager, Great Lakes, Inside Sales

Phone: (623) 253-4578

Explore Catalogs: [Savvas 2024 Catalogs](#)

Realize Status / Outages: [Realize Status](#)

Customer Support Site: [Savvas Support](#)

Customer Support: [800-848-9500 prompt 5](#)

Technical Support: [800-848-9500 prompt 7](#)

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4 attachments

-  **myView Component Array Grades K-5.pdf**
9166K
-  **La Harpe - Quote K-8 ELA 3yr w:SM w:RA w:PD.pdf**
44K
-  **La Harpe - Quote K-8 ELA 6yr w:SM w:RA w:PD.pdf**
44K
-  **La Harpe - Quote K-8 ELA 1yr w:SM w:RA w:PD.pdf**
43K



May 1, 2024

To the Board of Education and Superintendent
La Harpe Community School District #347
404 W Main St
LaHarpe, IL 61450

We are pleased to confirm our understanding of the services we are to provide La Harpe Community School District #347 for the year ended June 30, 2024.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of La Harpe Community School District #347 as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement La Harpe Community School District #347's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to La Harpe Community School District #347's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) 10 Year Schedule of Changes in Net Pension Liability and Related Ratios
- 3) 10 Year Schedule of Contributions
- 4) Budget to Actual Comparison Schedules – Major Funds

We have also been engaged to report on supplementary information other than RSI that accompanies La Harpe Community School District #347's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

1. Budget to Actual Comparison Schedules – Non-Major Funds
2. Schedule of Student Activities
3. Illinois Consolidated Year-End Financial Report (CYFER)
4. Illinois State Board of Education Annual Financial Report

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with the cash basis of accounting, a special purpose framework other than GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to federal programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records of La Harpe Community School District #347 and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the school district. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1. Risk of management override of internal controls (assessment of this risk is required in every audit under current professional standards and does not indicate that we have found or suspect management of interfering with internal control over financial reporting).
2. Risk of improper revenue recognition. Revenues are sensitive as the most common inherent risk is the possibility of complex sales transactions.
3. Cyber-Security. Disruptive innovations are threatening core business models through the threat of stolen personal data.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the school district and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of La Harpe Community School District #347's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on La Harpe Community School District #347's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements and related notes of La Harpe Community School District #347 in conformity with the cash basis of accounting based on information provided by you. These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other non-audit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for

them. Further, you agree to oversee the non-audit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services, and accept responsibility for them.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on the first day of field work.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and non-cash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal

awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, consolidated year-end financial report, and related notes, and any other non-audit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the non-audit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We will provide copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Dennis G Koch & Associates LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Illinois State Board of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for the purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Dennis G Koch & Associates LLC personnel. Furthermore, upon request, we may provide copies of

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213020618	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE 2	877.00	0	1	\$0.00	\$877.00
myView Literacy © 2025 - Grade 2 Subtotal					\$ 2,329.00	\$ 5,227.00
myView Literacy © 2025 - Grade 3						
9798213038682	MYVIEW LITERACY 2025 PREMIUM STANDARD 3-YEAR CONSUMABLE WITH 3-YEAR DIGITAL + 3-YEAR SUCCESSMAKER GRADE 3	145.00	0	30	\$0.00	\$4,350.00
9798213020489	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 3	1963.00	1	0	\$1,963.00	\$0.00
9780328993932	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL D	346.00	1	0	\$346.00	\$0.00
9798213025101	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 3	20.00	1	0	\$20.00	\$0.00
myView Literacy © 2025 - Grade 3 Subtotal					\$ 2,329.00	\$ 4,350.00
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9798213038279	MYVIEW LITERACY 2025 PREMIUM STANDARD 4-YEAR CONSUMABLE WITH 4-YEAR DIGITAL + 4-YEAR SUCCESSMAKER GRADE 4	168.00	0	30	\$0.00	\$5,040.00
9798213020496	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 4	1963.00	1	0	\$1,963.00	\$0.00
9780328993949	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL E	346.00	1	0	\$346.00	\$0.00
9798213025118	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 4	20.00	1	0	\$20.00	\$0.00
myView Literacy © 2025 - Grade 4 Subtotal					\$ 2,329.00	\$ 5,040.00
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9798213038705	MYVIEW LITERACY 2025 PREMIUM STANDARD 3-YEAR CONSUMABLE WITH 3-YEAR DIGITAL + 3-YEAR SUCCESSMAKER GRADE 5	145.00	0	30	\$0.00	\$4,350.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213020502	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 5	1963.00	1	0	\$1,963.00	\$0.00
9780328993956	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL F	346.00	1	0	\$346.00	\$0.00
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myView Literacy © 2025 - Grade 5 Subtotal					\$ 2,329.00	\$ 4,350.00

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9798213038651	MYVIEW LITERACY 2025 PREMIUM STANDARD 3-YEAR CONSUMABLE WITH 3-YEAR DIGITAL + 3-YEAR SUCCESSMAKER GRADE K	145.00	0	30	\$0.00	\$4,350.00
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9798213020458	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE K	1963.00	1	0	\$1,963.00	\$0.00
9798213025071	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE K	20.00	1	0	\$20.00	\$0.00
9798213020588	MYVIEW LITERACY 2025 BIG BOOK PACKAGE GRADE K	1260.00	0	1	\$0.00	\$1,260.00
9798213020595	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE K	1419.00	0	1	\$0.00	\$1,419.00
myView Literacy © 2025 - Grade K Subtotal					\$ 2,328.50	\$ 7,029.00
myView Literacy Subtotal					\$ 13,973.50	\$ 31,731.00

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0000000126523	MYVIEW LITERACY 2025 IMPLEMENTATION ESSENTIALS PREPAID	3450.00	0	1	\$0.00	\$3,450.00

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0000000126532	VIRTUAL MYVIEW LITERACY 2025 PROGRAM ACTIVATION PREPAID	700.00	0	1	\$0.00	\$700.00
myView Literacy ©2025 Professional Learning Offerings Subtotal						\$ 4,150.00
myView Literacy Professional Development Subtotal						\$ 4,150.00
Solution Subtotal					\$ 14,494.00	\$ 53,306.00
Shipping and Handling						\$ 4,401.78
					Total	\$ 57,707.78

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
9798213020625	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE K	EA	1	\$1,296.00	1	\$1,296.00	\$1,296.00
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9780768569674	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE K	EA	1	\$176.00	1	\$176.00	\$176.00
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9780768569698	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 2	EA	1	\$171.00	1	\$171.00	\$171.00
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9798213020656	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 3	EA	1	\$1,296.00	1	\$1,296.00	\$1,296.00
8							
9780768569704	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 3	EA	1	\$196.00	1	\$196.00	\$196.00
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9798213020663	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 4	EA	1	\$1,377.00	1	\$1,377.00	\$1,377.00
10							
9780768569711	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 4	EA	1	\$177.00	1	\$177.00	\$177.00
11							
9798213020670	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 5	EA	1	\$1,377.00	1	\$1,377.00	\$1,377.00

12

9780768569728	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 5	EA	1	\$204.00	1	\$204.00	\$204.00
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Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price quote via one of the following methods:

Online: <https://support.savvas.com/support/s/customerserviceus>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over \$1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site: <https://worktext-subscriptions.savvas.com>

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified.

Technical support services are included with purchase of Savvas digital products.

online help: <https://support.savvas.com/support/s/k12-curriculum-support-form>

phone: 1-800-848-9500

Professional Services: Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products (<https://mysavvastraining.com>).



Janet Gladu
 Superintendent
 La Harpe Cmty Sch Dist 347
 404 W Main St
 La Harpe, IL 61450-9280
 United States

Gihant - 21,000-
 Johnson money - 30,000-
 General budget - \$35,977²⁸

Quote Number: 269287-1
 Quote Creation Date: 05-09-2024
 Quote Expiration Date: 09-30-2024

(Johnson \$
 Could hold
 entire
 amount)

Quote Release: 1

myView K-5 / myPerspectives 6-8 - 6yr Bundles w/SM w/RA w/PD
 Price Quote Summary

Solution	Base Amount	Free Amount	Total
myPerspectives English Language	\$ 16,305.00	\$ 520.50	\$ 16,305.00
myPerspectives Professional ⁶⁻⁸	\$ 4,150.00		\$ 4,150.00
myView Literacy	\$ 55,341.00	\$ 13,973.50	\$ 55,341.00
myView Literacy Professional ^{K-5}	\$ 4,150.00		\$ 4,150.00
Solution Subtotal	\$ 79,946.00	\$ 14,494.00	\$ 79,946.00
			\$ 7,031.28
			\$ 86,977.28

514,496²¹ price

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myPerspectives English Language Arts						
Grade 6 - Consumable + Rev Asst + SuccessMaker						
9798213044546	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 1-YEAR REVISION ASSISTANT + 1-YEAR SUCCESSMAKER + 1-YEAR LICENSE GRADE 6	57.50	0	30	\$0.00	\$1,725.00
Grade 6 - Consumable + Rev Asst + SuccessMaker Subtotal						\$ 1,725.00
Grade 6 - SE/TE						
9781428516533	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 6	173.50	1	0	\$173.50	\$0.00
Grade 6 - SE/TE Subtotal						\$ 173.50
						\$ 0.00

- Copy quote -

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Grade 7 - Consumable + Rev Asst + SuccessMaker						
9798213044591	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 6-YEAR REVISION ASSISTANT + 6-YEAR SUCCESSMAKER + 6-YEAR LICENSE GRADE 7	243.00	0	30	\$0.00	\$7,290.00
Grade 7 - Consumable + Rev Asst + SuccessMaker Subtotal					\$ 0.00	\$ 7,290.00
Grade 7 - SE/TE						
9781428516540	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 7	173.50	1	0	\$173.50	\$0.00
Grade 7 - SE/TE Subtotal					\$ 173.50	\$ 0.00
Grade 8 - Consumable + Rev Asst + SuccessMaker						
9798213044607	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION + 6-YEAR REVISION ASSISTANT + 6-YEAR SUCCESSMAKER + 6-YEAR LICENSE GRADE 8	243.00	0	30	\$0.00	\$7,290.00
Grade 8 - Consumable + Rev Asst + SuccessMaker Subtotal					\$ 0.00	\$ 7,290.00
Grade 8 - SE/TE						
9781428516557	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 8	173.50	1	0	\$173.50	\$0.00
Grade 8 - SE/TE Subtotal					\$ 173.50	\$ 0.00
myPerspectives English Language Arts Subtotal					\$ 520.50	\$ 16,305.00
myPerspectives Professional Development						
myPerspectives ©2025 Professional Learning Offerings						
0000000126406	MYPERSPECTIVES @2025 IMPLEMENTATION ESSENTIALS PREPAID	3450.00	0	1	\$0.00	\$3,450.00
0000000126550	VIRTUAL MYPERSPECTIVES @2025 PROGRAM ACTIVATION PREPAID	700.00	0	1	\$0.00	\$700.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myPerspectives ©2025 Professional Learning Offerings Subtotal						\$ 4,150.00
myPerspectives Professional Development Subtotal						\$ 4,150.00

myView Literacy

myView Literacy © 2025 - Grade 1

9798213037401	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE 1	280.00	0	30	\$0.00	\$8,400.00
9798213020465	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 1	1963.00	1	0	\$1,963.00	\$0.00
9780328993918	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL B	346.00	1	0	\$346.00	\$0.00
9798213025088	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 1	20.00	1	0	\$20.00	\$0.00
9780328991402	MYVIEW LITERACY 2020 SONGS & POEMS BIG BOOK GRADE 1	91.50	0	1	\$0.00	\$91.50
9798213020601	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE 1	1293.50	0	1	\$0.00	\$1,293.50
myView Literacy © 2025 - Grade 1 Subtotal					\$ 2,329.00	\$ 9,785.00

myView Literacy © 2025 - Grade 2

9798213037418	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE 2	280.00	0	30	\$0.00	\$8,400.00
9798213020472	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 2	1963.00	1	0	\$1,963.00	\$0.00
9780328993925	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL C	346.00	1	0	\$346.00	\$0.00
9798213025095	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 2	20.00	1	0	\$20.00	\$0.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213020618	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE 2	877.00	0	1	\$0.00	\$877.00
myView Literacy © 2025 - Grade 2 Subtotal					\$ 2,329.00	\$ 9,277.00
myView Literacy © 2025 - Grade 3						
9798213037425	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE 3	280.00	0	30	\$0.00	\$8,400.00
9798213020489	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 3	1963.00	1	0	\$1,963.00	\$0.00
9780328993932	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL D	346.00	1	0	\$346.00	\$0.00
9798213025101	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 3	20.00	1	0	\$20.00	\$0.00
myView Literacy © 2025 - Grade 3 Subtotal					\$ 2,329.00	\$ 8,400.00
myView Literacy © 2025 - Grade 4						
9798213037432	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE 4	280.00	0	30	\$0.00	\$8,400.00
9798213020496	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 4	1963.00	1	0	\$1,963.00	\$0.00
9780328993949	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL E	346.00	1	0	\$346.00	\$0.00
9798213025118	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 4	20.00	1	0	\$20.00	\$0.00
myView Literacy © 2025 - Grade 4 Subtotal					\$ 2,329.00	\$ 8,400.00
myView Literacy © 2025 - Grade 5						
9798213037449	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE 5	280.00	0	30	\$0.00	\$8,400.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213020502	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE 5	1963.00	1	0	\$1,963.00	\$0.00
9780328993956	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL F	346.00	1	0	\$346.00	\$0.00
9798213025125	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE 5	20.00	1	0	\$20.00	\$0.00
myView Literacy © 2025 - Grade 5 Subtotal					\$ 2,329.00	\$ 8,400.00

myView Literacy © 2025 - Grade K

9798213037395	MYVIEW LITERACY 2025 PREMIUM ENHANCED 6-YEAR CONSUMABLE WITH 6-YEAR DIGITAL + 6-YEAR SUCCESSMAKER GRADE K	280.00	0	30	\$0.00	\$8,400.00
9780328993901	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL A	345.50	1	0	\$345.50	\$0.00
9798213020458	MYVIEW LITERACY 2025 TEACHER EDITION PACKAGE GRADE K	1963.00	1	0	\$1,963.00	\$0.00
9798213025071	MYVIEW LITERACY 2025 SKILLS PRACTICE BOOK GRADE K	20.00	1	0	\$20.00	\$0.00
9798213020588	MYVIEW LITERACY 2025 BIG BOOK PACKAGE GRADE K	1260.00	0	1	\$0.00	\$1,260.00
9798213020595	MYVIEW LITERACY 2025 FOUNDATIONAL SKILLS KIT GRADE K	1419.00	0	1	\$0.00	\$1,419.00
myView Literacy © 2025 - Grade K Subtotal					\$ 2,328.50	\$ 11,079.00

myView Literacy Subtotal

\$ 13,973.50 \$ 55,341.00

myView Literacy Professional Development

myView Literacy ©2025 Professional Learning Offerings

0000000126523	MYVIEW LITERACY 2025 IMPLEMENTATION ESSENTIALS PREPAID	3450.00	0	1	\$0.00	\$3,450.00
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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
0000000126532	VIRTUAL MYVIEW LITERACY 2025 PROGRAM ACTIVATION PREPAID	700.00	0	1	\$0.00	\$700.00
myView Literacy @2025 Professional Learning Offerings Subtotal						\$ 4,150.00
myView Literacy Professional Development Subtotal						\$ 4,150.00
Solution Subtotal					\$ 14,494.00	\$ 79,946.00
Shipping and Handling						\$ 7,031.28
					Total	\$ 86,977.28

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
9798213020625	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE K	EA	1	\$1,296.00	1	\$1,296.00	\$1,296.00
2							
9780768569674	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE K	EA	1	\$176.00	1	\$176.00	\$176.00
3							
9798213020632	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 1	EA	1	\$1,593.00	1	\$1,593.00	\$1,593.00
4							
9780768569681	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 1	EA	1	\$181.00	1	\$181.00	\$181.00
5							
9798213020649	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 2	EA	1	\$1,323.00	1	\$1,323.00	\$1,323.00
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9780768569698	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 2	EA	1	\$171.00	1	\$171.00	\$171.00
7							
9798213020656	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 3	EA	1	\$1,296.00	1	\$1,296.00	\$1,296.00
8							
9780768569704	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 3	EA	1	\$196.00	1	\$196.00	\$196.00
9							
9798213020663	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 4	EA	1	\$1,377.00	1	\$1,377.00	\$1,377.00
10							
9780768569711	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 4	EA	1	\$177.00	1	\$177.00	\$177.00
11							
9798213020670	MYVIEW LITERACY 2025 BUILDING KNOWLEDGE LIBRARY COLLECTION GRADE 5	EA	1	\$1,377.00	1	\$1,377.00	\$1,377.00

12									
9780768569728	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 5	EA	1	\$204.00	1	\$204.00	\$204.00		

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myView[®] LITERACY

The 4 CORE

Everything required to begin instruction starts with these four connected resources that establish routines, save planning time, and prioritize student achievement.



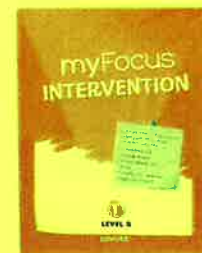
Teacher's Edition
Step-by-step explicit reading and writing instruction that eliminates the need for planning.



Student Interactive
One engaging and colorful book that organizes everything a student needs for reading and writing success.



Reading Routines Companion
Routine based instruction for deeper practice and structured differentiation support.



myFocus Intervention
Scaffolded lessons connected to the week's instruction targeting skills for student intervention.

Engaging Literature

A diverse selection of genres featuring authentic literature that builds knowledge and inspires a lifelong love of reading and writing.



Trade Books
(20 titles per grade)
Timeless stories that ignite learning, fluency, and build vocabulary.



Building Knowledge Library
Engaging cross-curricular stories that build content knowledge and focus on practicing literacy skills, oral language, comprehension, and vocabulary development.



myFocus Reader
(Grades 1-5)
Pre-planned small group intervention for students needing extra practice on the weekly skills.



Big Book Collection (Grades K-1)
A favorite in the primary grades, Big Books establish a classroom reading culture and provoke endless imagination while inspiring children into reading.

Foundational Skills

Comprehensive system for explicit foundational skills instruction.



Decodable Readers
(Grades 1-3)
Engaging library of readers for every skill. Use for independent practice.



Skills Practice Book
Grade-specific, lesson-aligned additional practice opportunities.

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High-Frequency Word Cards
Builds vocabulary along with fluency and automaticity of word recall.

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c

Letter Tiles
Build confidence for tactile and visual learners while introducing letters and skills.



Picture Word Cards
Supports learners as they make connections between images and words.



Alphabet Cards
Engaging and fun cards to extend alphabet skills practice.



Sound Spelling Cards
Colorful cards that support identification of phonics patterns.

Digital Resources on SavvasRealize.com



Assessment Guide

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SAVVAS realize Additional Teacher Resources

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Dual Language Implementation Guide

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Conference Checklists

Questions and recording checklists to help make the most of your one-on-one writing sessions.

Realize Scout

Record observational data, images and videos of lessons and student work.

Technology That Engages and Inspires



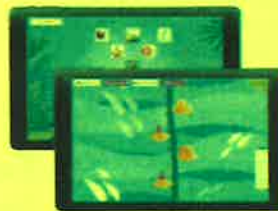
Resource Download Center

Printable student practice, readers, and graphic organizers with differentiated literacy stations.



Mentor Text Printables

Authentic printable text that models a wide range of writing and storytelling conventions.



Digital Games

Improve skills, target phonemic awareness, phonics and high-frequency words, and deliver powerful teacher reports.

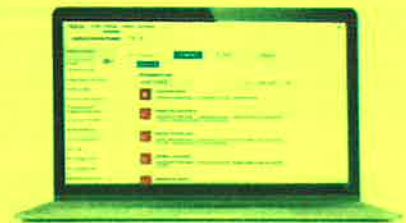


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A supplemental digital resource library featuring printables, games, and more.

24/7 Access to Assessments

Assessments can be printed or administered digitally on SavvasRealize.com. With an age-appropriate interface, multiple-choice auto grading, and a wide variety of options, Savvas Realize® makes assessment both easy and meaningful.



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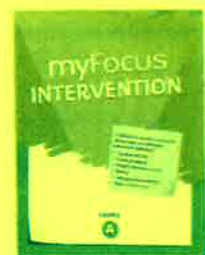
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Engaging cross-curricular stories that build content knowledge and focus on practicing literacy skills, oral language, comprehension, and vocabulary development.



Big Book Collection
(Grade K Only)
A favorite in the primary grades, Big Books establish a classroom reading culture and provoke endless imagination while inspiring children into reading.

Foundational Skills and Practice

Comprehensive system for explicit foundational skills instruction and practice.



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Engaging library of readers to practice every skill.



Skills Practice Book
Grade-specific, lesson-aligned additional practice opportunities.



Anchor Charts
Visual images of common phonics patterns help students make connections among words.



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goes new

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myView[®] LITERACY

The 4 CORE

Everything required to begin instruction starts with these four connected resources that establish routines, save planning time, and prioritize student achievement.



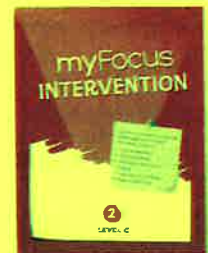
Teacher's Edition
Step-by-step explicit reading and writing instruction that eliminates the need for planning.



Student Interactive
An engaging and colorful book that organizes everything a student needs for reading and writing success.



Reading Routines Companion
Routine-based instruction for deeper practice and structured differentiation support.



myFocus Intervention
Scaffolded lessons connected to the week's instruction targeting skills for student intervention.

Engaging Literature

A diverse selection of genres featuring authentic literature that builds knowledge and inspires a lifelong love of reading and writing.



Trade Books
(20 titles per grade)
Timeless stories that ignite learning, fluency, and build vocabulary.



myView Readers
Engaging cross-curricular stories that build content knowledge and focus on practicing literacy skills, oral language, comprehension, and vocabulary development.



myFocus Reader
(Grades 1-5) Pre-planned small group intervention texts for students needing extra practice on the weekly skills.



Book Club Collection
A collection of literature utilized during Independent/Collaborative small group times that promote text-based conversations.

Foundational Skills and Practice

Comprehensive system for explicit foundational skills instruction and practice.



Decodable Readers
(Grades K-3)
Engaging library of readers to practice every skill.



Skills Practice Book
Grade-specific, lesson-aligned additional practice opportunities.



Anchor Charts
Visual images of common phonics patterns help students make connections among words.

goes
new

High-Frequency Word Cards
Builds vocabulary along with fluency and automaticity of word recall.



Letter Tiles
Build confidence for tactile and visual learners while introducing letters and skills.



Picture Word Cards
Supports learners as they make connections between images and words.



Alphabet Cards
Engaging and fun cards to extend alphabet skills practice.



Sound-Spelling Cards
Colorful cards that support identification of phonics patterns.

Digital Resources on SavvasRealize.com



Assessment Guide

Guides efficacy of assessments through the lens of pedagogy and implementation. Includes skills checklists and family-school connection letters.



Multilingual Learners: Language Awareness Handbook

Extra lesson-specific scaffolding opportunities designed specifically for multilingual learners featuring contrastive analysis charts.



The Professional Development Center

Watch videos from authors and experts to both learn about best practices and see them in action.

SAVVAS realize

Additional Teacher Resources

Small Group Guide

A professional development resource for learning how to elevate all aspects of small group time.

Dual Language Implementation Guide

Use this guide to create a holistic literacy experience in both languages.

Conference Checklists

Questions and recording checklists to help make the most of your one-on-one writing sessions.

Technology That Engages and Inspires



Additional Student Resources

Printable student practice, readers, and graphic organizers with differentiated literacy stations.



Mentor Text Printables

Authentic printable text that models a wide range of writing and storytelling conventions.



Digital Games

Improve skills, target phonemic awareness, phonics and high-frequency words, and deliver powerful teacher reports.



Savvas Now® Literacy

A digital resource library featuring videos, games, printable practice and Practice Generator where teachers can create their own practice pages.

24/7 Access to Assessments

Assessments can be printed or administered digitally on SavvasRealize.com. With an age-appropriate interface, multiple-choice auto grading, and a wide variety of options, Savvas Realize® makes assessment both easy and meaningful.



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0923-JK-MJ-581L1546

selected audit documentation to the aforementioned parties. These parties may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Illinois State Board of Education. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Dennis G. Koch is the engagement owner and is responsible for supervising the engagement and signing the reports. We expect to begin our audit on mutually agreed upon dates and to issue our reports no later than October 15.

Our fee for services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$14,750. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

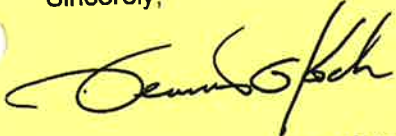
We will issue a written report upon completion of our audit of La Harpe Community School District #347's financial statements. Our report will be addressed to the Board of Education of La Harpe Community School District #347. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. If during our audit we become aware that La Harpe Community School District #347 is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to La Harpe Community School District #347 and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Sincerely,



Dennis G Koch & Associates LLC
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of La Harpe Community School District #347.

Management signature: _____
Title: Superintendent

Governance signature: _____
Title: President of the Board of Education

ISSUE 114

March 2024

Update Memo

Please distribute to board members and appropriate staff.

PRESS



Policy Reference Education Subscription Service

Contents

- Instructions..... p. 1
- PRESS Terminology p. 2
- PRESS Issue 114 Topic Bundles p. 2
- Progress Report p. 5
- Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) p. 6
- Next Issue: Summer Five-Year Reviews

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

1. Go to www.iasb.com and click on the  button on the top navigation.
2. Enter your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the  button on the top navigator bar. This will bring you to your account page
4. Under "My Account Links," click on "PRESS Login."

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Issue 114 Lead Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, (630) 629-3776, ext. 1219; Jeremy Duffy, IASB General Counsel and **PRESS** Editor, (630) 629-3776, ext. 1234; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, (630) 629-3776, ext. 1211.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated Policy Reference Manual (PRM) pages.

The Committee Worksheets, found by selecting a **PRESS Issue** at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a "tracked changes."

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – Policy Reference Education Subscription Service**.

For answers to common questions about using **PRESS**, see [Q&A: Getting the Most Out of Your PRESS Subscription](#), now available on IASB's website.

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 6.

Please spend time reviewing the **PRESS** online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS** Online. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.



Bullying

Public Act 103-47 amended the definition of bullying in 105 ILCS 5/27-23.7 to include bullying based on physical appearance, socioeconomic status, academic status, pregnancy, parenting status, and homelessness. In addition, district bullying policies must include provisions for notifying parents/guardians of all students involved in an alleged incident of bullying within 24 hours after school administration is made aware of students' involvement. While P.A. 103-47 became effective 6-9-23, it gave the Ill. State Board of Education (ISBE) until 1-1-24 to post a template for a model bullying prevention policy. IASB collaborated with ISBE to ensure that the update to sample **PRESS** policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* aligns with the ISBE model bullying prevention policy and meets statutory policy requirements.

The following **PRESS** materials are updated in response to this legislation:

- 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:180-AP1, Prevention, Identification, Investigation, and Response to Bullying
- 7:180-AP1, E1, Resource Guide for Bullying Prevention
- 7:180-AP1, E5, Report Form for Bullying
- 7:180-AP1, E7, Response to Bullying

Racism-Free Schools Law

Last spring, the General Assembly passed P.A. 103-472, the Racism-Free Schools Law (RFSL). The law requires school districts to have policies and procedures in place by 8-1-24 that specifically address discrimination, including harassment, based on race, color, and national origin. New sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, and new sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, address the policy and procedure requirements of this new law. Like other non-discrimination and harassment policies in the **PRM**, the new policy utilizes the existing complaint process in sample policy 2:260, *Uniform Grievance Procedure*.

Sample policy 5:100, *Staff Development Program*, is updated to reflect training required by RFSL and has also been rewritten due to Public Act 103-542, which significantly streamlines school in-service training requirements into eight categories. Though P.A. 103-542 was to be effective on 1-1-24, most of its changes become operative on 7-1-24. As a result, legislative action during Veto Session amended the effective date of P.A. 103-542 to 7-1-24.

The following **PRESS** materials are updated in response to this legislation:

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 2:260, Uniform Grievance Procedure
- 2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS** Policy Reference Manual (**PRM**) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

After adoption by the board, each policy should have an adoption date.

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, board policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.

Administrative procedures exhibits, always labeled with the "AP, E" format should be dated for implementation by the administrative staff.

2:260-AP2, Nondiscrimination Coordinator and Complaint Manager
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited – **NEW**
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin – **NEW**

5:10, Equal Employment Opportunity and Minority Recruitment – **REFORMATTED**
5:20, Workplace Harassment Prohibited
5:100, Staff Development Program – **REWRITTEN**
7:10, Equal Educational Opportunities
7:20, Harassment of Students Prohibited
7:20-AP, Harassment of Students Prohibited
7:190-E2, Student Handbook Checklist

School Violence Prevention

Sample policy 4:190, *Targeted School Violence Prevention Program*, and its suite of accompanying administrative procedures and exhibits regarding school threat assessment teams are adapted from the nationally recognized resource *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, provided by the Virginia Dept. of Criminal Justice Services and Virginia Center for School and Campus Safety. The fifth edition of this resource was published in July 2023, and the 4:190 policy suite has been updated to incorporate it. Where updates and editing were extensive, the material has been labeled as **REWRITTEN**.

The following **PRESS** materials are updated:

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 – **REWRITTEN**
4:190-AP2, Threat Assessment Team (TAT) – **REWRITTEN**
4:190-AP2, E1, Principles of Threat Assessment – **REWRITTEN**
4:190-AP2, E2, Threat Assessment Documentation
4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples – **REWRITTEN**
4:190-AP2, E4, Responding to Types of Threats
4:190-AP2, E5, Threat Assessment Case Management Strategies – **REWRITTEN**
4:190-AP2, E6, Targeted School Violence Prevention and Threat Assessment Education

Veto Session

The General Assembly passed trailer legislation in its Veto Session last fall to clarify bills passed last spring. P.A. 103-564 aligned the start of all new instruction related to Native American history and experience to the 2024-2025 school year and requires the Ill. State Board of Education to make certain instructional resources available on its website by

7-1-24. Additionally, P.A. 103-567 requires safety education to include water safety instruction.

The following **PRESS** materials are updated:

6:60, Curriculum Content
6:60-AP1, Comprehensive Health Education Program

Title Changes Only in Anticipation of Title IX Rulemaking

The U.S. Department of Education is expected to release final Title IX regulations within the next few months. It is expected that the scope of the updated regulations will be expanded to apply to all sex discrimination allegations, not merely to allegations of sexual harassment (as current regulations do). In anticipation of these regulatory changes, and to make titles within the **PRM** more timeless in the face of changing federal administrations, the titles of **PRM** materials related to Title IX, in the 2:265 policy suite, are updated to delete the term *sexual harassment*, as follows:

2:265, Title IX ~~Sexual Harassment~~ Grievance Procedure – **RENAMED**
2:265-AP1, Title IX ~~Sexual Harassment~~ Response – **RENAMED**
2:265-AP2, Formal Title IX ~~Sexual Harassment~~ Complaint Grievance Process – **RENAMED**
2:265-E, Title IX ~~Sexual Harassment~~ Glossary of Terms – **RENAMED**

In addition, text in the following **PRESS** materials reference the 2:265 suite by name, and are included in this **PRESS** issue solely to update the titles to those materials:

2:150-AP, Superintendent Committees
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
5:90-AP1, Coordination with Children's Advocacy Center
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest
7:185, Teen Dating Violence Prohibited

Please note that because these materials only contain suite 2:265 title changes and have not undergone a substantive review for this issue, the month and year indicated in the upper left-hand corner of each document is not updated to March 2024.

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

The following **PRESS** materials are updated:

4:170-AP2, E6, Letter to Parents/Guardians About Safe Firearm Storage – **NEW**

5:10-AP, Workplace Accommodations for Nursing Mothers
5:300, Schedules and Employment Year
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students

PRM Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 462 separate pieces of material, including policies, administrative procedures, and safety related exhibits.

The following **PRESS** material is updated in response to a five-year review:

2:40, Board Member Qualifications
2:60, Board Member Removal from Office
2:140, Communications To and From the Board
2:140-E, Guidance for Board Member Communications, Including Email Use
2:170-AP, Qualification Based Selection
2:250-E1, Written Request for District Public Records
4:20, Fund Balances
4:45-AP1, Insufficient Fund Checks
4:45-E1, Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)
4:45-E2, Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge
4:55-AP, Controls for the Use of District Credit and Procurement Cards
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
4:170-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
4:170-AP2, E4, Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting
4:170-AP6, Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED
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, E1, Informing Parents/Guardians About Offender Community Notification Laws
6:185, Remote Educational Program
7:10-E, Equal Educational Opportunities Within the School Community

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

PRESS Issue 114 Trivia

298 PRM pages • 118,081 words • 70 PRM materials

Progress Report - The contents of this table frequently change.

Topics	Our Response
<p>Final Title IX Regulations Expected Soon</p> <p>The U.S. Department of Education is expected to release final Title IX regulations in the next few months or later. These regulations would replace 2020 Title IX regulations and would require extensive updates to existing policies and procedures governing discrimination based on sex, including sexual harassment.</p>	<p>Relevant PRESS materials, including sample policy 2:265, <i>Title IX Grievance Procedure</i>, and its accompanying materials will be substantively updated once the final regulations are issued.</p>
<p>Boards Need to Study and Decide Potential Opt-Out From College and Career Pathway Endorsement Requirement by 7-1-25</p> <p>105 ILCS 5/10-20.83, added by P.A. 102-917, will require boards to elect to implement College and Career Pathway Endorsements for grades 9 through 12 by 7-1-25, unless a board decides to opt out of all or part of the requirement by adopting a set of findings that considers six different factors. See https://ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0917.</p>	<p>Relevant PRESS materials, including sample policy 6:60, <i>Curriculum Content</i>, will be updated in the legislative PRESS issue released in the fall.</p>

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions
2:40, Board Member Qualifications	The policy is updated for continuous improvement. The Cross References and footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:60, Board Member Removal from Office	The policy is unchanged. The footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:140, Communications To and From the Board	The policy is unchanged. The footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:140-E, Guidance for Board Member Communications, Including Email Use	The exhibit is updated in response to a five-year review. <input type="checkbox"/>
2:150-AP, Superintendent Committees	The procedure is solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking. <input type="checkbox"/>
2:170-AP, Qualification Based Selection	The procedure is updated in response to a five-year review. <input type="checkbox"/>
2:250-E1, Written Request for District Public Records	The exhibit is updated in response to a five-year review. <input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to web-post its policy (or policies) that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation; 2. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504, requiring a district to web-post the name(s) of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school; 3. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking; and 4. Continuous improvement. <input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

2:260, Uniform Grievance Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. The policy and footnotes are also updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking, and for continuous improvement. Continuous improvement changes are also made to the Legal References and footnotes. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct	The procedure is updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have procedures for responding to complaints of discrimination and harassment based on race, color, and national origin, and retaliation, and for continuous improvement.	<input type="checkbox"/>
2:260-AP2, Nondiscrimination Coordinator and Complaint Manager	The procedure is updated in response to: <ol style="list-style-type: none"> 1. 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation; 2. Titles changes to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, and 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, in anticipation of Title IX rulemaking; and 3. Continuous improvement. 	<input type="checkbox"/>
2:265, Title IX Sexual Harassment Grievance Procedure	RENAMED. The policy title only is changed to delete the term <i>sexual harassment</i> in anticipation of Title IX rulemaking.	<input type="checkbox"/>
2:265-AP1, Title IX Sexual Harassment Response	RENAMED. The procedure title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process	RENAMED. The procedure title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-E, Title IX Sexual Harassment Glossary of Terms	RENAMED. The exhibit title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	NEW. The policy is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation.	<input type="checkbox"/>
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin	NEW. The procedure is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have procedures for responding to complaints of discrimination and harassment based on race, color, and national origin, and retaliation.	<input type="checkbox"/>
4:20, Fund Balances	The policy is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
4:45-AP1, Insufficient Fund Checks	The procedure is updated in response to a five-year review.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

4:45-E1, Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:45-E2, Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:55-AP, Controls for the Use of District Credit and Procurement Cards	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-AP1, School Bus Post-Accident Checklist	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-AP3, School Bus Safety Rules	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-E, Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses	The exhibit is unchanged in response to a five-year review.	<input type="checkbox"/>
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
4:170-AP2, E1, Letter to Parents/Guardians Regarding Student Safety	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E2, Letter to Parents/Guardians Regarding the Dangers of Underage Drinking	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E3, Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E4, Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E6, Letter to Parents/Guardians About Safe Firearm Storage	NEW. The optional exhibit is created based on a template recently developed by the U.S. Dept. of Education's Readiness and Emergency Management for Schools Technical Assistance Center.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

4:170-AP6, Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP8, Movable Soccer Goal Safety	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:175-AP1, E1, Informing Parents/Guardians About Offender Community Notification Laws	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:190, Targeted School Violence Prevention Program	The policy and footnotes are updated in response to <i>Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines</i> , Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcps.virginia.gov/sites/dcps.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf .	<input type="checkbox"/>
4:190-AP1, Targeted School Violence Prevention Program	The procedure is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP1, E1, Targeted School Violence Prevention Program Resources	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, Threat Assessment Team (TAT)	REWRITTEN. The procedure is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E1, Principles of Threat Assessment	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E2, Threat Assessment Documentation	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E4, Responding to Types of Threats	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E5, Threat Assessment Case Management Strategies	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E6, Targeted School Violence Prevention and Threat Assessment Education	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

<p>5:10, Equal Employment Opportunity and Minority Recruitment</p>	<p>REFORMATTED. The policy, Legal References, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, above. The Legal References and footnotes are also updated in response to:</p> <ol style="list-style-type: none"> 1. Pregnant Worker Fairness Act, 42 U.S.C. §2000gg <i>et seq.</i>, added by Pub.L. 117-328, the Fair Labor Standards Act; 2. Fair Labor Standards Act (FLSA), 29 U.S.C. §218d, added by Pub.L. 117-328, requiring employers to provide reasonable break time for nursing employees to express breast milk; and 3. Continuous improvement. <p>The footnotes are further updated in response to the Gender Violence Act, 740 ILCS 82/11, added by P.A. 103-202, imposing liability on employers for gender-related violence in the workplace under limited circumstances, and <i>Groff v. DeJoy</i>, 600 U.S. 447 (2023), a U.S. Supreme Court case addressing an employer’s obligation to reasonably accommodate an employee’s religious practices.</p> <p>The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>
<p>5:10-AP, Workplace Accommodations for Nursing Mothers</p>	<p>The procedure is updated in response to FLSA, 29 U.S.C. §218d, added by Pub. L. 117-328, requiring employers to provide reasonable break time for nursing employees to express breast milk.</p>	<input type="checkbox"/>
<p>5:20, Workplace Harassment Prohibited</p>	<p>The policy, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, above, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The footnotes are updated for continuous improvement.</p>	<input type="checkbox"/>
<p>5:90-AP1, Coordination with Children’s Advocacy Center</p>	<p>The procedure is solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:100, Staff Development Program	<p>REWRITTEN. The policy, Legal References, Cross References, Administrative Procedure references, and footnotes are updated. The policy and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 7-1-24, streamlining school staff training requirements into eight distinct categories; 775 ILCS 5/5A-103, added by P.A. 103-472, eff. 8-1-24, requiring all employees be trained on the prevention of discrimination and harassment based on race, color, and national origin; and Subscriber feedback, to include a new default subheading, Additional Training Requirements, listing training required by State and/or federal law that is not required to be specified in policy. Boards that choose not to list these additional trainings may delete this subheading. <p>The Legal References are updated to include 105 ILCS/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, for the reason stated above.</p> <p>The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>.</p> <p>The Administrative Procedure references are updated to include new administrative procedure 2:270-AP, <i>Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin</i>, and to incorporate title changes to 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, and 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy, footnotes, and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
5:300, Schedules and Employment Year	The Legal References, Cross References, and footnotes are updated. The Legal References and footnotes are updated for the reason stated in 5:10-AP, <i>Workplace Accommodations for Nursing Mothers</i> , above. Other continuous improvement updates are made to the footnotes. 5:10, <i>Equal Employment Opportunity and Minority Recruitment</i> , is added to the Cross References.	<input type="checkbox"/>
6:60, Curriculum Content	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/27-21 and 105 ILCS 5/27-20.3, amended by P.A. 103-564, requiring ISBE to make certain instructional materials available on its website regarding Native American history and experience by 7-1-24, and for continuous improvement.	<input type="checkbox"/>
6:60-AP1, Comprehensive Health Education Program	The procedure is updated in response to 105 ILCS 5/27-17, amended by P.A. 103-457, mandating water safety instruction for students in pre-K through grade 6 as part of safety education, and for continuous improvement.	<input type="checkbox"/>
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities	This procedure is updated to solely consist of the location of the district's special education procedures and to move the description of available resources to footnote 1.	<input type="checkbox"/>
6:185, Remote Educational Program	The policy is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:10, Equal Educational Opportunities	The policy, Legal References, Cross References, and footnotes are updated. The policy and footnotes are updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> . The Legal References and footnotes are also updated for continuous improvement, and the footnotes are further updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students	The procedure is updated in response to: <ol style="list-style-type: none"> 1. <u>A.C. v. Metropolitan Sch. Dist. of Martinsville</u>, 45 F.4th 760 (7th Cir. 2023), holding that a school's refusal to allow a transgender student access to the bathroom that aligns with his gender identity violates Title IX; 2. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking; and 3. Continuous improvement. 	<input type="checkbox"/>
7:10-E, Equal Educational Opportunities Within the School Community	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:20, Harassment of Students Prohibited	The policy, Legal References, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above, and in response to: <ol style="list-style-type: none"> 1. 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying; and 2. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. <p>The Legal References are updated for continuous improvement. The footnotes are updated for the same reasons as the policy, to incorporate the title changes to 2:265-E, <i>Title IX Sexual Harassment Glossary of Terms</i>, 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, and 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in anticipation of Title IX rulemaking, and for continuous improvement. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, is added to the Cross References.</p>	<input type="checkbox"/>
7:20-AP, Harassment of Students Prohibited	The procedure is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy and footnotes are updated in response to: <ol style="list-style-type: none"> 1. 105 ILCS 5/27-23.7, amended by P.A. 103-47, to include additional bases for bullying, require data collection by districts, and require notification within 24 hours to the parents/guardians of students involved in bullying incidents; and 2. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>. <p>The Cross References are updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking, and new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>.</p>	<input type="checkbox"/>
7:180-AP1, Prevention, Identification, Investigation, and Response to Bullying	The procedure is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to require notification within 24 hours to the parents/guardians of students involved in bullying incidents, and for continuous improvement.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:180-AP1, E1, Resource Guide for Bullying Prevention	The exhibit is updated to include a link to ISBE's model policy for bullying prevention and for continuous improvement.	<input type="checkbox"/>
7:180-AP1, E5, Report Form for Bullying	The exhibit is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to include additional bases for bullying.	<input type="checkbox"/>
7:180-AP1, E7, Response to Bullying	The exhibit is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to require notification within 24 hours to the parents/guardians of students involved in bullying incidents.	<input type="checkbox"/>
7:185, Teen Dating Violence Prohibited	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504, requiring districts to list in student handbook(s) the names of employees trained on the Prioritization of Urgency of Need for Services (PUNS) database in each school; 2. 105 ILCS 5/22-95(b)(3) (final citation pending), requiring a board's policy prohibiting discrimination and harassment based on race, color, and national origin, and retaliation be included in student handbook(s), along with an accessible and age-appropriate summary of the policy; 3. 105 ILCS 5/2-3.188, added by P.A. 102-676, requiring districts to notify parents/guardians at the beginning of the school year of the availability of ISBE's resource guide on sexual abuse response and prevention; and 4. Continuous improvement. 	<input type="checkbox"/>



The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.

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School Board

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School Board

Board Member Qualifications

A School Board member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, certain types of State or federal employment, and conviction of an infamous crime. A child sex offender, as defined in State law, is ineligible for School Board membership.

LEGAL REF.: Ill. Constitution, Art. II, §1; Art. IV, §2(e); Art. VI, §13(b).
105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (School District Elections), 2:70 (Vacancies on the School Board - Filling Vacancies)

School Board

Board Member Removal from Office

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.

LEGAL REF.: 105 ILCS 5/3-15.5.

CROSS REF.: 2:70 (Vacancies on the School Board - Filling Vacancies)

School Board

Communications To and From the Board

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. The Superintendent or designee shall:

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
50 ILCS 205/20, Local Records Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

School Board

Exhibit - Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the School Board to discuss District business only at a properly noticed Board meeting. 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*.

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a *do not reply/forward* alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."**
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a *do not reply/forward* alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."**
6. Board members should not forward email received from another Board member.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A public record is any recorded information "pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body." 5 ILCS 140/2. Email sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a *public record* (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the email is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

First, the communication pertains to the transaction of public business, and

Second, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in City of Champaign v. Madigan, 992 N.E.2d 629 (Ill. App. Ct. 2013).

The following *examples* describe FOIA's treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
 - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work would not be a public record. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
 - b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
 - c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
 - d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.
 - e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine when a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a *public record* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. 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 not to destroy any electronic records that might be relevant. This is referred to as a litigation hold. For more discussion of a *litigation hold*, see 2:250-AP2, *Protocols for Record Preservation and*

Development of Retention Schedules. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

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 committee reports directly to the Superintendent or designated 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 policies 5:40, *Communicable and Chronic Infectious Disease*; and 7:280, *Communicable and Chronic Infectious Disease*.

Task force members include the Superintendent or designee, District medical advisor, a school nurse, and representatives from the School Board, local health department, PTA or PTO, 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 temporary excusal from or return to his/her work assignment.

Team members may 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.

Anaphylaxis Prevention, Response, and Management Committee

This committee develops and implements the District's Anaphylaxis Prevention, Response, and Management Program and reports directly to the Superintendent or designee. It monitors the program and establishes a schedule to ensure the Superintendent reports on the program's effectiveness to the Board at least once every three years. See policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, and

administrative procedure 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, based upon the Ill. State Board of Education (ISBE) Anaphylaxis Response Policy for Illinois Schools at: www.isbe.net/Documents/Anaphylactic-policy.pdf.

Committee members may 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.
- f. Recommends a method to explicitly inform employees of the consequences of violating the District's policy.
- g. Recommends best practices for discipline of employees who are suspected of violating or are violating the District's policy.

Committee members may 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; Code of Professional 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 the 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 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, 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 serve 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.

Transitional Bilingual Education (TBE) Programs Parent Advisory Committee

This committee is required. The committee maximizes the practical involvement of parents/guardians of students in the District's TBE program(s). Its purpose is to:

1. Afford parents/guardians the opportunity to effectively express their views; and
2. Ensure that the District's program(s) are planned, operated, and evaluated with the involvement of, and in consultation with, parents/guardians of students served by the program(s).

All Building Principals or their designees serve on this team. Other committee members must include parents/guardians of students enrolled in the District's TBE program(s), transitional bilingual education teachers, counselors, and representatives from community groups. A majority of the committee members (or if the District has multiple committees, each committee) must be parents/guardians of students enrolled in the District's TBE program(s).

This committee must elect officers, establish internal rules, guidelines, and procedures. 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 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.

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. This committee must also establish: (a) a teacher evaluation plan that ensures that each tenured teacher whose performance is rated as either excellent or proficient is evaluated at least once in the course of the three school years after receipt of the rating, and (b) implement an informal teacher observation plan established by ISBE rule and by agreement of this committee to ensure that each tenured teacher in this category is at least informally observed at least once in the course of the two school years after receipt of the excellent or proficient rating. 105 ILCS 5/24A-5, amended by P.A. 102-252.
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. 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). 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. 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 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*.

This committee also supports the District's submission of an annual report to ISBE regarding educational technology capacities and policies.

Remote Learning Committee

This committee develops a plan for instruction in grades pre-kindergarten through 12 and presents it to 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)* and exists until its function has been fulfilled.

Time Out and Physical Restraint Oversight Team

The Time Out and Physical Restraint Oversight Team is required. The Team includes, but is not limited to, Building Principals, teachers, paraprofessionals, school service personnel, and administrators to develop:

1. A school district plan, including school-specific considerations, for reducing and eventually eliminating the use of isolated time out, time out, and physical restraint in accordance with the goals and benchmarks established by ISBE; and
2. Procedures to implement the plan and make the plan available for review by parents/guardians.

The Team also supported the District's submission to ISBE of the plan by July 1, 2022, and of progress reports annually thereafter through July 1, 2024, as well as notification to parents/guardians when plans and progress reports are available for review.

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. Effective January 1, 2019, this amount increases 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 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</p>

Actor	Action
	<p>in 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.: 50 ILCS 510/, Local Government Professional Services Selection Act.
105 ILCS 5/10-20.21.

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: _____

	<i>Check if you are requesting:</i>		
Record description <i>(Please be specific)</i>	Electronic Copy <i>(Specify format)</i>	Inspection	Copy

School Board

Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records

[For use by only those Districts that have websites.]

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
<p>*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year</p> <p>*Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded</p> <p>*Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded</p> <p>Note: For school districts that do not post board meeting notices and/or agendas on a website (because they do not have a website maintained by a full-time staff member), the notice and agenda must be continuously available for public review during the entire 48-hour period preceding the meeting</p>	<p>5 ILCS 120/2.02.</p>
<p>*Official open meeting minutes that are posted within 10 days of the Board’s approval and remain posted for at least 60 days (required if the District has a website maintained by a full-time staff member)</p>	<p>5 ILCS 120/2.06(b).</p>
<p>*Description of the District and its records including:</p> <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) 	<p>5 ILCS 140/4.</p> <p>The District must prominently post the list at each administrative office and make it available for inspection and copying.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
<ul style="list-style-type: none"> 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 9. Address where requests for public records should be directed 10. Fees 	
*A hyperlink to an email address(es) for members of the public to communicate with members of the Board	50 ILCS 205/20. The hyperlink must be easily accessible from the District's home page.
Annual budget for current fiscal year, itemized by receipts and expenditures	105 ILCS 5/17-1.2. This may be accomplished using the 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.
*Notice of a public hearing under the Truth in Taxation Law, when applicable (required if the District has a website maintained by a full-time staff member)	35 ILCS 200/18-75. The notice must be posted not more than 14 days nor less than seven days prior to the date of the public hearing. <i>Id.</i> at 18-80.
*Notice of public hearing on waiver or modification of a School Code mandate, when applicable	105 ILCS 5/2-3.25g(c-5). The time, date, place, and general subject matter of the public hearing must be posted least 14 days prior to the hearing. If the District is requesting to increase the fee charged for driver education authorized pursuant to 105 ILCS 5/7-24.2, the website information must include the proposed amount of the fee the district will request. See 2:20-E, <i>Waiver and Modification Request Resource Guide</i> .
*District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year, unless otherwise provided by law)	105 ILCS 5/10-17a, amended by P.A.s 102-16 and 102-539. Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must:

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	<p>(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).</p> <p>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>*The District's discipline plan and progress on the plan, in the event the District is identified by ISBE to be in the top 20% (for three consecutive years) of districts for out-of-school suspensions, out-of-school expulsions, or racial disproportionality in the use of out-of-school suspensions and expulsions</p>	<p>105 ILCS 5/2-3.162.</p> <p>If the District is required to submit a plan to ISBE, it must be approved at a public board meeting and posted on the District's website. Within one year after being identified by ISBE, the District must submit to ISBE and post on its website a progress report describing implementation of the plan and the results achieved.</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.</p> <p>There is no statutory timeline for web-posting.</p> <p>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>
<p>*Contract(s) with any commercial driver training school(s) for driver education</p>	<p>105 ILCS 5/27-24.2.</p> <p>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.</p>
<p>Annual Statement of Affairs</p>	<p>105 ILCS 5/10-17.</p> <p>The District is not required to web-post this document. It must, annually by Dec.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	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.
*Fiscal Efficiency Report, summarizing the District's attempts to improve fiscal efficiency through shared services or outsourcing in the prior fiscal year	105 ILCS 5/17-1.1, amended by P.A. 102-1088. The report must be: (1) approved by the Board at an open meeting, and (2) primarily in checklist form and approximately one page in length.
Beginning in levy year 2022, if the District has an aggregate property tax levy greater than \$5,000,000, it will make good faith efforts to electronically publish the following data from all vendors and subcontractors doing business with the District: <ol style="list-style-type: none"> 1. Whether the vendor or subcontractor is minority-owned, women-owned, or veteran-owned 2. Whether the vendor or subcontractor holds a certification as a minority-owned, women-owned, or veteran-owned business as defined in 30 ILCS 575/, or if they are self-certifying; and 3. If the vendor self-certifies, whether it qualifies as a small business under federal Small Business Administration standards (See www.sba.gov/federal-contracting/contracting-guide/size-standards). 	35 ILCS 200/18-50.2, added by P.A. 102-265. The law does not define <i>electronically publish</i> ; website posting is a means of compliance. This item is not asterisked should the District choose to electronically publish the information offline.
*Notice of a public hearing at which the Board will consider closing a school, when applicable	105 ILCS 5/10-22.13. The notice of the public hearing must be provided at least 10 days prior to the hearing and include the time, date, place, and name or description of the school building that the Board is considering closing.
*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.	105 ILCS 85/27(a)(1). 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

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 description of the procedures that parents/guardians may use to carry out their rights under 105 ILCS 85/33(c)(1), (2), & (3), 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>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).</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).</p> <p>This list must also be updated by Jan. 31 and July 31 each year, as needed.</p>
<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 <i>personal information</i> 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).</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 Grievance Procedure</i></p>	<p>34 C.F.R. §106.8.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
*Training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators	34 C.F.R. §106.45(b)(10)(i)(D). 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 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. The District must have an age-appropriate 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, amended by P.A. 102-267.
*Contact information for the National Suicide Prevention Lifeline (988) and Crisis Text Line (Text 741741), if the District does not issue student identification cards to all students	105 ILCS 5/10-20.81, added by P.A. 102-416 and renumbered by P.A. 102-813, amended by P.A. 103-143.
*Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes, without	105 ILCS 5/10-20.47. Annually on or before Oct. 1: (1) the information must be presented at a regular

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
limitation, vacation days, sick days, bonuses, annuities, and retirement enhancements	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.
*All records pertaining to the creation, alteration or revision of school attendance areas shall be open to the public	105 ILCS 5/10-21.3. This law also requires school attendance areas to be periodically revised, if necessary, to prevent or eliminate segregation by color, race, or nationality. See Board policy 7:30, <i>Student Assignment and Intra-District Transfer</i> .
*Vacancies for teaching positions in a subject shortage area, before hiring a retired teacher to any such position	40 ILCS 5/16-150.1, amended by P.A. 102-440. The District must, on an ongoing basis, post the vacancy for a period of at least 90 days during the six months preceding either the fall or spring term for which it seeks to employ a retired teacher in a subject shortage area. This posting requirement is in effect for employment ending no later than June 30, 2024.
*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. 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), prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if the employee is fired by the board for <i>misconduct</i> , which includes sexual harassment and/or discrimination. <u>Id.</u> at

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	415/5. For more discussion about the reconciling these laws, see f/n 6 in sample policy 2:260, <i>Uniform Grievance Procedure</i> .
*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	5 ILCS 120/7.3. 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. The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., Teachers' Retirement System (TRS) participants.
*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; total compensation package 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	5 ILCS 120/7.3. 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. The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.
*As an employer that participates in IMRF, a link to information posted on the IMRF website at: www.imrf.org/en/about-imrf/transparency/employer-cost-and-participation-information	40 ILCS 5/7-135.5.
*Board policy 5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i>	105 ILCS 5/22-85.5(e), added by P.A. 102-676.

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
A description of activities to address intergroup conflict (an optional program authorized by 105 ILCS 27-23.6)	105 ILCS 5/27-23.6(c).
<p>The total number of personnel with a school support personnel endorsement, and for each endorsement area:</p> <ol style="list-style-type: none"> 1. Those actively employed by the District on a full-time basis; 2. Those actively employed by the District on a part-time basis; and 3. Those actively employed by a special education cooperative providing services to students in the District 	<p>105 ILCS 5/10-20.80, added by P.A. 102-302 and renumbered by P.A. 102-813.</p> <p>Annually by Dec. 1, the District must report its school support personnel information as of Oct. 1 to ISBE and web-post it.</p>
The total number of students enrolled in the District and of that total, the number of students with an individualized education program (IEP) or Section 504 plan	<p>105 ILCS 5/2-3.182, added by P.A. 102-302 and renumbered by P.A. 102-813.</p> <p>Annually by Dec. 1, the District must report its enrollment information as of Oct. 1 to ISBE and web-post it.</p>
*Notice that students with disabilities who do not qualify for an IEP may qualify for services under Section 504	<p>105 ILCS 5/14-6.01, amended by P.A. 102-1072. The notice shall: (1) identify the location and phone number of the District office or employee to whom inquiries about the identification, assessment, and placement of children with disabilities should be directed, and (2) inform parents/guardians who are deaf or do not typically communicate using spoken English that they are entitled to the services of an interpreter when participating in a Section 504 meeting.</p>
*Names of Board members who have completed professional development leadership training	<p>105 ILCS 5/10-16a, amended by P.A. 102-638, 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</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>copy of their certificate of completion with the Board.</p> <p>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.</p>
<p>Immunization data reported to ISBE by each Nov. 15</p>	<p>105 ILCS 5/27-8.1(6).</p> <p>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.</p>
<p>Information on mental health issues and local treatment resources</p>	<p>The Ill. House of Representatives encouraged this in HR 478 (99th General Assembly, 5-31-15).</p>
<p>*All reliable assessments, scored by entities other than the District that are administered in each of the District's schools</p>	<p>105 ILCS 5/22-82(b).</p> <p>These must be made available to parents and/or guardians through the District's website or paper handouts.</p>
<p>*The District's Remote and/or Blended Remote Learning Day Plan, when the Governor has declared a public health emergency pursuant to 20 ILCS 3305/7.</p>	<p>105 ILCS 5/10-30(6).</p>
<p>*When the Board allows for student participation in registered apprenticeship programs:</p> <ol style="list-style-type: none"> 1. Notification to students and parents of the opportunities for registered apprenticeships, which includes the following statements: <ol style="list-style-type: none"> a. Students may participate in any registered apprenticeship program listed by the District, and b. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered 	<p>23 Ill.Admin.Code §255.200(b)(4) and (c).</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>apprenticeship program is not offered in the District.</p> <p>2. Board policy 6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> (specifically, the section titled Registered Apprenticeship Program)</p> <p>3. A form for a parent/guardian to request that when their child successfully completes a registered apprenticeship program, it be substituted for a course</p>	
<p>*If offered by the District, identification of the curriculum the District uses to provide comprehensive personal health and safety and comprehensive sexual health education (National Sex Education Standards (NSES)), the scope and sequence of these instructional materials, and the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials</p>	<p>105 ILCS 5/27-9.1a, added by P.A. 102-522.</p>
<p>*Board policy 6:135, <i>Accelerated Placement Program</i></p>	<p>23 Ill.Admin.Code §227.60(a).</p>
<p>*Board policy 7:70, <i>Attendance and Truancy</i></p>	<p>23 Ill.Admin.Code §207.20(b).</p>
<p>*Board policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i></p>	<p>105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24.</p>
<p>*The name(s) of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District.</p>	<p>105 ILCS 5/2-3.163(c), amended by P.A. 103-504.</p> <p>Every public school must designate at least one employee to take the Ill. Dept. of Human Services' PUNS training. <u>Id.</u> See Board policy 5:100, <i>Staff Development Program</i>.</p>
<p>*If the District has one or more school buses equipped with an automated traffic law enforcement system, notice to drivers that its buses are so equipped.</p>	<p>625 ILCS 5/11-208.9(m).</p>

School Board

Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

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

Right to Pursue Other Remedies Not Impaired

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

remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

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

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

Nondiscrimination Coordinator:

Name Dr. Janet Gladu, Superintendent

Address

404 West Main St., La Harpe, IL 61450

Email jgladu@laharpeeagles.com

Telephone 217-659-7739

Complaint Managers:

Name Ryan Hopper, Principal

Address

404 West Main St., La Harpe, IL 61450

Email rhopper@laharpeeagles.com

Telephone 217-659-3713

Name Ashlee Goettsche

Address

404 West Main St., La Harpe, IL 61450

Email agoettsche@laharpeeagles.com

Telephone 217-659-3713

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
 20 U.S.C. §1232g, Family Education Rights Privacy Act.
 20 U.S.C. §1400, The Individuals with Disabilities Education Act.
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.
 29 U.S.C. §206(d), Equal Pay Act.
 29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
 29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
 29 U.S.C. §2612, Family and Medical Leave Act.
 42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
 42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
 42 U.S.C. §12101 et seq., Americans With Disabilities Act.
 105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69 5/10-20.75, 5/10-22.5, 5/22-19,
 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
 5 ILCS 415/10(a)(2), Government Severance Pay Act.
 5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
 410 ILCS 513/, Ill. Genetic Information Privacy Act.
 740 ILCS 174/, Whistleblower Act.
 740 ILCS 175/, Ill. False Claims Act.
 775 ILCS 5/, Ill. Human Rights Act.
 820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.
 820 ILCS 112/, Equal Pay Act of 2003.
 820 ILCS 70/, Employee Credit Privacy Act.
 23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

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. For complaints of discrimination or harassment based on race, color, or national origin, refer to this procedure and 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

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 Board 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, each of a different gender. A Complaint Manager investigates: (1) complaints filed under Board 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.

ADMIN PROC.: 2:270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin)

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. The Complaint Manager administers the complaint process in Board policy 2:260, *Uniform Grievance Procedure*.

Superintendent Responsibilities

- A. Appoints individuals to serve as Nondiscrimination Coordinator and Complaint Manager whose skill set suggests 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, each of a different 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 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.
 3. Communicating to employees and students their functions and responsibilities.
 4. Providing them resources and professional development opportunities.
 5. 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 Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 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 timelines 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 Grievance Procedure
- 2:265-AP1 Title IX Response
- 2:265-AP2 Formal Title IX Complaint Grievance Process
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

2:260-AP2

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2:270-AP Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin

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

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.

“Laws and Guidance,” U.S. Equal Employment Opportunity Commission, <https://www.eeoc.gov/laws-guidance-0>.

“Frequently Asked Questions,” U.S. Dept. of Education, Office for Civil Rights, www2.ed.gov/about/offices/list/ocr/faqs.html.

School Board

Title IX Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. 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; or
3. *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)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means 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.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *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.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Name Ashlee Goettsche

Address

404 West Main Street, La Harpe, IL 61450

Email agoettsche@laharpeeagles.com

Telephone 217-659-3713

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the Complainant of the availability of supportive measures with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the Complainant the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment*

Prohibited; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics*; *Code of Professional Conduct*; and *Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment* Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - 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.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker 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.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

School Board

Exhibit – Title IX 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 Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX 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 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 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 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; Code of Professional 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)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).
 - *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)(11).

- *Domestic violence* includes any felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who: (1) is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim; (2) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (3) shares a child in common with the victim; or (4) commits acts against a youth or adult victim who is protected from those acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(12).
- *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)(36).

School Board

Administrative Procedure – Title IX 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 Complaint Grievance Process*.

Glossary of Terms

Use exhibit 2:265-E, *Title IX Glossary of Terms*, in conjunction with this procedure.

Training

Actor	Action
Superintendent or Designee	<p>Ensures:</p> <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.

Actor	Action
	§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 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>

	<ul style="list-style-type: none"> ● 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? 6. 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 Grievance Procedure</i>? <p>See 2:265-E, <i>Title IX 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 Complainant 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 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>

	Proceeds to and follows 2:265-AP2, <i>Formal Title IX Complaint Grievance Process</i> , in conjunction with any response required by this procedure.
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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 7. 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	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

	<p>Title IX Sexual Harassment Complaint was filed. 34 C.F.R. §106.45(b)(10)(ii). Ensures that records document:</p> <p>Why the District's response to the sexual harassment allegation was not deliberately indifferent, e.g., was deliberately concerned and appropriate;</p> <p>The supportive measures the District took to restore or preserve equal access to its education program or activity; and</p> <p>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> <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> <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.</p>
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School Board

Administrative Procedure – Formal Title IX 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 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 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 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 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.
8. 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.
 9. 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	<p>During an investigation and throughout the Grievance Process (34 C.F.R. §106.45(b)(5)):</p> <ol style="list-style-type: none"> 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). 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).

Actor	Action
	<p>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).</p> <p>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).</p> <p>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></p> <p>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> <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

Initial Decision-Maker	<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>
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	<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; 3. Describes the procedural steps taken from the receipt of the Formal Title IX Sexual Harassment Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence; 4. Contains findings of fact supporting the determination; 5. Contains conclusions regarding the application of the District’s policies and procedures to the facts;
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	<p>6. 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</p> <p>7. Outlines the District's procedures and permissible bases for the Complainant and Respondent to appeal.</p>
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. 3. Promptly forwards all materials relative to the appeal to the Appellate Decision-Maker. <p>Note: The District must ensure that the Appellate Decision-Maker is not the same person as the Initial Decision-Maker, the</p>

Actor	Action
	<p>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> <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.</p>

Students

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

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

Examples of Prohibited Conduct

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

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

Making a Report or Complaint; Investigation Process

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

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

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

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

Federal and State Agencies

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

Prevention and Response Program

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

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

Policy Posting and Distribution

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

Enforcement

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

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

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

Retaliation Prohibited

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

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

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

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

School Board

Administrative Procedure – Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin

The District responds to all reports of alleged discrimination and harassment based on an individual's race, color, or national origin in violation of federal law, State law, and/or Board policy. Use this procedure and 2:260-AP1, *Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct*, to implement the District's response to reports of discrimination and harassment based on a student's, employee's, or community member's race, color, or national origin, as well as any related complaints of retaliation.

Training

Actor	Action
Superintendent or Designee	<p>Ensures all District employees receive training on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. Uses the model training program developed by the Ill. Dept. of Human Rights (IDHR) or another training program that includes, at a minimum, the following (775 ILCS 5/5A-103(b), added by P.A. 103-472, eff. 8-1-24):</p> <ol style="list-style-type: none"> 1. A primary focus on prevention of discrimination and harassment based on race, color, and national origin and retaliation; 2. An explanation of discrimination and harassment based on race, color, and national origin and an explanation of retaliation; 3. Examples of conduct that constitute discrimination and harassment based on race, color, and national origin and retaliation; 4. An explanation, with examples, of how patterns of conduct can, taken together over time, rise to the level of bullying, harassment, or discrimination; 5. An explanation of the difference between discrimination based on disparate treatment and discrimination based on disparate impact; 6. A summary of other classes that are protected from harassment and discrimination, and a statement that training intended to improve recognition of discrimination based on race, color, and national origin does not diminish protections under the law for other protected classes; 7. An explanation of the difference between harassment as defined under the Ill. Human Rights Act (IHRA) and bullying; 8. A summary of relevant federal and State statutory protections and remedies available to victims concerning discrimination and harassment based on race, color, and national origin, and retaliation, including, but not limited to, a summary of the IHRA's protections from discrimination, harassment and retaliation in the following contexts: (a) students toward other students; (b) teachers and other school employees toward students; (c) students toward teachers and

Actor	Action
	<p>other school employees; and (d) teachers and other school employees toward other teachers and other school employees.</p> <p>9. Directions on how to contact the IDHR if a school fails to take corrective action to stop the harassment or discrimination;</p> <p>10. A summary of responsibilities of schools in the prevention, investigation, and corrective measures of discrimination, harassment, and retaliation, including, but not limited to, explanation of responsibilities in the contexts listed in item #8, above; and</p> <p>11. An explanation of the liability for discrimination, harassment, and retaliation under the IHRA.</p>

Reporting

Actor	Action
All District employees	<p>Upon receiving a report of an allegation of discrimination or harassment based on race, color, or national origin, or any other conduct prohibited by Board policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>:</p> <ol style="list-style-type: none"> 1. If applicable, immediately reports 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 forwards the report of the allegation of discrimination or harassment to the District's Nondiscrimination Coordinator or a Complaint Manager.

Investigation

Actor	Action
Nondiscrimination Coordinator or Complaint Manager	<p>Follows the internal complaint process in policy 2:260, <i>Uniform Grievance Procedure</i>, and the guidelines in 2:260-AP1, <i>Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct</i>. In addition, does the following:</p> <p>In the case of an anonymous report, investigates the allegation(s); however, in no case can an anonymous report be the sole basis of disciplinary action against a student or employee. 105 ILCS 5/22-95(c)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24.</p> <p>Assigns the Building Principal to investigate allegations of student misconduct, in accordance with this procedure.</p> <p>Permits any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied by a support individual of the person's choice when making a report. 105 ILCS 5/22-95(c)(2) (final citation pending), added by P.A. 103-472, eff. 8-1-24.</p>

	<p>If a support individual is accompanying a complainant, reminds the support individual that he or she:</p> <ol style="list-style-type: none"> 1. May be present for emotional support of the complainant, but may not respond on the complainant's behalf, act as the complainant's advocate, or otherwise disrupt the interview. 2. Must abide by school rules for visitors, including Board policy 8:30, <i>Visitors to and Conduct on School Property</i>. 105 ILCS 5/22-95(c)(2) (citation pending), added by P.A. 103-472, eff. 8-1-24. 3. Is expected to maintain confidentiality. <p>Informs the complainant that he/she is protected from retaliation and will not suffer adverse consequences as a result of the complaint or investigation. Explains the protection from retaliation does not mean the complainant is exempt from adverse consequences for conduct not related to the investigation. 105 ILCS 5/22-95(c)(6) (final citation pending), added by P.A. 103-472, eff. 8-1-24.</p> <p>When appropriate, offers the complainant the option to resolve allegations directly with the offender, but does not require or unduly influence the complainant to accept this option. 105 ILCS 5/22-95(c)(5) (final citation pending), added by P.A. 103-472, eff. 8-1-24.</p> <p>Based on the findings of the investigation, makes recommendations to the Superintendent regarding remedial interventions and/or disciplinary action. For employees, examples of possible remedial interventions include additional training and restorative justice practices. For students, examples of possible remedial interventions include behavior intervention supports, schedule alterations, assigned seating arrangements, and restorative justice practices.</p>
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ADMIN PROC.: 2:260-AP1 (Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct)

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Operational Services

Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than 15-20 percent, as calculated under the Ill. State Board of Education's *School District Financial Profile*.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

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 inspected the Building Principal’s written documentation above (including 105 ILCS 123/, 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,		

Step	Date	Initials
i.e., referring some and not others, may 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/). 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 type="checkbox"/> In-person Attendees: _____ _____		
<p>Decision of the Business Office</p> <p>Business office <i>[name]</i> _____, 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> <p><input type="checkbox"/> Debtor asserted waiver of student fees as a challenge to paying the claim.</p> <p><input type="checkbox"/> 4:140-E1, <i>Application for Fee Waiver</i> or 4:140-E2, <i>Application for Fee Waiver Based on Federal Free Meals Program</i> was provided to Debtor and documented in the claim folder.</p> <p><input type="checkbox"/> 4:140-E3, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> is placed in folder.</p> <p><input type="checkbox"/> Debtor asserted application for meal benefits as a challenge to paying the claim.</p> <p><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.</p> <p><input type="checkbox"/> Documentation of the student's eligibility for free and reduced-price food services is documented and placed in the claim folder.</p> <p><input type="checkbox"/> Debtor fee waiver request or application for meal benefits request was: <input type="checkbox"/> Granted or <input type="checkbox"/> Denied.</p> <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>		

Step	Date	Initials
Business office <u>[name]</u> _____, forwarded the claim folder to the Superintendent's office.		
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>Review by Superintendent or designee</p> <p>If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding:</p> <p><input type="checkbox"/> Satisfied. Debtor sent a notification on _____.</p> <p><input type="checkbox"/> Enforceable. Debtor notified on _____ that the claim must be paid by _____ to avoid further collection efforts.</p>		
<p>Certification of Past Due Debt to the IOC</p> <p>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</p> <p>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/.</p>		

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

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 returned check fee. **Note:** Some banks have return check fees over \$25, 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 may contact the Board Attorney to discuss further collection action.

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 from the Superintendent or designee before issuing a card to any individual. Review and ensure compliance with Board 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, houses of worship, 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
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.

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
School	Grade
Physician’s Name	Physician’s Phone
	Cell Phone
	Teacher
	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
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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(I)(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.

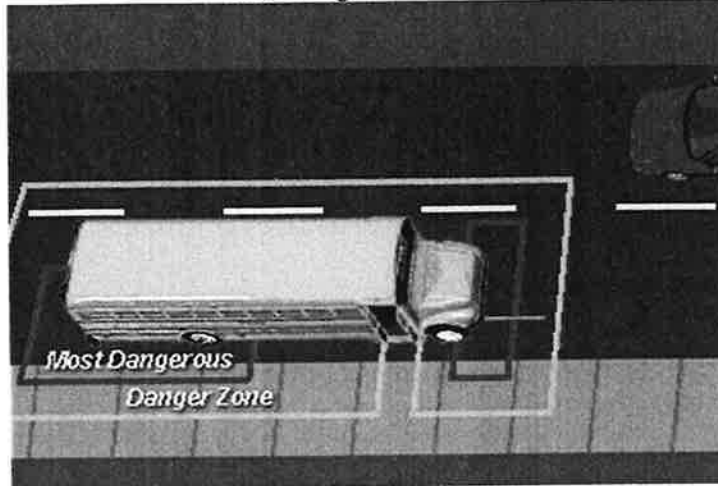
Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

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, computers, smart phones, smart watches, 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**

<https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.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

Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
 - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
 - d. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
 - e. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

- f. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.: 105 ILCS 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

Operational Services

Exhibit - Letter to Parents/Guardians Regarding Student Safety

On District letterhead

Date

Re: Student Safety

Dear Parents/Guardians:

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’ academic, social, behavioral, and emotional safety 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 (SEOCR)

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, text message, 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.

Providing false information or engaging in 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.

Web Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent

Operational Services

Exhibit - Letter to Parents/Guardians Regarding the Dangers of Underage Drinking

On District letterhead

Date

Re: Underage Drinking

Dear Parents/Guardians:

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 two years. 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 Parents/Guardians

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 Parents/Guardians

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

<https://www.stopalcoholabuse.gov/>

Sincerely,

Superintendent

Operational Services

Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

On District letterhead

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parents/Guardians:

Staying on top of social media 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:

- *Anonymous hyperlocal* social media apps, e.g., *YikYak*, *Jodel*, and *Gas*, present safety and security concerns for our students. Anonymous hyperlocal apps use GPS on cell phones to target groups in specific areas and allow people to interact anonymously.
- *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 your child how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screenshot 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

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 Parents/Guardians:

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 15 percent of teens 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 *Sexting: How to Talk With Kids About the Risks – from the American Academy of Pediatrics* at: www.healthychildren.org/English/family-life/Media/Pages/the-new-problem-of-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:

Talking About Sexting, Common Sense Media, at: www.commonsensemedia.org/blog/talking-about-sexting

Say No to "Sexting" (Grades 7-12), Planet Nutshell, at: <https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/>

Teen girls 'bombarded and confused' by sexting requests: study, Medical Xpress, at: <https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html>

Sincerely,

Superintendent

Operational Services

Exhibit - Letter to Parents/Guardians About Safe Firearm Storage

Optional. This letter is adapted from a template developed by the U.S. Dept. of Education Readiness and Emergency Management for Schools Technical Assistance Center, available at: <https://rems.ed.gov/docs/Safe-Firearm-Storage>.

On District letterhead

Date

Re: Safe Firearm Storage

Dear Parents/Guardians:

All students and members of our school community deserve to feel safe, welcomed, and included. It is on all of us to work together to prevent firearm violence and to avoid the harm and tragedy that shootings of any kind can cause in the spaces in which we live, learn, work, and play.

Safe firearm storage is one of many preventative actions that you can take to keep our school community and school buildings and grounds safe. When firearms are stored safely, it can help prevent them from getting into the hands of children and teens who may use them to, intentionally or unintentionally, harm themselves or others. Safe storage can go a long way in preventing lives from being lost or permanently altered. If you have firearms in your home or if your child spends time in a space where firearms are present, there are important steps that can be taken to keep firearms secured and out of reach of unintended users.

Firearm-Related Injuries and Deaths: A Problem We Must Solve Together

Firearm-related injuries and deaths are a public health crisis that communities across the nation face every day:

- Since 2018, there have been more than 100 school shooting incidents per year in our country and those numbers have steadily increased.
- Approximately three-quarters of perpetrators in school-based active shooter situations acquired their firearm from the home of a parent/guardian or close relative. This illustrates the connection between your role as parents/guardians and the District's role in keeping students safe while at school.
- However, this issue goes beyond school-based active shooter situations and includes a variety of firearm injury types, including interpersonal violence, suicide, and unintentional fatal and nonfatal firearm injuries.
- More than four million children live in a household with at least one unlocked and loaded firearm. Studies have found that households with both locked firearms and locked ammunition have significantly lower risks of self-inflicted firearm injuries and even lower risks of unintentional firearm injuries among children and teens compared to households that did not safely store firearms.

Safe Firearm Storage: Actions to Take to Keep Our Communities Safe

Safe firearm storage can help prevent and minimize the risk of firearm-related deaths and injuries. Everyone, both firearm owners and non-owners, has a role to play in building awareness of safe, responsible firearm storage. Below are simple, highly effective practices that can help to reduce firearm-related incidents in our community and help protect our children. In addition to these practices, it is important to also engage children and teens in conversations about the dangers associated with using firearms and what to do and not do in the event they access a firearm, to prevent fatal or non-fatal injuries.

- **Safely Store Firearms:** Store firearms - always unloaded - in a tamper-proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Safely Store Ammunition:** Store ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Secure Firearms:** Use trigger locks or cable locks to prevent a firearm from firing.
 - Trigger locks use a mechanism that clamps down around the trigger or trigger housing to prevent it from being pressed. Note: trigger locks should not be installed on loaded firearms.
 - Cable locks use a cable that is threaded through the barrel or action of a firearm to prevent it from firing.

For more information about safe firearm storage, please see the following links:

Safe Storage Fact Sheet, U.S. Dept. of Justice, at:
www.ojp.gov/sites/g/files/xyckuh241/files/media/document/safe_storage_fact_sheet.pdf

Secure Gun Storage Resources, Be SMART, at: <https://besmartforkids.org/secure-gun-storage/resources/>
Securing Your Firearm, Project Child Safe, at: <https://projectchildsafes.org/securing-your-firearm/>

We can all work together to promote awareness about how we can protect our children and our school community by safely storing firearms. Thank you for being a partner in these efforts, and for helping reduce firearm-related injury and deaths in our community.

Sincerely,

Superintendent

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%;"><u>Ryan Hopper</u></td> <td style="width: 50%;">Principal/Athletic Director</td> </tr> <tr> <td>Name</td> <td>Position</td> </tr> </table> <p>Files this plan with the IDPH, Division of EMS & Highway Safety, 422 S. 5th St. - 3rd 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: <u>January 11, 2023</u></p> <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 style="padding-left: 40px;">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 each Building 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;">Building</td> <td style="width: 50%; text-align: center;">Office Contact</td> </tr> <tr> <td style="text-align: center;"><u>La Harpe Elementary</u></td> <td style="text-align: center;">Ryan Hopper, Principal</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>Ryan Hopper</u>	Principal/Athletic Director	Name	Position	Building	Office Contact	<u>La Harpe Elementary</u>	Ryan Hopper, Principal
<u>Ryan Hopper</u>	Principal/Athletic Director								
Name	Position								
Building	Office Contact								
<u>La Harpe Elementary</u>	Ryan Hopper, Principal								

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"> <thead> <tr> <th data-bbox="487 472 876 514">Facility</th> <th data-bbox="876 472 1396 514">Emergency Response Providers</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 514 876 556"><u>La Harpe Elementary</u></td> <td data-bbox="876 514 1396 556">Janet Gladu, Superintendent</td> </tr> <tr> <td data-bbox="487 556 876 598"><u>La Harpe Elementary</u></td> <td data-bbox="876 556 1396 598">Ryan Hopper, Principal</td> </tr> <tr> <td data-bbox="487 598 876 640"><u>La Harpe Elementary</u></td> <td data-bbox="876 598 1396 640">Nichelle Pence, PE teacher</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"> <thead> <tr> <th data-bbox="487 997 876 1039">Facility</th> <th data-bbox="876 997 1396 1039">Trained AED Users</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 1039 876 1081"><u>La Harpe Elementary</u></td> <td data-bbox="876 1039 1396 1081">Janet Gladu, Superintendent</td> </tr> <tr> <td data-bbox="487 1081 876 1123"><u>La Harpe Elementary</u></td> <td data-bbox="876 1081 1396 1123">Ryan Hopper, Principal</td> </tr> <tr> <td data-bbox="487 1123 876 1165"><u>La Harpe Elementary</u></td> <td data-bbox="876 1123 1396 1165">Nichelle Pence, PE teacher</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>	Facility	Emergency Response Providers	<u>La Harpe Elementary</u>	Janet Gladu, Superintendent	<u>La Harpe Elementary</u>	Ryan Hopper, Principal	<u>La Harpe Elementary</u>	Nichelle Pence, PE teacher	Facility	Trained AED Users	<u>La Harpe Elementary</u>	Janet Gladu, Superintendent	<u>La Harpe Elementary</u>	Ryan Hopper, Principal	<u>La Harpe Elementary</u>	Nichelle Pence, PE teacher
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Actor	Action				
	<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 74/15(b-10) and 77 Ill.Admin.Code §527.600(c).</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Facility</td> <td style="width: 50%; text-align: center;">First Aid & AED Location</td> </tr> <tr> <td style="text-align: center;"><u>La Harpe Elementary School</u></td> <td style="text-align: center;"><u>Outside of Gym Door & Main Office</u></td> </tr> </table> <p>Keeps a copy of the AED's manual with the AED. 77 Ill.Admin.Code §527.700(b).</p> <p>Responsibilities Concerning Notification and Posting Along with the Building Principal, notifies all staff members of the location of any AEDs as well as the instructions for responding to medical emergencies. 77 Ill.Admin.Code §527.800(b).</p> <p>Responsibilities Concerning Training Coordinates, with input from the Building Principal, the training of: (1) all staff members who regularly supervise students in physical fitness facilities in the use of CPR and, if appropriate, AEDs, and (2) any non-employee coaches, instructors or other similarly situated anticipated rescuers or users. 77 Ill.Admin.Code §527.800 and 210 ILCS 74/15(b) and (b-5).</p> <p>Responsibilities Concerning Instructions for Responding to Medical Emergencies Along with the Building Principal, notifies all facility staff of the location of any AEDs and the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Coordinates, along with the Building Principal, the posting of the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Responsibilities Concerning Maintenance and Testing of AEDs Ensures that all AEDs are maintained and tested according to manufacturer's guidelines. 77 Ill.Admin.Code §527.700(a) and 210 ILCS 74/15(c).</p> <p>Keeps a copy of the maintenance and testing manual at the facility and keeps a copy of the manual with each AED. 77 Ill.Admin.Code §527.700(b).</p>	Facility	First Aid & AED Location	<u>La Harpe Elementary School</u>	<u>Outside of Gym Door & Main Office</u>
Facility	First Aid & AED Location				
<u>La Harpe Elementary School</u>	<u>Outside of Gym Door & Main Office</u>				
Building Principal	<p>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).</p> <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>				

Actor	Action
	<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>
<p>Trained AED User(s) and/or Other Emergency Responder(s)</p>	<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>
<p>All Facility Staff Members and Users</p>	<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 other emergency contact. 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 Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report.

Actor	Action
	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.

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: Parents/Guardians 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.

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 https://dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety . 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.

Operational Services

Exhibit - Informing Parents/Guardians About Offender Community Notification Laws

On District letterhead, website, and/or in student handbook

Date:

To: Parents/Guardians

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. State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>

Illinois Murderer and Violent Offender Against Youth Registry,
<https://isp.illinois.gov/MVOAY/Disclaimer>

Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

Operational Services

Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.
 105 ILCS 128/, School Safety Drill Act.
 745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.
 29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.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 withdrawal or isolation of subjects from peers and family members;
- Sullen or depressed behavior from an otherwise friendly and positive person;
- Atypical or out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, or anger;
- Confrontational, accusatory, or blaming behavior;
- An atypical interest in or fascination with weapons or acts of violence; 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.

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

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’/guardians’, and school personnel’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 may pose 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 subheads **Glossary of Terms** and **Assessing and Classifying Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Threat Assessment – A systematic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially disruptive, dangerous, or violent 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 TAT members, the function of TATs, and their procedures, see 4:190-AP2, *Threat Assessment Team (TAT)*.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

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	Selects School Violence Prevention Team (SVP Team) members from throughout the community to include: 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

Actor	Action
	<p>Community members Students</p> <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> <p>Prior to the start of each school year, files 4:190-AP2, <i>Threat Assessment Team (TAT)</i>, and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. Informs the Board that this filing was completed.</p>
<p>SVP Team</p> <p>SVP Team, cont'd</p>	<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 <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>Ensures that the District's TSVP Plan complies with applicable civil rights statutes and other State and federal laws.</p> <p>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>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>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>Identifies Board policies and procedures or equivalent topics that possibly affect a TSVP Plan, including but not limited to:</p>

Actor	Action
SVP Team, cont'd	<p>1:20, <i>District Organization, Operations, and Cooperative Agreements</i></p> <p>2:150, <i>Committees</i></p> <p>2:240, <i>Board Policy Development</i></p> <p>2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i></p> <p>3:40, <i>Superintendent</i></p> <p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>4:165, <i>Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors</i></p> <p>4:170, <i>Safety</i></p> <p>4:190, <i>Targeted School Violence Prevention Program</i></p> <p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>5:100, <i>Staff Development Program</i></p> <p>5:130, <i>Responsibilities Concerning Internal Information</i></p> <p>5:230, <i>Maintaining Student Discipline</i></p> <p>6:65, <i>Student Social and Emotional Development</i></p> <p>6:120, <i>Education of Children with Disabilities</i></p> <p>6:235, <i>Access to Electronic Networks</i></p> <p>7:20, <i>Harassment of Students Prohibited</i></p> <p>7:130, <i>Student Rights and Responsibilities</i></p> <p>7:140, <i>Search and Seizure</i></p> <p>7:150, <i>Agency and Police Interviews</i></p> <p>7:170, <i>Vandalism</i></p> <p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>7:185, <i>Teen Dating Violence Prohibited</i></p> <p>7:190, <i>Student Behavior</i></p>
SVP Team, cont'd	<p>7:200, <i>Suspension Procedures</i></p> <p>7:210, <i>Expulsion Procedures</i></p> <p>7:230, <i>Misconduct by Students with Disabilities</i></p> <p>7:250, <i>Student Support Services</i></p> <p>7:340, <i>Student Records</i></p> <p>8:10, <i>Connection with the Community</i></p> <p>8:95, <i>Parental Involvement</i></p> <p>8:100, <i>Relations with Other Organizations and Agencies</i></p>

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, parents/guardians, students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, or the Safe2Help Illinois helpline (www.safe2helpil.com/), 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 Prevention 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 a local anonymous tip line and organizing its management. Any locally operated school violence helpline must work in conjunction with Safe2Help Illinois as needed. 5 ILCS 860/10(d), added by P.A. 102-752.</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 Prevention 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>

Actor	Action
	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> .
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>Ensures that prior to the start of each school year, the Superintendent files 4:190-AP2, <i>Threat Assessment Team (TAT)</i>, and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175.</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>
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 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, 7:20, <i>Harassment of Students Prohibited</i>, 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 training 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	Meets with SVP Team to foster an understanding of what additional items each 4:170-AP1 Safety Team (see 4:170-AP1, <i>Comprehensive</i>

Actor	Action
	<p><i>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 parents/guardians 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 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>

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
- U.S. Dept. of Education Readiness and Emergency Management for Schools Technical Assistance Center: <https://rems.ed.gov/>
- School Violence: Prevention, Centers for Disease Control and Prevention: <https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/fastfact.html>.
- School and Campus Health, Substance Abuse and Mental Health Services Administration: www.samhsa.gov/school-campus-health
- 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): <https://www.secretservice.gov/press/releases/2018/07/ntac-enhancing-school-safety-using-threat-assessment-model>
- A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013*, Federal Bureau of Investigation (June 2018): <https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>
- Call for Action to Prevent Gun Violence in the United States of America*, Interdisciplinary Group on Preventing School and Community Violence (February 2018): <https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/call-action-prevent-gun-violence-united-states-america>
- 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): https://rems.ed.gov/docs/School_Guide_508C.pdf
- School Connectedness: Strategies for Increasing Protective Factors Among Youth*, Centers for Disease Control and Prevention (2009): <https://stacks.cdc.gov/view/cdc/5767>.
- 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
- Comprehensive School Threat Assessment Guidance*, Cornell, D. (2018): www.schoolta.com/manual
- 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

Ill. State Board of Education, School Emergency and Crisis Response Plan Guide: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx

Ill. School and Campus Safety Resource Center: <http://ilschoolsafety.org/>

Ill. Emergency Management Agency, Ready Illinois Schools/Campus – Resources: <https://ready.illinois.gov/plan/schools-resources.html>

Recommendations of the Illinois Terrorism Task Force School Safety Working Group (April 5, 2018): www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf

Ill. Attorney General, Preventing Mass Shootings in Community Settings: <https://illinoisattorneygeneral.gov/Safer-Communities/Violence-Prevention-and-Community-Safety/Preventing-Mass-Shootings>

Ill. Association of School Boards, School Safety and Security page: <https://www.iasb.com/policy-services-and-school-law/guidance-and-resources/school-safety-and-security/>

Safe 2 Help Illinois: www.safe2helpil.com/

School Climate Resources

National Center on Safe Supportive Learning Environments: <https://safesupportivelearning.ed.gov/>

World Health Organization Information Series on School Health's Document 10, *Creating an Environment for Emotional and Social Well-Being*: www.who.int/publications/i/item/creating-an-environment-for-emotional-and-social-well-being-an-important-responsibility-of-a-health-promoting-and-child-friendly-school

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: <https://www.sandyhookpromise.org/our-programs/program-overview/>

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. 105 ILCS 128/45(a).

TATs function at the Building level, taking direction from the District-level School Violence Prevention Team. They identify, inquire, assess, and manage a range of threats that may be posed to the school community. Threats may be posed 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 or other family members of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors, or other visitors
- Persons unaffiliated with the District

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

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

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 – A concerning communication or behavior that indicates that an individual may pose 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.

Threat Assessment – A systemic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially disruptive, dangerous, or violent 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 concerning, aberrant, or threatening behavior and/or communication. Considers the nature and level of concern of cases to determine if existing resources and mechanisms are sufficient to address concerns, or whether the full TAT should further assess and manage the situation, and initiates any crisis responses as appropriate.

Types of Threats –

Routine/No Known Concern: Subject/situation does not indicate a threat of violence or harm to self or others, or need for assistance or intervention. No impact on others, environmental factors, or precipitants that need TAT intervention. Close the case.

Low Level: Subject/situation does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance with concerns. Target, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, and referrals as appropriate. Close the case if no team interventions or monitoring are indicated.

Moderate Level: Subject/situation does not pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing the capability for harm and is engaging in aberrant or concerning behaviors that indicate a need for assistance/intervention. Targets/others are likely concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, active monitoring, and referrals as appropriate.

High Level: Subject/situation poses, or is rapidly developing the capability for, a threat of serious violence or harm to self or others; or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, active monitoring, and referrals as appropriate.

Imminent: Subject/situation poses an imminent threat of serious violence or harm to self/others and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

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	<p>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: https://ready.illinois.gov/plan/schools.html.</p> <p>Prior to the start of each school year, files this procedure and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. Informs the Board that this filing was completed.</p>
Building Principal	<p>Leads TAT.</p> <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; Instruction, e.g., a teacher or administrator with instructional experience; Counseling, e.g., a school counselor, school psychologist or school social worker; Law enforcement, e.g., a school resource officer; Being a staff member in the building, e.g., school safety staff, human resources staff, special education staff, school nurse; and Other community resource persons (as members or consultants as determined by the TAT). <p>When resources allow, selects designated back-up for each core TAT member, from the same or similar areas of expertise, to fulfill their duties in the event of their absence or inability.</p> <p>Designates a TAT Triage Team.</p> <p>Ensures that any reporting mechanisms used by the school community are kept up to date, work consistently, and are checked on a regular and timely basis.</p> <p>Establishes an intake and triage process for reports regarding concerning, aberrant, or threatening behavior and/or communication.</p> <p>When a report is received, activates the TAT and uses this procedure.</p>
TAT	<p>Receives education and seeks training resources, including but not limited to 4:190-AP2, E1, <i>Principles of Threat Assessment</i>; 4:190-AP2, E2, <i>Threat Assessment Documentation</i>; 4:190-AP2, E3, <i>Threat Assessment Key Areas and Questions; Examples</i>; 4:190-AP2, E4, <i>Responding to Types of Threats</i>; and 4:190-AP2, E5, <i>Threat Assessment Case Management Strategies</i>.</p> <p>Receives initial and periodic refresher threat assessment training by a threat assessment expert.</p>

Actor	Action
	<p>Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the TAT and 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 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
<p>Building Principal and/or TAT Triage Team</p>	<p>When a potential threat report is received, initiates the following intake and triage process.</p> <p><u>Intake</u></p> <p>Obtains basic information about the potential threat, including but not limited to:</p> <p>Initial Report of Concern: Date/time reported, date/time reviewed, person receiving report.</p> <p>Reporting Party: Name, affiliation, contact information, relationship to subject of concern.</p> <p>Incident/Nature of Concern: Date/time occurred, location, nature of threat/concern, weapons involved/threatened, details about concerns, and any relevant background information.</p> <p>Subject of Concern: Name, affiliation, contact information, relationship to reporting party or target(s).</p> <p>Identified/Identifiable Target(s): Name, affiliation, contact information, relationship to report party or subject.</p> <p>Determines if an imminent threat exists. An imminent threat is indicated by such factors as:</p> <ol style="list-style-type: none"> 1. Subject intends imminent and/or serious harm to self/others; or 7. Subject lacks inhibitions for using violence. <p>If an imminent threat exists, initiates School Emergency Operations and Crisis Response Plan (SEOCRCP) and notifies law enforcement in accordance with 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCRCP)</i>.</p> <p>If no imminent threat exists, or once an imminent threat is contained, proceeds to triage.</p> <p><u>Triage</u></p> <p>Triages threat to determine if the full TAT must be involved. Triage may include, as necessary and appropriate:</p> <p>Reviewing the reported concerning, aberrant, or threatening behavior and/or communication.</p> <p>Reviewing school and other records for any prior history or interventions with the individual(s) involved.</p> <p>Conducting timely and thorough interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to gain a holistic understanding of the situation, determine the nature and level of the concerns, identify areas where more information may</p>

Actor	Action
	<p>be needed, and inform appropriate strategies or interventions to address any concerns identified.</p> <p>Determines if the full TAT must be involved.</p> <p>To determine that the full TAT does not need to be involved, all TAT Triage Team members must concur that there is no identifiable threat/concern, or that there is a low level of concern regarding issues that are being adequately addressed.</p> <p>If the full TAT must be involved, convenes it as soon as possible.</p> <p>Documents intake and triage using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p>

Actor	Action
TAT	<p>Conducts a comprehensive and holistic assessment of the threat using the STEP framework set forth in 4:190-AP2, E1, <i>Principles of Threat Assessment</i>. 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 to assess the threat.</p> <p>Once the assessment is complete, classifies the threat as one of the following: Routine/No Known Concern, Low Level, Moderate Level, High Level, or Imminent.</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> <p>F Fair – sought to understand situations and give individuals an opportunity to be heard and understood;</p> <p>O Objective – sought information based on facts and observations of the case and not speculation or bias;</p> <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>
Building Principal	<p>Where the TAT classifies the threat as a Moderate, High, or Imminent level of concern and the threat requires further intervention to prevent violence or serious harm, notifies:</p> <ol style="list-style-type: none"> 1. The parent(s)/guardian(s) of any student who is the target/recipient of a threat; and 8. The parent(s)/guardian(s) of any student who engaged in threatening behaviors.

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 examples of 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> <p style="padding-left: 40px;">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;</p>

Actor	Action
	<p>Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention;</p> <p>Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and</p> <p>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> <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

The following is the process to notify the Local Law Enforcement Agency (LLEA) and/or the Ill. State Police (ISP) about certain types of threats. See also 4:170-AP1, *Comprehensive Safety and Security Plan, Part J, Required Notices*.

Actor	Action
<p>Superintendent or designee</p>	<p>Reports batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel to: (1) the LLEA immediately after the occurrence of the attack, and (2) ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year and no later than August 1 for the preceding school year. 105 ILCS 5/10-21.7, amended by P.A. 102-894.</p> <p>Immediately notifies the LLEA 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(c), amended by P.A. 103-34. 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 5/10-27.1B(b); 105 ILCS 127/).
<p>Building Principal</p>	<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 illegal gang activity. 105 ILCS 5/10-21.4a.</p> <p>Reports other threats to the LLEA as necessary and appropriate.</p>

Actor	Action
	<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). See 3:60-E, <i>Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security</i>, for further information.</p>

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 and management.

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. There is no one demographic profile of a perpetrator of targeted violence, nor is there a profile for the type of school that has been targeted.
2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parents/guardians of students, contractors, people in relationships with staff or students, and even people with no connection with the school.
3. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts. Perpetrators engage in a process of considering, planning, and preparing for acts of targeted violence.
4. Perpetrators usually have multiple motives to act violently, the most common involving an unresolved grievance with a peer.
5. Many perpetrators of major acts of violence have experienced psychological, behavioral, or developmental symptoms, but may not have been diagnosed with a mental health condition or benefited from adequate treatment.
6. Many perpetrators of major violence impacting schools are suicidal in addition to their violent acts toward others.
7. Most individuals who perpetrate violence engage in multiple behaviors, prior to the incident, which cause others to have serious concerns about their behavior and/or well-being.
8. Many individuals who perpetrate violence have multiple stressors, including significant difficulties with losses or failures.
9. Many student perpetrators have been victims of, or participated in, prior bullying, which was often observed by others.
10. Most individuals who perpetrate violence do not threaten their targets directly prior to engaging in violence, though many express their grievances and aspects of their thoughts or plans to others, often through social media or online activities.
11. Prior to most incidents of targeted violence, other people know about aspects of the individual's ideas, plans or preparations to cause harm.
12. Many bystanders who have knowledge of concerning behaviors do not report them.
13. While most perpetrators act alone, in many cases, others, e.g., staff, students, peers, family members, etc., are involved in some way, such as failing to report concerns (or take other steps) to prevent violence, encouraging violence, and even helping with plans or preparation for violence.

The Pathway to Violence

Individuals who committed targeted violence rarely "just snapped," but engaged in a process of thought and behavior that escalated over days, weeks, months, and even years. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1. As with any model, the Pathway reflects a general process for understanding intentional actions. For a given person, the process is not necessarily linear, but may ebb and

flow in the rate and direction of movement and cycle between phases of the process. As the subject exerts or demonstrates increased “intensity of effort” around the ideation, planning and preparation, e.g., more attention, time, energy, resources, etc., there is greater risk for harm, and likely a greater impact on others. The steps along the Pathway include:

- **Grievance** - A real or perceived sense of loss, mistreatment, or injustice, often fueling a feeling of being wronged. Most people will experience grievances through life and the vast majority do not engage in acts of violence. However, for those who do engage in targeted violence, grievances (or other motivations) are common precursors.
- **Ideation** - Expressing thoughts or fantasies regarding the use of violence to address a real or perceived grievance. Note that many people have occasional or fleeting thoughts of violence in response to perceived grievances, yet most do not act on them or move forward along the Pathway. Knowledge that someone is thinking about violence does not confirm that a danger exists but should raise the possibility that the subject is struggling with a grievance.
- **Planning** - Giving thought and consideration not only to the idea of violence, but also to the who, what, when, where, and how of doing so. Expressions may begin to reference timing, location, targets, means, methods, etc. The subject may seek out and gather information regarding their plan and other incidents of targeted violence to learn from other perpetrators.
- **Preparation** - Beyond just having or acquiring weapons, this stage involves attempts to prepare for the violence and to develop or acquire the capability to cause harm to the intended target(s). Subjects try to obtain the means to fulfill their plans, which may be weapons, tools, and clothing to match their fantasies. Subjects may seek or take advantage of opportunities and circumstances that support their plans. Subjects may conduct surveillance or probe boundaries or security systems to see if they can assess areas where they do not belong or get close to people in ways that are inappropriate or atypical.
- **Implementation** - The subject initiates the operationalized plan once reaching a point where they perceive themselves as capable of doing so. Capability is based on the subject's perceived skill to cause harm and their will to do so.

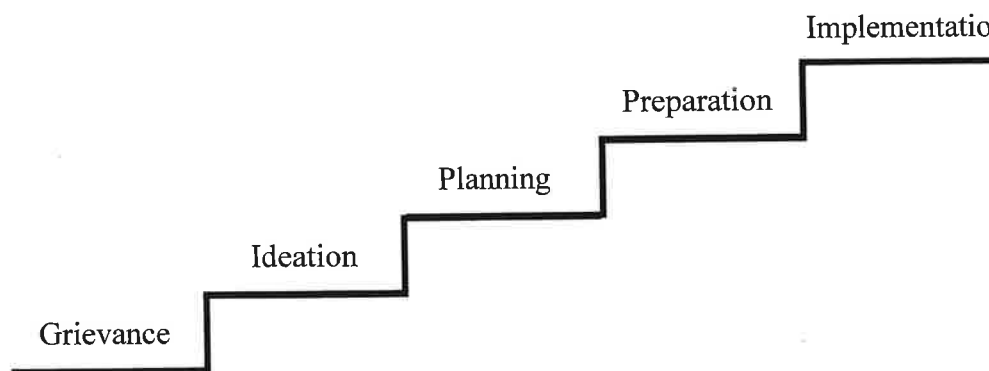


Figure 1: the *Pathway to Violence*

As a subject moves to the right along the pathway, there is often an escalation in the rate of movement (i.e., a flurry of activity or energy burst), or changes in the frequency of behaviors causing concern (e.g., a number of concerns over time), or a sudden change in their patterns of behavior. Where a subject has caused numerous concerns over time and then suddenly there is no more information about concerns regarding the subject (i.e., they “go off the radar”), the TAT should check whether the concerning behavior has stopped, the subject has become more covert in their actions, or community members have stopped reporting concerns.

Research indicates that while targeted violence incidents are rarely spontaneous and impulsive, they can escalate rapidly from ideation through implementation. That is, the time span between the subject's decision to cause harm and the actual incident may be short. This may be expedited by a sense of desperation for resolution, lack of concern for consequences, or the influences of others encouraging escalation (e.g., through social media or direct communications). Consequently, when there are indications that a subject may pose a threat to the school community, threat assessment teams will need to move quickly to inquire about and intervene in that planning or preparation.

The steps along this pathway indicate opportunities to observe, identify and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or the well-being of, the individual. Frequently, information about an individual's ideas, plans and preparations for violence can be observed before violence can occur. 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.

Guiding Principles

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.

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 and management:

1. **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. The threat assessment process examines the behavior of the subject in relation to the context, issues, challenges, and resources involved. This provides for an individualized, holistic, and contextually based assessment of and response to the situation.
2. **Targeted violence is the result of an understandable, and usually discernable, process of thinking and behavior.** This is often referred to as the *Pathway to Violence*, discussed above.
3. **Violence stems from an interaction among the Subject(s), Target(s), Environment/Systems, and Precipitating Incidents (STEP).** Identifying, assessing, and managing potential acts of violence or other harm requires a comprehensive and holistic perspective of the situation involving the following key domains and their interaction:
 - a. **S** – Is the **Subject** engaging in behavior(s) that may pose a threat of violence or harm to self or others, or significant disruption, or otherwise indicate a need for assistance or intervention?
 - b. **T** – Are **Targets**/others vulnerable to harm, in need of or protective actions, impacted by the situation, or otherwise indicate a need for assistance or intervention?
 - c. **E** – Are there **Environmental**/systemic issues contributing to or impacting upon the situation?
 - d. **P** – Are there reasonably foreseeable **Precipitating events** that may impact the situation?
 - e. **PLUS** – Are there actions the threat assessment team can facilitate (to address any concerns noted), beyond those already being effectively done?
4. **Violence is a dynamic process.** No one is either always dangerous or never dangerous. The level of concern depends on the totality of the situation. An assessment is only as good as the quality of

- on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
 6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
 7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
 8. For all District staff, annual sexual harassment prevention training.
 9. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
 - a. For all District staff, 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.
 - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, 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.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
 10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
 11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 145/25, Care of Students with Diabetes Act
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

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

ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), 2:270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:285-AP (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

General Personnel

Employee Ethics; Code of Professional Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.

- c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
- d. Engages in grooming as defined in 720 ILCS 5/11-25.
- e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

- 1. Superintendent;
- 2. Building Principal;
- 3. Head of any department;
- 4. Any employee who, as the District’s agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
- 5. Hearing officer;
- 6. Any employee having supervisory authority for 20 or more employees; and
- 7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, “no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

- 1. A member of the employee’s immediate family;

An employee’s partner; or

2. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

Guidance Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For guidance counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:
 - a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 - c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A guidance counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
2 C.F.R. §200.318(c)(1).
5 ILCS 420/4A-101, Ill. Governmental Ethics Act.
5 ILCS 430/, State Officials and Employee Ethics Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 135/, Local Governmental Employees Political Rights Act.
105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.
775 ILCS 5/5A-102, Ill. Human Rights Act.
23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

Educational Support Personnel

Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, School Board policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.: 29 U.S.C. §§207 and 218d, Fair Labor Standards Act.
105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.
740 ILCS 137/, Right to Breastfeed Act.
820 ILCS 105/, Minimum Wage Law.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

Instruction

Curriculum Content

The curriculum shall contain instruction on subject required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online

- behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
 7. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
 8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
 9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
 10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) beginning in the fall of 2024, in grades 9-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law.
 11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
 12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
 13. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
 14. In grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to

deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.

15. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
17. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

18. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD

1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.

22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.

105 ILCS 110/3, Comprehensive Health Education Program.

105 ILCS 435/, Vocational Education Act.

625 ILCS 5/6-408.5, Ill. Vehicle Code.

23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Instruction

Administrative Procedure - Comprehensive Health Education Program

105 ILCS 110/3 requires the District to implement a Comprehensive Health Education Program (CHEP). CHEP is a systematic and extensive educational program designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment which will favorably influence the knowledge, attitudes, values, and practices of Illinois [students]; and which will aid [students] in making wise personal decisions in matters of health.

Unless limited to specific grades, the following major educational areas are the basis for curricula in the District's CHEP in all elementary and secondary schools:

1. Human ecology and health;
2. Human growth and development;
3. In all grades, age-appropriate sexual abuse and assault awareness and prevention education, except no student in grades pre-K through 8 shall be required to take or participate in any instruction for *recognizing and avoiding* sexual abuse if the student's parent/guardian submits written objection and refusal to participate in the instruction shall not be reason for failing, suspending or expelling the student. Through grade 12, an age-appropriate and evidence-informed curriculum pursuant to *Erin's Law* will provide instruction pursuant to Board policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*. The Superintendent must ensure all parent(s)/guardian(s) of students in any of grades K through 8 receive not less than five days' written notice before commencing the instruction.
4. In all grades, a minimum of 16 hours of safety education in the courses of study regularly taught with instruction about:
 - a. Automobile safety, including traffic regulations, highway safety, and the consequences of alcohol consumption and the operation of a motor vehicle;
 - b. Safety in the home, including safe gun storage;
 - c. Safety in connection with recreational activities;
 - d. Safety in and around school buildings;
 - e. Safety in connection with vocational work or training;
 - f. For students in grades 9 through 11, CPR subject to the excusal limitations in the first aid item 26, below; and
 - g. For students in grades 6 through 8, CPR and how to use an AED by watching a training video on those subjects.
 - h. For students enrolled in pre-K through grade 6, water safety that incorporates evidence-based water safety instructional materials and resources.
5. In all grades, tobacco and e-cigarettes and other vapor devices;
6. In grades K through 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.
7. In grades K through 8, instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse that are integrated into the curricula and designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
8. In grades K through 8, annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum.

9. In grades 5 through 12, alcohol and drug use and abuse, including the medical and legal ramifications of alcohol, drug, and tobacco use that integrates into existing curricula, instruction related to:
 - a. The physical and legal effects and ramifications of drug and substance abuse (including use during pregnancy);
 - b. Ill. State Board of Education (ISBE) instructional materials and guidelines developed to assist the District with incorporating this instruction topic into its curricula; and
 - c. Either as part of existing curricula during the school day or as part of an after-school program, support services and instruction for students who are or students whose parents/guardians are chemically dependent.
10. Beginning with the 2024-2025 school year, in grades 9-12, instruction, study, and discussion on the dangers of fentanyl that includes the following:
 - a. Information on fentanyl itself including its variations, an explanation of the differences between synthetic and nonsynthetic opioids and illicit drugs, and the differences between the legal and illegal uses of fentanyl.
 - b. Side effects and risk factors of using fentanyl, along with information comparing the lethal amounts of fentanyl to other drugs. Information on risk factors may include: (1) the lethal dose of fentanyl, (2) how often fentanyl is placed in drugs without a person's knowledge, (3) an explanation of what fentanyl does to a person's body and the severity of its addictive properties, and (4) how the consumption of fentanyl can lead to hypoxia, as well as an explanation of precisely what hypoxia does to a person's body.
 - c. Details about the process of lacing fentanyl in drugs and why drugs get laced with fentanyl.
 - d. Details about how to detect fentanyl in drugs and how to save someone from an overdose of fentanyl, including: (1) how to buy and use fentanyl strips, (2) how to buy and use naloxone, either through a nasal spray or an injection, and (3) how to detect if someone is overdosing on fentanyl.
11. In grades 6-12, parenting education that includes instruction in the following:
 - a. Child growth and development, including prenatal development.
 - b. Childbirth and child care.
 - c. Family structure, function, and management.
 - d. Prenatal and postnatal care for mothers and infants.
 - e. Prevention of child abuse.
 - f. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships.
 - g. Parenting skill development.
12. Family life, specifically its emotional, psychological, physiological, hygienic and social responsibilities, including sexual abstinence until marriage and evidence-based and medically accurate information regarding sexual abstinence; and in grades 6 through 12, instruction on the prevention, transmission, and spread of AIDS; except if a student's parent/guardian submits written objection to taking or participating in family life course or AIDS prevention instruction, and refusal to take or participate in the family life course or AIDS prevention instruction shall not be reason for suspension or expulsion of the student. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs.*
13. Comprehensive personal health and safety and comprehensive sexual health education (NSES); except no student shall be required to take or participate in any NSES class or course, and a student's parent/guardian may opt the student out of NSES by submitting the request in writing or using 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention*

Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs. Refusal to take or participate in an NSES course or program may not be a reason for disciplinary action, academic penalty, suspension, or expulsion or any other sanction of a student. Active parental consent for their child to participate in NSES is not required; however, because NSES mandates instruction about sexual violence (defined to include sexual abuse) and instruction in recognizing and avoiding sexual abuse required by 105 ILCS 5/27-13.2 requires a minimum of five days' notice to parents/guardians of students in grades K through 8, the District will notify students in grades K through 8 using the **Notice of Sexual Abuse and Assault Awareness and Prevention Education** subhead of 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs.* See also 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)).*

14. Course materials and instruction to advise students about the Abandoned Newborn Infant Protection Act, 325 ILCS 2/;
15. The prevention and control of disease;
16. In grades 7 through 12, teen dating violence awareness;
17. In grades 7 through 12, instruction about the prevention of abuse of anabolic steroids in science, health, drug abuse, physical education, or other appropriate courses of study. Instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
18. In grade 9 or 10, one unit of instruction in either grade about donations and transplants of organs/tissue and blood, except if a student's parent/guardian files written objection on constitutional grounds, but refusal to take or participate in the instruction shall not be reason for suspension or expulsion of a student or result in any academic penalty.
19. Public and environmental health;
20. Consumer health;
21. Safety education and disaster survival;
22. Mental health and illness that evaluates the multiple dimensions of health by reviewing the relationship between physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity and must include how and where to find mental health resources and specialized treatment in the State.
23. Personal health habits;
24. Nutrition;
25. Dental health;
26. 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;
27. Basic first aid including, but not limited to:
 - a. Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student; and
 - b. In secondary schools, how to use an automated external defibrillator (AED) shall be included, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student.

28. Beginning with the 2024-2025 school year, in grades 9 through 12, instruction, study, and discussion on the dangers of allergies, including recognizing the signs and symptoms of an allergic reaction, the steps to take to prevent exposure to allergens, and safe emergency epinephrine administration.
29. Heart disease;
30. Diabetes;
31. Stroke;
32. The prevention of child abuse and neglect;
33. Suicide prevention pursuant to policy 7:290, *Suicide and Depression Awareness and Prevention*;
34. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.

Notice to Parent/Guardian: Requirements: Written Objection(s) and/or Opt-outs

Refusal to take or participate in any course or program that allows parents/guardians to object in writing and/or opt their children out shall not be reason for disciplinary action or academic penalty to the student. The District will provide 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs* to parents/guardians wishing to provide written objection or opt out of content in CHEP.

LEGAL REF.: 105 ILCS 110/, Comprehensive Critical Health Problems and Comprehensive Health Education Act.

ADMIN PROC.: 6:60-AP2 (Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))), 6:60-AP3 (Developmentally Appropriate Consent Education)

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

The District's special education procedures are available at *the Central Office and Special Education Coordinator Office*.

Instruction

Remote Educational Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with 105 ILCS 5/10-29. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall:

1. Align its curriculum with the Ill. Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
 - a. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program: Planning instruction,
 - b. Diagnosing learning needs,
 - c. Prescribing content delivery through class activities,
 - d. Assessing learning,
 - e. Reporting outcomes to administrators and parents/guardians, and
 - f. Evaluating the effects of instruction.
3. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the District's calendar or any other provision of law restricting instruction on that day. The District's regular school term is established by Board policies 2:20, *Powers and Duties of the School Board; Indemnification*, and 6:20, *School Year Calendar and Day*. The remote educational program may be offered outside of the regular school term as part of any authorized summer school program.
4. Establish a system to determine student participation in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
5. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
6. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
 - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*.
 - b. Prior approval from their individualized educational program (IEP) team, if applicable.
 - c. How the remote educational program best serves the student's individual learning needs.
 - d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.
7. Include a process for developing and approving a written remote educational plan for each student participating in the program.

8. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
9. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
10. Align with the requirements of Board policy 7:340, *Student Records*.
11. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Ill. State Board of Education along with any amendments to it and any data on student participation.
12. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development*, and included as a topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.
23 Ill.Admin.Code §226.360.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

Students

Equal Educational Opportunities

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

Sex Equity

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

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

Administrative Implementation

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, and 5/27-1.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

23 Ill.Admin.Code §1.240 and Part 200.

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

Students

Exhibit - Equal Educational Opportunities Within the School Community

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

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment.
3. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 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.
6. 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. 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.
8. 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. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:165, *Student Uniforms*, encourages students to wear school uniforms in order to maintain and promote orderly school functions, school safety, and a positive learning environment, if adopted. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
10. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
11. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
12. 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.
13. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Students

Administrative Procedure - Accommodating Transgender, Nonbinary, or Gender Nonconforming 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 (OCR) and Dept. of Justice (DOJ) have issued guidance.

While there is no mandate requiring procedures for accommodating transgender, nonbinary, and gender nonconforming 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 for which transgender, nonbinary, or gender nonconforming 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, nonbinary, or gender nonconforming 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, nonbinary, and gender nonconforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/1-103(O-1); 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act (IHRA) 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). IHRA 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 nonconforming 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 Sch. Dist. No. 1 Bd. of Educ., 858 F.3d 1034 (7th Cir. 2017); A.C. v. Metropolitan Sch. Dist. of Martinsville, 45 F.4th 760 (7th Cir. 2023), *cert. denied*, 2024 WL 156480 (2024).

Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender, nonbinary, or gender nonconforming students is based on non-regulatory guidance from the Ill. State Board of Education (ISBE) and the Ill. Dept. of Human Rights (IDHR), as well as OCR pronouncements. See the last section, **Resources**.

Gender-Based Bullying and/or Harassment Prohibited

The laws prohibiting gender discrimination require the District to protect transgender, nonbinary, and gender nonconforming 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 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 nonconforming students. See Board policy 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, nonbinary, or gender nonconforming 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-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 nonconformity 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 nonconforming, 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.

Nonbinary – a term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

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.

Intersex – a term used for a variety of conditions in which a person is born with a reproductive and/or sexual anatomy that does not seem to fit the typical, binary definitions of female or male. Intersex conditions are not always discernable at birth or the awareness of internal anatomy present at birth may not be known to the person until puberty, if it is known at all. A derogatory term previously used for intersex individuals is hermaphrodite.

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 nonconforming 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, Nonbinary, or Gender Nonconforming 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 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 and, if offered by the District, requires the implementation of a comprehensive health education program in accordance with State law, which may include the National Sex Education Standards (NSES) sex education curriculum. If NSES is offered, it must be inclusive and sensitive to students’ needs on many bases, including based on their status as intersex and based on their gender, gender identity, and gender expression. See 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

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.
- 7:165, *Student Uniforms*, encourages students to wear school uniforms in order to maintain and promote orderly school functions, school safety, and a positive learning environment, if adopted.
- 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.
- 7:290, *Suicide and Depression Awareness and Prevention*, directs the Superintendent to develop, implement, and maintain a suicide and depression awareness and prevention program.
- 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, Nonbinary, or Gender Nonconforming Students: Accommodations and Supports

The goal of an accommodation is to allow a transgender, nonbinary, or gender nonconforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (IHRA 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. This area of law is rapidly evolving. **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. ISBE is not required to collect student sex, sexual orientation, or gender identity data for its major programs, unless required for federal reporting. 20 ILCS 65/20-15(a-5), amended by P.A. 103-175 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/About-the-IHSA/Constitution-By-laws-Policies.

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, nonbinary, and gender nonconforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding equal educational opportunities, bullying, discrimination, and student privacy.

Resources

IDHR, *Non-Regulatory Guidance Relating to Protection of Transgender, Nonbinary, and Gender Nonconforming Students Under the Ill. Human Rights Act* (December 2021), at: <https://dhr.illinois.gov/publications/guidance-re-illinois-students-1221.html>.

ISBE, *Supporting Transgender, Nonbinary and Gender Nonconforming Students* (March 1, 2020), at: www.isbe.net/supportallstudents.

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 Resources for LGBTQI+ Students, at: www2.ed.gov/about/offices/list/ocr/lgbt.html

Ill. Association of School Boards, *Transgender, Nonbinary, and Gender Nonconforming Students: Legal Issues* (Sept. 2023), at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/transgender,-nonbinary,-and-gender-nonconforming-s/.

Students

Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Name

Janet Gladu

Address

404 West Main St., La Harpe, IL 61450

Email jgladu@laharpeeagles.com

Telephone 217659-7739

Complaint Managers:

Name
Ryan Hopper

Address
404 West Main St., La Harpe, IL 61450

Email rhopper@laharpeeagles.com

Telephone 217-659-3713

Name
Ashlee Goettsche

Address
404 West Main St., La Harpe, IL 61450

Email agoettsche@laharpeeagles.com

Telephone 217-659-3713

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District’s student handbook(s), on the District’s website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

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

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District’s duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment. For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

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 Grievance Procedure</i>; 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</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 school 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.

information on which it was based at the time that it was made. Threat assessment and management involves ongoing review, re-assessment, and modification of intervention strategies through the point at which the case is adequately resolved.

5. **Threat assessment is about prevention, not prediction.** TATs do not try to predict whether an individual is a violent person. Instead, TATs try to determine under what circumstances an individual might become violent or engage in other harmful or significantly disruptive behaviors, what the impact of the situation is upon others (even when an individual poses no identifiable threat), what environmental/systemic factors may be contributing to the situation, and whether there are any precipitating events on the foreseeable horizon.
6. **Social media and online activity are critical considerations in many cases.** Individuals of concern, and those concerned about them, often use social media to express such concerns. For those who may pose a threat, their expression of grievances, violent intent, planning, and preparation can often be observed in online activities.
7. **A 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 serious targeted violence in schools and workplaces has found that few perpetrators directly communicated a threat to their target before the violence. In most 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 or danger to self or others.
8. **The relationship between mental illness and violence is complex.** Most people living with mental illness will not be violent toward others. Most people who are violent are not mentally ill. The presence of serious mental illness increases general risk of violence, but it is not the major factor that it is perceived to be and is almost never the sole or primary explanation for a violent act. Other risk factors, e.g., having a history of violence, childhood exposure to violence, or substance abuse or dependence, have more significant correlations with violence overall. When considering targeted violence, substantially higher rates of severe mental illness have been observed among adult mass murderers, public figure attackers, and lone actor terrorists than in the general population. However, even for many of these, having a mental illness was less of a factor for violence risk than was the cessation or lack of adequate treatment for the illness. For threat assessors dealing with a subject of concern, the symptoms and behaviors associated with the subject's mental illness (versus the diagnosis) can be significant factors impacting a case.
9. **An inquisitive, objective, and diligent mindset is critical to successful threat assessment and management.** Those who carry out threat assessments must strive to be thorough, diligent, 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. One hallmark of a good inquiry or investigation is corroboration or fact-checking. Where possible, it is important to see where information from one source is confirmed by (or with) information from another source.
10. **A collaborative and coordinated approach between systems within the school and community are critical for an effective threat assessment and management process.** Effective working relationships and collaborations with services and programs both within the school, e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc., and the broader 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*.

11. **Essential elements of an effective threat assessment and management process.** Research and practice have shown that, to establish and sustain an effective behavioral threat assessment and management process, organizations must have a systemic process that:
- a. Utilizes an effective and relevant multi-disciplinary approach that enhances the team's ability to address all threats;
 - b. Enables community engagement and centralized awareness of developing concerns through an active outreach program;
 - c. Conducts a thorough holistic and contextual assessment of the situation (e.g., using the STEP framework);
 - d. Implements proactive and integrated case management strategies (e.g., using the STEP framework);
 - e. Monitors and re-assesses cases on a longitudinal basis;
 - f. Conducts all practices in accordance with relevant laws, policies, and standards of practice; and
 - g. Sustains a focus on continuous improvement of the process and adapts to challenges and changing needs.

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 and Management Form* (Form) containing six parts, on pages 114-126 in a publication entitled *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.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*.

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 assessment. 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.

Interview with threat recipient(s)/target(s) and witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the interviewee that the primary purpose of the interview is to gather information about a possible situation of concern with the goals of preventing harm to staff or students, and providing assistance to those involved.

Ask potential targets about their relationship to the subject and any recent interactions with the subject. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without unduly alarming them. If the TAT believes a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process facilitates increased and revised understanding of issues over time, always review new information and re-evaluate the threat accordingly. Maintain contact with the target to obtain information about any further behaviors of concern, improvements to the situation, or other relevant developments.

Review records and consult with staff who know the subject: Background information may assist the TAT's 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 the TAT judge whether the subject is forthcoming and straightforward. Areas that may contain helpful background information include:

1. Recent (and perhaps historical) work or school performance history
2. Disciplinary or personnel actions
3. Prior TAT contacts
4. Law enforcement or security contacts at school and in the community
5. Prior critical 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. Online searches: Internet, social media, email, etc.

Interview with the subject of concern: Directly ask a subject who is a staff member or student about his/her actions and intentions. Many subjects will respond forthrightly to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information that permits the TAT to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further inquiry 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/empathy where appropriate; 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 problems or with specific people.

Although interviewing a subject might provide valuable information, relying too heavily on that interview to make judgments about whether the subject poses a threat is likely to present problems. Information offered by the subject may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is 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? Note: this is not intended as an exhaustive or complete list of areas of inquiry, but as core areas that support assessment and understanding of the situation, the nature and severity of any risk, and that may guide TAT interventions. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the situation.

Questions Regarding the Subject of Concern

Inquiry regarding a subject of concern seeks information regarding the nature and severity of concerns, whether the subject may pose a threat of violence or other harm to self or others; or is otherwise in need of assistance or intervention. The inquiry considers all sources of information that may be relevant to gaining as comprehensive an understanding of the subject and their concerns, as circumstance may allow. Consider the presence of risk and protective factors, warning signs, coping skills and support systems that may be relevant to the case.

1. What behaviors are causing concern for or about the subject?

- Does the situation or circumstance that led to these statements or actions still exist?
- When, where, and in what circumstances do the behaviors tend to occur?
- Is there a pattern to the behaviors or a change in pattern of behavior that is causing concern?
- If the behaviors have occurred previously, how has the subject dealt with the grievances? What kept them from acting violently?
- Has the subject previously come to someone's attention or raised concern in a way that suggested the subject needs intervention or supportive services?
- Are the subject's behaviors causing others concern for the welfare of the subject or others?

2. Have there been any concerning, aberrant, threatening, or violent communications?

- Were there *directly communicated threats* (threats made directly) to targets or sources of grievances?
- Has there been *leakage* (communications to third parties about grievances, ideation, or intent to use violence, planning, or preparation?)
- How, e.g., in person, letter, email, diary/journal, social media, website, etc., and to whom, e.g., targets, peers, others, is the subject communicating?
- What is the *intensity of effort* (frequency and duration of contact, multiple measures used, multiple recipients or targets of communication) in communications or attempts to address grievance?
- Do the subject's communications provide insight about motives/grievances, ideation, planning, preparation, timing, targets, etc.?
- Has anyone been alerted or *warned away*?

3. What are the subject's motives and goals?

- Does the subject have a major grievance or grudge?
 - Against whom? What is the relationship between the subject and any identifiable targets?
 - Are there other motives that support the use of violence, such as a desire for notoriety/fame?
 - What does the subject seem to want to achieve with the behavior?
 - Does the subject seem fixated on the grievance, target, or need for justice through violence? *Fixation* may be exhibited through increasing perseveration on person or cause or need for resolution; increasingly strident opinion and negative characterization of target; impact on family and other associates of subject, if present and aware; and/or angry emotional undertone, accompanied by social or occupational deterioration.
 - What efforts have been made to resolve the problem and what has been the result?
- 4. Has the subject shown any inappropriate interest in, fascination, or identification with other incidents or perpetrators of targeted violence (e.g., school/workplace attacks, mass murderers, terrorism, weapons, etc.)?**
- Do they exhibit a heightened interest, fascination, obsession, or fixation with acts of violence?
 - Do they immerse themselves in exposure to violence through movies, videos, books, video games, social media, etc., to the detriment of other life activities or in ways that negatively impact others?
 - Identification - a strong desire or need to emulate or be like others - may be with the perpetrators of targeted violence or powerful figures; grievances of other perpetrators; weapons or tactics of other perpetrators; effect or notoriety of other perpetrators; and/or ideologies or groups that support and encourage the use of violence to address grievances.
- 5. Does the subject have, or are they developing, the capacity to carry out an act of targeted violence?**
- Are there *Pathway to Violence* (see 4:190-AP2, E1, *Principles of Threat Assessment*) warning behaviors?
 - Where is the subject along the Pathway? How quickly are they moving?
 - Are there changes in activity levels or rate of movement or *energy bursts* (flurries of or changes in frequency/variety of activity)? Do certain circumstances or events tend to impact their movement?
 - Is the subject's thinking and behavior organized sufficiently to engage in planning and preparation?
 - Is there a history of violence that speaks to capacity or potential targets?
 - Are there aspects of *novel aggression* (testing limits/boundaries or atypical aggression) when there is no history of violence?
- 6. Is the subject experiencing hopelessness, desperation, and/or despair?**
- Has the subject experienced a recent perceived loss, failure, or injustice?
 - Do they experience shame or humiliation related to the loss, failure, or injustice?
 - Is the subject having significant difficulty coping with a stressful event? Are there multiple stressors?
 - Are there indications of *last resort behaviors* (increasing desperation or distress, pressing subject into violence as a position of last resort)?
 - Has the subject engaged in behavior that suggests they have considered ending their life?
- 7. Has the subject's behavior indicated or raised concern of need for intervention or supportive services?**
- Does the subject have difficulty coping?
 - Are there symptoms of severe, acute, or untreated mental illness, such as:
 - Significant lack of contact with reality (hallucinations, delusions, or extreme wariness, distrust, or paranoia)
 - Symptoms that impact the subject's perception of grievances or how others respond to subject
 - Significant or sustained agitation or anxiousness

- Significant or sustained depressed mood
 - Alcohol or other drug use/abuse
 - Pervasive patterns of maladaptive behavior
 - Does the subject have access to treatment resources? If so, are they actively engaged in those services and compliant with the treatment plan and/or prescriptions?
- 8. Does the subject have protective factors, stabilizers, or buffers that inhibit use of violence?**

Several factors may decrease risk or inhibit escalation to violence. Check for these protective factors to see if they are present and stable, absent, or diminishing, or need to be bolstered:

- Views violence as unacceptable, immoral
- Accepts responsibility for actions
- Demonstrates remorse for inappropriate behavior
- Respects reasonable limits and expectations
- Uses socially sanctioned means of addressing grievances
- Values life, job, relationships, freedom
- Fears loss of reputation, job, freedom, life
- Maintains, uses, and builds effective coping skills
- Treatment access, compliance, and engagement
- Sustains trusted and valued relationships/support systems

A sustained, trusting, and valued relationship with at least one responsible person can be a key stabilizer and inhibitor to violence. That person can provide support, challenge distorted perceptions or violent ideation and help connect the subject with support. Consider:

- Does the subject have at least a friend, colleague, family member, or other person that they trust 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? Does that other person have skill and willingness to monitor, intervene, and support the subject?
- Is the subject emotionally connected to and engaged with other people?
- Is there a deterioration of support, increased withdrawal, or isolation from, or alienation by prior support systems?

Questions Regarding Potential Targets

Targets (and others impacted by the subject's behavior) may behave or respond in ways that indicate the level of threat they perceive, that increase their vulnerability or diminish their ability to protect themselves, or that reflect needs for assistance or support.

- **Are targets (or others) indicating vulnerability or concern about, or impact by, the subject's behavior?**
- Are those who know the subject concerned that he or she might act based on violent ideas or plans?
- Are those who know the subject concerned about a specific target?
- Are they concerned for the well-being of the subject?
- Are targets or others around the subject engaging in protective actions, e.g. distancing, avoiding, minimizing conflict, modifying routines or behaviors, etc., even if they do not define the subject as a threat.
- Are targets engaging in behavior or in situations that increase their:
 - *Desirability*: A source of the subject's grievances or fuel fantasies for violence.

- *Availability*: The proximity or access between the subject and the target.
- *Vulnerability*: Lack of protective factors or behaviors or coping abilities of the target.
- Do targets have adequate coping and support resources?
- Are targets or others experiencing stress, trauma, or other symptoms that may benefit from intervention?

Questions Regarding Environmental/Systemic Factors Impacting the Situation

These factors impact or stem from the school/workplace/family environment or systemic issues or challenges that may allow, encourage (or not discourage), or exacerbate the use of violence to address concerns, may inhibit reporting of concerns, or that may impact ability to effectively resolve concerns.

- **Are there environmental/systemic factors that are impacting the situation?**
- Systemic, policy, or procedural problems?
- Unfair, inconsistent, or biased disciplinary processes?
- Silos, gaps, or delays in reporting of concerns?
- Poor conflict management skills?
- Poor supervisory skills and/or willingness to address?
- Inadequate resources to address needs?
- School/family/social climate concerns, e.g., harassment, bullying, bias, neglect, or abuse?
- Lack of support or treatment resources in the community?
- Social influences of others in the environment?

Questions Regarding Precipitating Events

Violence risk is dynamic and situational. It is important to consider not just the current situation involving the subject, target and environment/systems, but also those that may change in the near to mid-term, and whether those changes could make things better or worse for the case.

Are there Precipitating Events that may impact the situation currently and in the foreseeable future?

Common precipitants are related to loss, failures, or injustices, as well as events or circumstances that trigger memories of past grievances, or situations that create unexpected opportunities to act.

Questions Regarding the Integrity of the Threat Assessment Process

- **What is the consistency, credibility, and completeness of information about the situation?**
- Are the subject's conversation and story consistent with his or her actions?
- Do collateral sources confirm or dispute what the subject says is going on and how they are dealing with it?
- Are there multiple sources? If so, are they providing consistent information?
- What gaps exist in understanding the situation? What don't we know?
- What bias or misperceptions may be influencing witnesses, targets, TAT members? Consider sources of bias/distortion in our thought processes, including but not limited to:
 - *Confirmation Bias*: Seeking and integrating information that supports/affirms our prior beliefs
 - *Anchoring*: Base final judgment on information gained early on – first impressions may bias future perspectives.
 - *Over-Confidence*: Failure to spot limits of knowledge and therefore perceive less risk. Too much faith in ability.
 - *In-Group Bias*: Overestimate abilities, value, and credibility of people we know (or are similar to) more than people we do not know or who are different.

- *Availability*: Overestimate likelihood of events that have greater availability in memory due to being unusual, recent, or emotionally salient.
- *Probability Neglect*: Overestimate risks of harmless or low probability events, while underestimate risks of high probability events even when they are not harmless (1/84 chance of dying in vehicle accident vs 1/5,000+ of dying in plane crash).
- *Fundamental Attribution Error*: Place blame for own bad outcomes on external events. When others have bad outcomes, make judgements about them – failure to account for interactions between the person and the situation.
- *Hindsight Bias*: Overestimate predictability of past events based on current knowledge of facts and outcome.

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)*. It provides examples of possible responses for TATs to consider and is not intended as an exhaustive or complete list.

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-Level Threat Responses.

Low-Level Threat Responses

Resolve a low-level 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-Level Threat Responses

Resolve a moderate-level 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-Level Threat Responses

Resolve a high-level 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).

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 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/systemic, and monitoring for the impact of precipitating events on case management. 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, assist, refer, correct, contain, or control the **Subject** who may pose a threat of violence, harm, or significant disruption to self or others; or otherwise indicate a need for assistance or intervention;
- T** Decrease vulnerabilities, provide support and assistance for the **Target**/others impacted or otherwise indicating a need for assistance or intervention;
- E** Address **Environmental**/systemic issues to minimize impact, escalation, or recurrence;
- P** Prepare for and mitigate against **Precipitating events** that may impact the situation; and
- PLUS** Are there any actions the TAT can or should facilitate to address any concerns noted, beyond those already being effectively done?

Subject-Based Case Management Strategies

Schools regularly use many of the following examples of interventions or strategies to address situations involving concerning, aberrant or threatening behavior. TATs should consider a broad range of interventions that may de-escalate, assist, refer, contain, control or 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. Check-in/check-out to 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. Parent/family involvement
4. Referral for assistance or support services, such as:
 - a. Academic/work assistance
 - b. Special education IEP or Section 504 accommodations
 - c. Alternative schooling/work
 - d. Social skills training

- e. Conflict resolution training/anger management
 - f. Behavioral contracting
 - g. Modification of classroom assignment or work schedule
 - h. Involvement in extracurricular activities
 - i. Performance improvement plans
 - j. Peer coaching/mentoring
5. Welfare/well-being checks
 6. Counseling/mental health services, such as:
 - a. Check-in/check-out with school counseling staff
 - b. Ongoing support with school counseling staff
 - c. Outpatient counseling/mental health care
 - d. Emergency psychiatric evaluation
 7. Independent medical/psychological evaluations, such as:
 - a. Clinical violence risk and *direct threat* evaluation
 - b. Fitness for duty evaluation
 8. Referral for disciplinary measures, such as:
 - a. Subject confrontation or warning
 - b. Administrative orders for no contact or communication
 - c. Detention
 - d. Suspension
 - e. Termination/expulsion
 9. Referral/notification to law enforcement or criminal justice system
 - a. Law enforcement/juvenile justice involvement
 - b. Court-issued protective orders
 - c. 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, 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 identified or identifiable targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject of concern. Examples of target-based case management strategies include, but are not limited to:

1. Strategies for Targets
 - a. Set clear limits and boundaries with the subject regarding communications and contact.
 - b. Document all contacts with the subject using a log noting the date/time/means of contact, nature of contact, witnesses, and impact on the target.
 - c. Monitor communications for changes/escalations by the subject.
 - d. Avoid contact with or response to the subject - do not reinforce the subject's attempts to get a response.
 - e. Minimize reactivity to the subject's actions.
 - f. Minimize publicly available information especially with social media and phone, e.g., by scrubbing Internet information, checking privacy settings on social media applications.
 - g. Maintain/enhance situational awareness.
 - h. Vary routine - be careful about consistent habits.
 - i. Develop contingency plans for avoidance or escape from the subject, shelter, situational awareness, and personal safety.
 - j. Use support systems - being/feeling like a target can be stressful.
2. Organizational Strategies for Reducing Target Vulnerability
 - a. Engage/liaise with target - assign a team member as a point of contact for support and assistance.
 - b. Change work/class schedule (hours and/or location).
 - c. Change/enhance security in work/class location.
 - d. Notify staff who can help monitor if the subject is present or posing a threat to target.
 - e. Security staffing
 - f. Safety escorts
 - g. Fear management
 - h. Counseling/employee assistance program referrals

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.
2. Address reporting gaps/delays.
3. Intervene with associates that support violent behavior.
4. Enhance conflict management skills of groups.
5. Bullying prevention/intervention programs
6. Enhance supervisory skills and accountability.
7. Enhance school/workplace climate by building a safe, caring, and connected community. TATs work best in schools that have an overall safe climate, where students and employees feel respected and feel that situations are handled fairly. Connection through human relationships is a central component of a culture of safety and respect. The principle objective of school violence-reduction strategies is to create cultures and climates of safety, respect, and emotional support within the school. Strategies to support and enhance a positive school/workplace climate include, but are not limited to:

- a. Effective communication among and between school staff, students, and parents/guardians.
- b. School climate assessments and intervention with identified issues.
- c. Emphasis on school connectedness.
- d. Strong but caring stance against a code of silence.
- e. Bullying/harassment prevention and intervention.
- f. School-law enforcement partnerships, including well-trained school resource officers.
- g. Collaborative relationships with mental health, social services, and other community-based resources.
- h. Planning and preparation to deal with, respond to, and recover from potential crises.
- i. Physical security and crime prevention through environmental design.

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 maintain an ongoing, longitudinal approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:

1. Minimize unnecessary precipitants where possible (look to systemic issues that unnecessarily impact cases).
2. Consider the impact of the timing and location of interviews.
3. Monitor and plan for loss/injustice impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization, etc.
4. Monitor and plan for key dates/events in the process of case management, such as:
 - a. Anniversaries, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays, etc.
 - b. Hearings
 - c. Court dates
 - d. Service of notice about outcomes
5. Monitor for reactions to administrative/court actions.
6. Monitor for reactions to case management/interventions.
7. Monitor for contagion effect of other high profile or locally significant acts of violence.

Operational Services

Exhibit - Targeted School Violence Prevention and Threat Assessment Education

On District letterhead

Date:

To: District Staff and Parents/Guardians

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 may pose 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 behaviorally, 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 "joking," 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 concerning, aberrant, threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

- Threatening statements or gestures
- Persons with ongoing, unresolved grievances with members of the school community
- Atypical, unusual, or bizarre communications or behavior
- Significant changes in behavior
- Increased focus or fixation on aspects of violence, harm, or death
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves
- Behavior that significantly disrupts the learning or working environment
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school

Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or "joking" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

General Personnel

Equal Employment Opportunity and Minority Recruitment

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

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

Administrative Implementation

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

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

Nondiscrimination Coordinator:

Name Dr. Janet Gladu

Address

404 West Main St. La Harpe, IL 61450

Email jgladu@laharpeeagles.com

Telephone 217659-7739

Complaint Managers:

Name
Ryan Hopper

Address
404 West Main St., La Harpe, IL 61450

Email rhopper@laharpeeagles.com

Telephone 217-659-3713

Name
Ashlee Goettsche

Address
404 West Main St., La Harpe, IL 61450

Email agoettsche@laharpeeagles.com

Telephone 217-659-3713

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

Minority Recruitment

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

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §218d, Fair Labor Standards Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.42
U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act.
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.
Ill. Constitution, Art. I, §§17, 18, and 19.
105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 513/25, Genetic Information Privacy Act.
740 ILCS 174/, Ill. Whistleblower Act.
775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.
775 ILCS 35/, Religious Freedom Restoration Act.
820 ILCS 55/10, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.
820 ILCS 112/, Ill. Equal Pay Act of 2003.
820 ILCS 180/30, Victims' Economic Security and Safety Act.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

General Personnel

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.

General Personnel

Workplace Harassment Prohibited

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

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

Sexual Harassment Prohibited

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

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

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

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

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

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

Nondiscrimination Coordinator:

Name

Dr. Janet Gladu

Address

404 West Main St., La Harpe, IL 61450

Email jgladu@laharpeeagles.com

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Complaint Managers:

Name

Ryan Hopper

Address

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rhopper@laharpeeagles.com

Telephone 217-659-3713

Name

Ashlee Goettsche

Address

404 West Main St., La Harpe, IL 61450

Email agoettsche@laharpeeagles.com

Telephone 217-659-3713

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee*

Ethics; Code of Professional Conduct; and Conflict of Interest, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

Enforcement

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

Retaliation Prohibited

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

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

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

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

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

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. 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).

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).

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).

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.
- 720 ILCS 5/11-1.60. Aggravated 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 2023, 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 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(b-25), added by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, 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.

Actor	Action
	<ol style="list-style-type: none"> 2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed. 3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality. At a minimum, school personnel must be trained to understand, provide information and referrals, and address issues pertaining to such students. 4. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10.
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)):</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. 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 which includes the local State's Attorney's Office.</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).</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>

Actor	Action
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).</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 viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2).
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).</p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f).</p>

Actor	Action
	<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).</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 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).
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); and <ul style="list-style-type: none"> 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). 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).</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</p>

Actor	Action
	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). 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).

General Personnel

Staff Development Program

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

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

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

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 - a. Chronic health conditions of students;
 - b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).

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

Additional Training Requirements

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

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving

Actor	Action
	<p>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.</p> <p>11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.</p>
<p>Nondiscrimination Coordinator and/or Complaint Manager(s)</p>	<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 Grievance Procedure</i>; 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</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 Grievance Procedure</i>; 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</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.
<p>All District Staff Members</p>	<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>

Students

Prevention of and Response to Bullying, Intimidation, and Harassment

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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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 have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or

facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Name

Janet Gladu

Address

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Email jgladu@laharpeeagles.com

Telephone 217-659-7739

Complaint Managers:

Name
Ryan Hopper

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Name
Ashlee Goettsche

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
 - e. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is **prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false

information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.

- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
 405 ILCS 49/, Children's Mental Health Act.
 775 ILCS 5/1-103, Ill. Human Rights Act.
 23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

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 Board policy 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. Review the Ill. State Board of Education (ISBE) bullying prevention webpage, at: www.isbe.net/Pages/Bullying-Prevention.aspx.
3. Review the Cyberbullying Research Center's Cyberbullying Fact Sheet: Identification, Prevention, and Response, at: <https://cyberbullying.org/cyberbullying-fact-sheet-identification-prevention-and-response>.
4. 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 and how to build a safe environment:
 Safe Supportive Learning's School Climate Measurement compendium at: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>.
 U.S. Government's StopBullying.gov prevention webpage, at: www.stopbullying.gov/prevention/build-safe-environment.

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/guardians 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. Within 24 hours after the school administration becomes aware of a student's involvement in an alleged incident of bullying, notify the student's parent(s)/guardian(s) of the incident, along with threats, suggestions, or instances of self-harm determined to be the result of bullying. Utilize all contact information available or that can be reasonably obtained within the 24-hour period.
2. Conduct a prompt, thorough, and impartial investigation upon receiving a report.
3. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying*.
4. 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 Board policy 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 #4**, 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 the target, aggressor, and their parents/guardians to ensure subsequent bullying has not occurred and no new concerns have arisen.

Students

Exhibit - Resource Guide for Bullying Prevention

General Resources

Safe2Help Illinois:

www.safe2helpil.com/

Ill. State Board of Education *School Bullying Prevention Task Force Report*:

www.isbe.net/Documents_SBPTF/sbptf_report_030111.pdf

Ill. State Board of Education *Model Policy for Bullying Prevention*:

www.isbe.net/Documents/Model-Bullying-Prevention-Policy.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/RIC/Publications/cops-w0018-pub.pdf>

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):

www.pbis.org/

Social and Emotional Learning Standards:

www.isbe.net/Documents/SEL-Standards.pdf

Dignity in Schools:

<http://dignityinschools.org/take-action/model-school-code/>

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*:

www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf

Safe Supportive Learning's School Climate Survey Compendium:

<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

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's *Creating an environment for emotional and social well-being:* an important responsibility of a health promoting and child-friendly school.

<https://apps.who.int/iris/handle/10665/42819>

Rachel's Challenge:

<https://rachelschallenge.org>

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/Guardian 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 actual or perceived characteristics? (Check all that apply).

- | | | |
|--|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> National origin |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Gender-related identity |
| <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Gender-related expression | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Age | <input type="checkbox"/> Religion | <input type="checkbox"/> Physical disability |
| <input type="checkbox"/> Mental disability | <input type="checkbox"/> Order of protection status | <input type="checkbox"/> Homeless status |

- Marital status Parenting status Physical appearance
 Socioeconomic status Academic status Military status
 Associated with person/group with one or more of the above actual or perceived characteristics
 Other _____
 I do not know.

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.)

- Classroom Locker room
 Hallway Extracurricular activity
 Cafeteria Bus
 Restroom Bus stop
 Gym School or related activity or event
 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: _____

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.

Initial Notices to Parents/Guardians of Involved Students

Initial notice must be given to the parents/guardians of students involved in an incident of bullying (as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying) within 24 hours after becoming aware of the student's involvement.

Target's parent/guardian:

Circle contact method: Phone Email Letter In-person Other:

Date: _____ Time: _____

Staff Member: _____ Title: _____

Aggressor's parent/guardian:

Circle contact method: Phone Email Letter In-person Other:

Date: _____ Time: _____

Staff Member: _____ Title: _____

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 policies 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 policies 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: _____

Students

Teen Dating Violence Prohibited

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

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

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

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 110/3.10.

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

Students

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 Ill. 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-E3, <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>	

Mandatory Topics	IASB PRM	IPA MSH
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>
Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs	6:160, English Learners	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, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</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, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds 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>

Mandatory Topics	IASB PRM	IPA MSH
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>	5.10, <i>Immunization, Health, Eye & Dental Examination</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>	5.10, <i>Immunization, Health, Eye & Dental Examination</i>
Vaccinations (influenza and meningococcal)	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>	5.10, <i>Immunization, Health, Eye & Dental Examination</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>
Names of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District.	5:100, <i>Staff Development Program</i>	

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse	6:60-AP1, <i>Comprehensive Health Education Program</i> 6:60-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>

Mandatory Topics	IASB PRM	IPA MSH
<p>Free appropriate public education to students with disabilities</p> <p>Special education services to eligible children whether or not enrolled in the District</p>	<p>6:120, <i>Education of Children with Disabilities</i></p> <p>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)</p> <p>6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i></p>	<p>10.10, <i>Education of Children with Disabilities</i></p>
<p>Counseling options for students who are affected by sexual abuse and grooming behavior, along with options for victims of sexual abuse and grooming behavior to obtain assistance and intervention</p>	<p>7:250, <i>Student Support Services</i></p> <p>7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Needs</i></p>	<p>5.30, <i>Guidance and Counseling</i></p>
<p>Opportunities for registered apprenticeship programs for students in grades 9-12 who are 16 years or older</p>	<p>6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i></p>	<p>2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i></p>

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
<p>IHSA policy on banned substances (required only for IHSA schools)</p>	<p>6:190, <i>Extracurricular and Co-Curricular Activities</i></p> <p>6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i></p> <p>7:240, <i>Conduct Code for Participants in Extracurricular Activities</i></p> <p>7:240-AP1, <i>Code of Conduct for Extracurricular Activities</i></p>	<p>9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i></p>
<p>Absenteeism and truancy</p>	<p>7:70, <i>Attendance and Truancy</i></p>	<p>2.10, <i>Attendance</i></p> <p>2.50, <i>Truancy</i></p>

Mandatory Topics	IASB PRM	IPA MSH
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>
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>	6.45, <i>Harassment and 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>	6.30-E1, <i>Short Term Out-of-School Suspension (1-3</i>

Mandatory Topics	IASB PRM	IPA MSH
		<i>Days) Reporting Form</i> 6.30-E2, <i>Long Term Out-of-School Suspension (4-10 Days) Reporting Form</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>	10.20, <i>Discipline of Students with Disabilities</i>
Dress code	7:160, <i>Student Appearance</i>	1.170, <i>Student Appearance</i> 6.20, <i>School Dress Code</i>
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 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 Grievance Procedure</i>	1.50, <i>Equal Opportunity & Sex Equity</i>

Mandatory Topics	IASB PRM	IPA MSH
Sex equity and grievance procedures	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX 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 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>
Board policy prohibiting discrimination and harassment based on race, color, and national origin, and retaliation, and an accessible and age-appropriate summary of the policy	2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin 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/guardian and student rights under the Protection of Pupil Rights Act	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</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>

Mandatory Topics	IASB PRM	IPA MSH
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>	7.40, <i>Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act</i>

Mandatory Topics	IASB PRM	IPA MSH
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>	
Evidence-informed educational information for parents/guardians on the warning signs of child sexual abuse and grooming, and assistance, referral, or resource information	4:165, <i>Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors</i>	1.180, <i>Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations</i>
Contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and either the Safe2Help Illinois helpline and/or a local suicide prevention hotline	7:290, <i>Suicide and Depression Awareness and Prevention</i> 7:290-AP, <i>Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program</i>	

Mandatory Topics	IASB PRM	IPA MSH
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>
Ill. State Board of Elections one-page document explaining voter registration process, available at www.elections.il.gov/ (high schools only)		
Employee code of professional conduct	5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i>	1.185, <i>Faith's Law Notifications</i>
Notice to parents/guardians of the availability of the Ill. State Board of Education's <i>Sexual Abuse Response and Prevention Resource Guide</i> , at www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf	5:120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</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>	3.10, <i>Fees, Fines and Charges; 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>	2.100, <i>Home and Hospital Instruction</i>

Recommended Topics	IASB PRM	IPA MSH
	4:170-AP1, E1, <i>Accident or Injury Form</i>	
Targeted school violence prevention program, including threat assessment teams	4:190, <i>Targeted School Violence 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 school 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 or 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>

Recommended Topics	IASB PRM	IPA MSH
Medical cannabis administration	7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i>	5.20, <i>Student Medication</i>
Anaphylaxis prevention and response	7:285, <i>Anaphylaxis Prevention, Response, and Management Program</i> 7:285-AP, <i>Anaphylaxis Prevention, Response, and Management Program</i>	1.190, <i>Prevention of Anaphylaxis</i>
Telephone use, building specific		

Student Programs

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> 6:185, <i>Remote Educational Program</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-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and /or Opt-outs</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>

Recommended Topics	IASB PRM	IPA MSH
Biking and Walking Safety Education	6:60-AP1, 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 instructional materials	6:210, <i>Instructional Materials</i>	11.10, <i>Student Privacy 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>

Recommended Topics	IASB PRM	IPA MSH
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> 7.27, <i>Access to Non-School Sponsored Publications</i>

General Information

Recommended Topics	IASB PRM	IPA MSH
School calendar	6:20, <i>School Year Calendar and Day</i>	
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>

Recommended Topics	IASB PRM	IPA MSH
Release time for students voting in elections	7:90, <i>Release During School Hours</i>	
Extracurricular drug and alcohol testing (if applicable)	7:240-AP2, <i>Extracurricular Drug and Alcohol Testing Program</i> 7:240-AP2, E1, <i>Consent to Participate in Extracurricular Drug and Alcohol Testing Program</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</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: <ul style="list-style-type: none"> 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>

Recommended Topics	IASB PRM	IPA MSH
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
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>

Special Circumstance Topics	IASB PRM	IPA MSH
<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 	<p>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></p> <p>6:15, <i>School Accountability</i></p>	
<p>Credit for proficiency</p>	<p>6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i></p>	<p>2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i></p>

Re: RTU replacement

1 message

Michael Siegfried <msiegfried@laharpeeagles.com>
To: Janet Gladu <jgladu@laharpeeagles.com>

Wed, May 15, 2024 at 12:03 PM

Looks like johnson controls is not going to even bid the roof top units

----- Forwarded message -----

From: **Michael Meister** <michael.meister@jci.com>
Date: Wed, May 15, 2024 at 10:45 AM
Subject: Re: RTU replacement
To: Michael Siegfried <msiegfried@laharpeeagles.com>

Hey Mike,

Sorry for the late notice, thanks for giving us the opportunity to bid on this, unfortunately, I'm not going to be able to provide a replacement quote for you on these units.

Thanks,

Michael

From: Michael Siegfried <msiegfried@laharpeeagles.com>
Sent: Wednesday, May 8, 2024 7:15 AM
To: Michael Meister <michael.meister@jci.com>
Subject: Re: RTU replacement

need quote by May 15th

On Mon, May 6, 2024 at 9:46 AM Michael Meister <michael.meister@jci.com> wrote:
Hey Mike,

Thanks for letting me know. Who will be my point of contact when I get on the site? Also, when do you need this number by? Good luck, I hope it stays dry and you can get the crops in the field! My father in law keeps getting rained out, we had about another inch on Saturday, it's been a challenging spring this year.

Thanks,

Michael

From: Michael Siegfried <msiegfried@laharpeeagles.com>
Sent: Monday, May 6, 2024 9:43 AM
To: Michael Meister <michael.meister@jci.com>
Subject: Re: RTU replacement

I am leaving today to plant, I will be gone tomorrow unless it rains me out. You are welcome to get on roof and look at units. You can call me at 3092210806 with any questions

On Thu, May 2, 2024 at 3:49 PM Michael Meister <michael.meister@jci.com> wrote:

Hey Mike,

Well, this week has gotten away from me and I'm booked tomorrow. Can we go ahead and schedule Tuesday the 7th of next week for a site visit? I'd be there between 9:30 and 10:00 if that works for you. If Tuesday doesn't work, how does Thursday the 9th look for you?

Thanks,

Michael

From: Michael Siegfried <msiegfried@laharpeeagles.com>

Sent: Monday, April 29, 2024 7:00 AM

To: Michael Meister <michael.meister@jci.com>

Subject: Re: RTU replacement

There are 3 roof top units we are looking at. We have a \$50,000 matching grant so we would like to replace what we can up to \$100,000. It would be best for you to come out and look at these. I am here all week if you are able to make it over here. Thanks Michael

On Tue, Apr 23, 2024 at 4:13 PM Michael Meister <michael.meister@jci.com> wrote:

Hey Mike,

I hope you have been well, I'm guessing you are cray busy this time of the year.

Jason Myers reached out to me and provided me with your contact information to reach out to regarding a HVAC unit replacement bid. Do you have any information you can share, or would a site visit be the best next step? I would most likely want to put eyes on the unit and take some additional measurements before I get you a hard number to make sure there aren't any surprises for either of us. Let me know what you think, thanks!

Best,

Michael Meister

Account Executive, HVAC Building Solutions

Mobile: 309-340-0351

michael.meister@jci.com

Johnson Controls

3850 N. Main St, East Peoria, IL 61611

24/7 Service: 866-854-4729

Proposal



Date: 5/15/2024
To: La Harpe CUSD
Street Address: 404 West Main Street
City, State, Zip: La Harpe, IL 61450
Project Name: RTU Replacements
Good Until: 6/15/2024

Frank Millard & Company, Inc. proposes to provide labor, equipment, materials, and supervision to complete the following HVAC work as outlined below:

RTU-1 Replacement (East Lobby)

- Remove & dispose of offsite (1) existing Addison TRSA "energy recovery" variable speed 10-ton recirculation packaged rooftop unit
- Provide & install (1) Carrier 48FCEM 10-ton two-stage/two-speed recirculation packaged rooftop unit
 - 208-230v/3ph
 - Two-stage electric cooling
 - Two-stage natural medium-gas heating
 - Direct-drive medium static fan
 - Electromechanical controls
 - Louvered condenser hail guards
 - Vertical economizer & power exhaust
 - CDI curb adapter
- Modify existing roof curb as necessary for new curb adapter
- Modify, extend, & reconnect existing electrical feeder as necessary.
- Provide & install a new unit mounted fused electrical disconnect. Existing circuit breaker to be reused.
- Modify, reroute, & reconnect existing natural gas piping & regulator as necessary.
- Reconnect & reuse existing space thermostat (Existing BAS controls, sensors, & wiring to be abandoned)
- Install accessory economizer, power exhaust, & condenser hail guards
- All existing supply and return ductwork above lobby ceiling to remain as existing
- Provide start-up services

RTU-2 Replacement (North Gym)

- Remove & dispose of offsite (1) existing Addison TRSA "energy recovery" variable speed 20-ton 100% outdoor air packaged rooftop unit
- Provide & install (1) Carrier 48FCFM 20-ton two-stage/two-speed recirculation packaged rooftop unit
 - 208-230v/3ph
 - Two-stage electric cooling
 - Two-stage natural high-gas heating
 - Direct-drive medium static fan
 - Electromechanical controls
 - Louvered condenser hail guards
 - Vertical economizer & power exhaust
 - CDI curb adapter
- Modify existing roof curb as necessary for new curb adapter
- Modify, extend, & reconnect existing electrical feeder as necessary.
- Provide & install a new unit mounted fused electrical disconnect. Existing circuit breaker to be reused.
- Modify, reroute, & reconnect existing natural gas piping & regulator as necessary.
- Reconnect & reuse existing space thermostat (Existing BAS controls, sensors, & wiring to be abandoned)
- Install accessory economizer, power exhaust, & condenser hail guards
- All existing supply and return ductwork indoors & outdoors to remain as existing
- Provide start-up services

RTU-3 Replacement (South Gym)

- Remove & dispose of offsite (1) existing Addison TRSA "energy recovery" variable speed 12 ½-ton recirculation packaged rooftop unit
- Provide & install (1) Carrier 48FCEM 12 ½-ton two-stage/two-speed recirculation packaged rooftop unit
 - 208-230v/3ph
 - Two-stage electric cooling
 - Two-stage natural medium-gas heating
 - Direct-drive medium static fan
 - Electromechanical controls
 - Louvered condenser hail guards
 - Vertical economizer & power exhaust
 - CDI curb adapter
- Modify existing roof curb as necessary for new curb adapter
- Modify existing supply and return duct taps as necessary to accommodate new curb adapter



- Modify, extend, & reconnect existing electrical feeder as necessary.
- Provide & install a new unit mounted fused electrical disconnect. Existing circuit breaker to be reused.
- Modify, reroute, & reconnect existing natural gas piping & regulator as necessary.
- Reconnect & reuse existing space thermostat (Existing BAS controls, sensors, & wiring to be abandoned)
- Install accessory economizer, power exhaust, & condenser hail guards
- All existing supply and return ductwork indoors & outdoors to remain as existing
- Provide start-up services

Terms & Exclusions:

- Lead time on RTU-1 (East Lobby) is 3-4 weeks
- Lead time on RTU-2 (North Gym) is 14-16 weeks
- Lead time on RTU-3 (South Gym) is 3-4 weeks
- *All existing outdoor & indoor supply and return ductwork to remain as existing
- *Existing Johnson Controls building automation direct-digital controls to be disconnected and abandoned per owner's request. Any necessary modifications to the existing BAS are to be provided by the owner's controls contractor and is excluded from this proposal.
- Any smoke detection or fire alarm integration if required is to be provided by the owner's fire alarm servicer and is excluded from this proposal.
- *New units to be standard supply & return air with fresh-air economizers / No outside air energy recovery per owner's request
- *New units to be stand-alone control with wall-mounted space programmable/non-programmable thermostats
- *Excluding: bonds, permits, overtime, BAS DDC controls/integration, humidifier adaptive dehumidification, CO2 sensors, demand control ventilation, powered convenience outlets, low-ambient controls, electric heat, supply and return air temperature sensors, duct smoke detectors/integration, fire alarm integration, ductwork modifications, testing & balancing, and any other work not specifically stated within this proposal.
- **Add 1% to base bid below if performance & payment bonds are required**

Standard Exclusions:

1. No Building Permit or other related construction fees are included unless specifically stated above.
2. Builders Risk Insurance by owner with Frank Millard & Company, Inc. listed as additional insured unless specifically stated above.
3. Frank Millard & Company's standard insurance coverages are included unless stated differently above.
4. No additional work will be completed on this project unless expressly written authorization is provided.
5. Standard (8) Hour / Day work schedule is included with no provisions for overtime or other off-shift work schedule are included unless specifically stated above.
6. Project supervision on site to be provided by a Frank Millard and Company, Inc. working foreman unless specifically stated above.
7. No materials or construction testing costs are included unless specifically stated above.
8. All work to be completed according to current local building codes and standards.
9. Stored equipment and/or materials whether stored onsite or offsite will be invoiced as part of our monthly billing cycle.
10. Sales tax is included in the base bid price below.
11. Quote is subject to acceptance within 30 days.

We propose to furnish labor, material, equipment, & supervision to perform this scope of work in accordance with the aforementioned scope of work for the sum of:

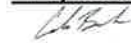
**One Hundred Twenty-Six Thousand Five Hundred Thirty-Five
and 00/100**

Dollars \$ 126,535.00

Payments are to be made as follows:

Payment Due within 30 Days of Invoice

Contractor's Signature:



Acceptance of Proposal: The above price, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Approved By: _____ **Company:** _____

Approver's Signature: _____ **Date:** _____

Approver's Title: _____ **Purchase Order No.:** _____



Peters

HEATING & AIR CONDITIONING

Family Owned
Since 1955



4-30-24

LaHarpe Community School
404 West Main
LaHarpe, IL 61450

Job: 10 ton roof top for entrance to the building

Dear Michael,

We propose to furnish all material and perform all labor necessary to complete the following.

Remove the existing 10 ton Addison roof top.

Install one new Carrier CF4812, 10 ton two stage gas packaged roof top unit.

Install one new roof curb adapter.

All necessary electrical will be done by our firm.

We will reconnect back to the existing thermostat.

Crane use is included in the quote.

10 year heat exchanger, 5 year compressor, 1 year parts manufacture warranty.

All above work will be completed in a professional workmanlike manner for the sum of:

PRICE: \$25,838.00 (Non-prevailing wage)

PRICE: \$27,476.00 (Prevailing wage)

Deduct \$1,913.00 if Johnson controls is not used

****NOTE**** Please let us know if this job is prevailing wage. (Any government grants, State or Federal money being used will qualify this as prevailing wage)



Water Furnace

Fireplace
SuperStore

1975 Keokuk Street

Hamilton, Illinois 62341

217-847-2777

FAX 217-847-2779

www.petersheatingandair.com

Peters

HEATING & AIR CONDITIONING

Job: 12.5 ton roof top for South side of Gymnasium

Family Owned
Since 1955



Remove the existing 12.5 ton Addison roof top.

Install one new Carrier CF4814, 12.5 ton two stage gas packaged roof top unit.

Install one new roof curb adapter.

All necessary electrical will be done by our firm.

We will reconnect back to the existing thermostat.

Crane use is included in the quote.

10 year heat exchanger, 5 year compressor, 1 year parts manufacture warranty.

All above work will be completed in a professional workmanlike manner for the sum of:

PRICE: \$28,508.00 (Non-prevailing wage)

PRICE: \$30,215.00 (Prevailing wage)

Deduct \$1,053.00 if Johnson controls is not used

****NOTE**** Please let us know if this job is prevailing wage. (Any government grants, State or Federal money being used will qualify this as prevailing wage)

Job: 20 ton roof top for North side of Gymnasium

Remove the existing 20 ton Addison roof top.

Install one new Carrier CF4824, 20 ton two stage gas packaged roof top unit.

Install one new roof curb adapter.

All necessary electrical will be done by our firm.



WaterFurnace

Fireplace
SuperStore

1975 Keokuk Street

Hamilton, Illinois 62341

217-847-2777

FAX 217-847-2779

www.petersheatingandair.com

Peters

HEATING & AIR CONDITIONING

Family Owned
Since 1955



We will reconnect back to the existing thermostat.

Crane use is included in the quote.

10 year heat exchanger, 5 year compressor, 1 year parts manufacture warranty.

All above work will be completed in a professional workmanlike manner for the sum of:

PRICE: \$39,427.00 (Non-prevailing wage)

PRICE: \$41,334.00 (Prevailing wage)

Deduct \$1,532.00 if Johnson controls is not used

****NOTE**** Please let us know if this job is prevailing wage. (Any government grants, State or Federal money being used will qualify this as prevailing wage)

*****NOTE***** Quotes are good for 15 days

Payment & Default: All accounts past 30 days will be charged a 1½% per month finance charge. Accounts will be invoiced upon completion of Contract or if a Contract last more than 30 days a percentage of completion will be invoiced based on percentage of work completed. If we refer this Contract to an attorney for collection, you agree to pay all reasonable expenses of collection enforcement, including, but not limited to, reasonable attorney fees, court costs, and other legal expenses. Thank you

Illinois

“NOTICE TO OWNER

The subcontractor providing this notice has performed work for or delivered material to your home improvement contractor. These services or materials are being used in the improvements to your residence and entitle the subcontractor to file a lien against your residence if the labor, services, material, fixtures,



Peters

HEATING & AIR CONDITIONING

Family Owned
Since 1955



apparatus or machinery, forms or form work are not paid for by your home improvement contractor. A lien waiver will be provided to your contractor when the subcontractor is paid, and you are urged to request this waiver from your contractor when paying for your home improvements.”

Sincerely,

Kent Church
Sales Engineer
Peters heating and air conditioning

Accepted by:

Signature

Date





2335 W. Altorfer Drive
Peoria, IL 61615
309-673-3649
www.kreiling.com

PROPOSAL & CONTRACT

DATE 5.6.24

Kreiling Roofing Co. (hereinafter referred to as "KRC") proposes to perform and furnish the labor, materials, insurance, supervision, equipment and warranty (herein together referred to as the "Work") described herein for:

OWNER/CUSTOMER: La Harpe CSD #347

ADDRESS: 404 West Main Street, La Harpe, IL 61450

PROJECT: 4,300 SF Roof Replacement and Alternate 9,200 SF Roof Recover

A. SCOPE OF WORK:

1. Tear-off roof in work area down to metal decking (see attachment for work area).
2. Mechanically fasten to decking 2 layers of insulation for a total thickness of 5.5", install tapered crickets at units.
3. Install new wood blocking at perimeter to match new insulation height.
4. Adhere 060 black EPDM or white TPO roofing membrane to insulation.
5. Tie-in new roof to existing roofs as noted (see attachment).
6. Fabricate and install new pre-finished 24GA steel metal edge and counter-flashings to replace existing.
7. Flash details to manufacturer specification.
8. Provide 20-year manufacturer warranty.
9. Clean up and haul away roofing debris.

Price: \$98,810

Alternate: Roof Recover

1. Existing roof insulation and membrane to remain.
2. Cut and remove metal, wall, and penetration flashings.
3. Replace damaged/deteriorated insulation up to 1,000 SF.
4. Mechanically fasten 1/2" high density insulation over existing roof system.
5. Install 1/2" furring strip at perimeter.
6. Adhere 060 black EPDM or white TPO roofing membrane to insulation.
7. Fabricate and install new pre-finished 24GA steel metal edge and counter-flashings to replace existing.
8. Flash details to manufacturer specification.
9. Provide 20-year manufacturer warranty.
10. Clean up and haul away roofing debris.

Add \$9,989 to 'contract price' below

The parties acknowledge that some of the materials and products to be used and installed in the construction of this project may become unavailable, delayed in shipment and/or subject to price increases due to circumstances beyond the control of the Subcontractor. If a specified product is unavailable or shipment is delayed, Subcontractor shall provide notice to Owner and shall be afforded additional time and substitute products may be considered. If there is an increase in price of materials, equipment, or products between the date of the Subcontract and the time when the Project is ready for the installation of the affected material, the Subcontract Sum shall be increased to reflect the additional cost to obtain the materials, provided the Subcontractor gives the Owner notice and documentation of increased costs.

B. CONTRACT PRICE: KRC shall perform the Work for _____ Dollars (\$98,810.00), in current funds. Payment of the Contract Price shall be paid as follows: _____

C. TERMS AND CONDITIONS: The terms and conditions set forth on the reverse side are a part of this proposal.

D. This Proposal is subject to revision or withdrawal by KRC for any reason until communication of acceptance, and may be revised after communication of acceptance where an inadvertent error by KRC has occurred. This Proposal expires thirty (30) days after the date stated above if not earlier accepted or withdrawn.

By: Jonah Moore

Title: Estimator/Sales

ACCEPTANCE

The undersigned hereby accepts this Proposal and, intending to be legally bound hereby, agrees that this writing shall be a binding contract and shall constitute the entire contract.

Owner/Customer: _____

By: _____

Title: _____




Date: _____

TERMS AND CONDITIONS

1. **Nature of Work.** Kreiling Roofing Co. ("KRC") shall furnish the labor and material to perform the work described herein or in the referenced contract documents. KRC does not provide design, engineering, consulting or architectural services. It is the Owner's responsibility to retain a licensed architect or engineer to determine proper design and code compliance, including a determination as to whether and what type of a vapor or air retarder is needed. If plans, specifications or other design documents have been furnished to KRC, Customer warrants that they are sufficient and conform to all applicable laws and building codes. KRC is not responsible for any loss, damage or expense due to defects in plans or specifications or building code violations unless such damage results from a deviation by KRC from what is specified. KRC is not responsible for condensation, moisture migration from the building interior or other building components, location or size of roof drains, adequacy of drainage, ponding on the roof, structural conditions or the properties of the roof deck or substrate on which KRC's roofing work is installed.
2. **Deck.** Customer warrants that structures on which KRC is to work are in sound condition and capable of withstanding roof construction, equipment and operations. KRC's commencement of roof installation indicates only that KRC has visually inspected the surface of the roof deck for visible defects. KRC is not responsible for the structural sufficiency, quality of construction (including compliance with FMG criteria), undulations, fastening or moisture content of the roof deck or other trades' work or design. KRC is not responsible to test or assess moisture content of the deck or substrate.
3. **Asbestos and Toxic Materials.** This proposal is based on KRC's not coming into contact with asbestos-containing or toxic materials ("ACM"). KRC is not responsible for expenses, claims or damages arising out of the presence, disturbance or removal of ACM. KRC shall be compensated for additional expenses resulting from the presence of ACM. Customer agrees to indemnify KRC from and against any liability, damages, losses, claims, demands or citations arising out of the presence of ACM.
4. **Payment.** Unless stated otherwise on the face of this proposal, Customer shall pay the contract price plus any additional charges for changed or extra work within ten (10) days of substantial completion of the Work. If completion of the Work extends beyond one month, Customer shall make monthly progress payments to KRC by the fifth (5th) day of the month for the value of Work completed during the preceding month, plus the value of materials suitably stored for the project. All sums not paid when due shall earn interest at the rate of 1-1/2% per month or at such rate as permitted by Illinois law. KRC shall be entitled to recover from Customer all costs of collection incurred by KRC, including attorney's fees, resulting from Customer's failure to make proper payment when due. KRC's entitlement to payment is not dependent upon criteria promulgated by Factory Mutual Global, including wind uplift testing.
5. **Right to Stop Work.** The failure of Customer to make proper payment to KRC when due shall, in addition to all other rights, constitute a material breach of contract and shall entitle KRC, at its discretion, to suspend all work and shipments, including furnishing warranty, until full payment is made. The time period in which KRC shall perform the work shall be extended for a period equal to the period during which the Work was suspended, and the contract sum to be paid KRC shall be increased by the amount of KRC's reasonable costs of shut-down, delay and start-up.
6. **Insurance.** KRC shall carry worker's compensation, automobile and commercial general liability insurance. KRC will furnish a Certificate of Insurance upon request. Customer shall purchase and maintain builder's risk and property insurance, including labor and materials furnished by KRC, covering fire, extended coverage, malicious mischief, vandalism and theft on the premises to protect against loss or damage to material and partially completed work until the job is completed and accepted. Moneys owed to KRC shall not be withheld by reason of any damage or claim against KRC covered by liability, property or builder's risk insurance.
7. **Additional Insured.** If Customer requires and KRC agrees to make Customer or others additional insureds on KRC's liability insurance policy, Customer and KRC agree that the naming of Customer or others as additional insureds is intended to apply to claims made against the additional insured to the extent the claim is due to the negligence of KRC and is not intended to make KRC's insurer liable for claims that are due to the fault of the additional insured.
8. **Interior Protection.** Customer acknowledges that re-roofing of an existing building may cause disturbance, dust, debris or fireproofing to fall into the interior. Customer agrees to remove or protect property directly below the roof in order to minimize potential interior damage. KRC shall not be responsible for disturbance, damage, clean up or loss to interior property that Customer did not remove or protect prior to commencement of roofing operations. Customer shall notify tenants of re-roofing and the need to provide protection underneath areas being re-roofed. Customer agrees to hold KRC harmless from claims of tenants who were not so notified and did not provide protection.
9. **Deck Repairs and Unforeseen Conditions.** Any work required to replace rotten or missing wood or deteriorated decking shall be done on a labor and material or unit price basis as an extra unless specifically included in the scope of work. When re-roofing over an existing roof, replacement of visible wet or deteriorated insulation shall be an extra or billed at unit prices unless otherwise stated on the face of this proposal. Unforeseen conditions that may affect the work will be reported to Owner and authorization requested prior to permanent repairs being performed.
10. **Damages and Delays.** KRC will not be responsible for damage done to KRC's work by others, including damage to temporary tie-ins. Any repairing of the same by KRC will be charged as an extra. KRC shall not be liable for liquidated or delay damages due to a delay in completion of the Project unless the delay was caused by KRC. KRC shall not be responsible for loss, damage or delay caused by circumstances beyond its reasonable control, including but not limited to acts of God, accidents, snow, fire, weather, vandalism, regulation, strikes, jurisdictional disputes, failure or delay of transportation, shortage of or inability to obtain materials, equipment or labor. In the event of these occurrences, KRC's time for performance under this proposal shall be extended for a time sufficient to permit completion of the Work.
11. **Roof Projections.** KRC will flash roof projections that are in place prior to installation of roofing or shown on the architectural plans provided to KRC. Penetrations not shown on the plans provided to KRC prior to submittal of this proposal or required after installation of roofing shall be considered an order for extra work, and KRC shall be compensated at its customary time and material rates for additional expense resulting from additional penetrations.
12. **Wind Loads or Uplift Pressures.** Design Professional is responsible to design the work to be in compliance with applicable codes and regulations and to specify or show the work that is to be performed. KRC is not responsible for design, including calculation or verification of wind-load design. To the extent minimum wind loads or uplift pressures are required, KRC's bid is based solely on manufacturer's printed test results. KRC itself makes no representation regarding wind uplift capacity and assumes no liability for wind uplift.
13. **Tolerances.** All labor and materials shall be furnished in accordance with normal industry standards and industry tolerances for uniformity, color, variation, thickness, size, weight, finish and texture. Specified quantities are intended to represent an average over the entire roof area.
14. **Fumes and Emissions.** Customer acknowledges that odors and emissions from roofing products will be released as part of the roofing operations to be performed by KRC. Customer shall be responsible for interior air quality, including controlling mechanical equipment, HVAC units, intake vents, wall vents, windows, doors and other openings to prevent fumes and odors from entering the building. Customer is aware that roofing products emit fumes, vapors and odors during the application process. Some people are more sensitive to these emissions than others. Customer shall hold KRC harmless from claims from third parties relating to fumes and odors that are emitted during the normal roofing process.
15. **Material Cost Escalation.** Steel products, asphalt, polyisocyanurate and other roofing products are sometimes subject to unusual price volatility due to conditions that are beyond the control or anticipation of KRC. If there is a substantial increase in these or other roofing products between the date of this proposal and the time when the work is to be performed, the amount of the contract may be increased to reflect the additional cost to the roofing KRC, upon submittal of written documentation and advance notice.
16. **Backcharges.** No backcharges or claims for payment of services rendered or materials and equipment furnished by Customer to KRC shall be valid unless previously authorized in writing by KRC and unless written notice is given to KRC within five (5) days of the event, act or omission which is the basis of the backcharge.
17. **Roof Top Safety.** Owner warrants there will be no live power lines on or near the roof servicing the building where KRC will be working and that Owner will turn off any such power supplies to avoid an electrocution risk to KRC employees. Owner will indemnify KRC from personal injury and other claims and expenses if Owner fails to turn-off power so as to avoid injury to KRC personnel or resulting from the presence of concealed electrical conduit and live electrical power. KRC is not responsible for costs of repair or damages, including disruption of service, resulting from damage to undischarged or concealed electrical or other utility lines. Owner shall shut down roof located electronic equipment that emits or receives radio frequency waves while roofing contractor is to be working on the roof so that roofing personnel will not be subject to radio frequency waves or electromagnetic radiation while working on the roof and shall indemnify and hold KRC and its personnel harmless from any personal injury claims resulting from a failure by Owner to do so. KRC is not responsible for the safety of persons on the roof other than its own employees. Owner and general contractor agree to indemnify and hold KRC harmless, including attorney's fees, from claims for personal injury by persons or entities whom owner or general contractor have allowed or authorized to be on the roof.
18. **Conduit and Materials Attached to Deck.** KRC's price is based upon there not being electrical conduit, cables, wires or other materials embedded within the roof assembly or attached directly to the underside or topside of the roof deck upon which KRC will be installing the new roof. KRC is not responsible for conduit, wires, cables, pipes, fireproofing or any objects attached to the underside of the roof decking which could be damaged during installation of the new roof system or repairs.
19. **Availability of Site.** KRC shall be provided with direct access to the work site for the passage of trucks and materials and direct access to the roof. KRC shall not be required to begin work until underlying areas are ready and acceptable to receive KRC's work and sufficient areas of roof deck are clear and available and free from snow, water or debris to allow for continuous full operation. The expense of any extra trips by KRC to and from the job as a result of the job not being ready for the Work after KRC has been notified to proceed will be charged as an extra.
20. **Warranty.** New roofing and re-roofing work will be warranted by KRC in accordance with its standard warranty, which is made a part of this proposal and contract and incorporated by reference. A facsimile of KRC's standard warranty is attached or, if not, will be furnished upon request. KRC SHALL NOT BE LIABLE FOR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES. The acceptance of this proposal by the Customer signifies his agreement that this warranty shall be and is the exclusive remedy against KRC. A manufacturer's warranty shall be furnished to Customer if a manufacturer's warranty is called for on the face of this proposal. It is expressly agreed that in the event of alleged defects in the materials furnished pursuant to this contract, Customer shall have recourse only against the manufacturer of such material.
21. **Existing Conditions.** KRC is not responsible for leakage through the existing roof or other portions of the building that have not yet been reroofed by KRC.
22. **Mold.** KRC and Owner are committed to acting promptly so that roof leaks are not a source of potential interior mold growth. Owner will make periodic inspections for signs of water intrusion and act promptly including prompt notice to KRC if Owner believes there are roof leaks, to correct the condition. Upon receiving notice, KRC will make roof repairs. Owner is responsible for monitoring any leak areas and for indoor air quality. KRC is not responsible for mold or indoor air quality. Owner shall hold harmless and indemnify KRC from claims due to indoor air quality and resulting from a failure by Owner to maintain the building in a manner to avoid growth of mold.
23. **Material References.** KRC is not responsible for the actual verification of technical specifications of product manufacturers; i.e., R-value or ASTM or UL compliance, but rather the materials used are represented as such by the material manufacturer.
24. **Oil-canning.** Metal roofing and especially lengthy flat-span sheet-metal panels often will exhibit waviness, commonly referred to as "oil-canning." The degree of oil-canning and the appearance of the panels will vary depending on factor such as the length and color of the panels, alloy, gauge, galvanizing process, substrate condition, and exposure to sunlight. Oil-canning pertains to aesthetics and not the performance of the panels and is not controlled by the roofing KRC. The type of metal roofing panels specified can affect the degree of oil-canning. KRC is not responsible for oil-canning or aesthetics. Oil-canning shall not be grounds to withhold payment or reject panels of the type specified.
25. **Dispute Resolution.** If a dispute shall arise between KRC and Customer with respect to any matters or questions arising out of or relating to this Agreement or the breach thereof, KRC and Customer will seek to mediate the dispute. If mediation is not successful, arbitration shall be administered by and conducted in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association unless the parties mutually agree otherwise. This Agreement to arbitrate shall be specifically enforceable under the prevailing arbitration law. The award rendered by the arbitrators shall be final, and judgment may be entered upon it in any Court having jurisdiction thereof. Any legal claim against KRC alleging any breach of this contract or negligence by KRC must be initiated no later than two (2) years after KRC performed the roofing installation covered by this contract. Collection matters may be processed through litigation or arbitration at the discretion of KRC.

Attachment

Legend

-  La Harpe Elementary School
-  La Harpe Elementary School
-  Path Measure

Roof Replacement Tie-in
Roof Recover Tie-in

Roof Replacement Work Area

Roof Replacement Tie-in

La Harpe Elementary School La Harpe

Roof Recover Tie-in

Roof Recover (area not included in base bid)

Google Earth

70 ft



Roof

Proposal



Date: 5/21/2024
To: Michael Siegfried
Of: La Harpe CSD 347
Street Address: 404 W. Main St.
City, State, Zip: La Harpe, IL 61450
Good Until: 30 days
Project Name: Partial Roof Recover

We propose to provide labor, equipment, and materials to complete the following:

1. Project Summary

- Replace the existing roof membrane and coverboard at approximately 6000 sf roof area over the lobby, and north classrooms wing.

2. Design Review

- No design or architect's/engineer's fees are included. All roofing installations to meet manufacturer's specifications required for warranty. All sheet metal installations to meet SMACNA standards.

3. Permits and Safety Requirements / Clarifications

- No building permit costs are expected or included. Owner to pay permit fees if required.

4. Detailed Project Scope of Work

- See attached aerial image for limits of work area.
- Remove existing membrane, membrane flashings, sheet metal counterflashing, and sheet metal roof edge. Existing insulation, field substrates, decking, gutters, downspouts, and perimeter blocking to remain in place for recover.
- Upon removal of membrane we will inspect the existing substrates for damage. We have included up to 500 sf of insulation replacement for wet/damaged insulation.
- Mechanically attach a 1/2" high density iso coverboard over the existing insulation.
- Mechanically attach a 60 mil, white, TPO membrane over the new coverboard.
- Flash all perimeters and penetrations per manufacturer's specifications.
- Fabricate and install new sheet metal counterflashing and sheet metal roof edge. Color to match existing as close as possible.
- Upon completion provide manufacturer's 20-year warranty.



5. Potential Change Orders or Concerns

- The conditions of the existing substrates are unknown. We have included insulation replacement up to 500 sf. If excessive damage is discovered upon demolition we will notify the owner's representative to discuss further repairs and additional costs. A written change order will be required for repairs beyond those stated in the scope of work.
- The existing steel decking is assumed to be in serviceable condition for reuse. This proposal does not include any replacement of steel decking.
- We have included sales tax on non-consumable materials in our cost breakdown. If a tax exempt certificate is provided, this cost can be deducted from the total bid price.

6. Specific Exclusions:

- No work to existing gutters or downspouts.
- No testing or abatement of asbestos or any other hazardous materials.
- No HVAC, plumbing, or electrical work is included. Existing condenser units and exhaust fans to remain in place.
- No performance and payment bond is included. If a P&P bond is required, add 1% to the total bid price.

Cost Breakdown:

Line Item	Amount
Labor	\$54,386.00
Material	\$41,843.00
Equipment	\$4,286.00
Sales tax on material (If applicable)	\$2,486.00
Project Total	\$103,001.00

Price Escalation Clause:

Due to the recent price fluctuations in the steel and aluminum markets as a result of tariffs and Covid-19, we have included a price escalation clause in this proposal. Upon the proposal's acceptance, we will reprice any steel, aluminum, copper, concrete or other products contained in the proposal. Any price escalation occurring between the proposal submission date and notice to proceed will be adjusted at cost plus any applicable sales taxes.

Standard Exclusions:

1. ***Sales Tax will be added to each invoice unless the State Sales Tax Exemption Certificate is provided with the Customer Purchase Order or Contract unless specifically clarified above. Sales Tax Costs will be added to labor and / or materials costs based on state requirements.***
2. ***Stored Materials, whether stored on-site of off-site will be invoiced to the customer as part of our monthly billing cycle.***
3. No Bid Bond or Performance and Payment Bond or any other type of Bonding included unless expressly listed above.
4. No Building Permit or other related construction fees are included unless specifically stated above.
5. Builders Risk Insurance by owner with Frank Millard & Company, Inc. listed as additional insured unless specifically stated above.
6. Frank Millard & Company's standard insurance coverage is included unless stated differently above.
7. No additional work will be completed on this project unless expressly written authorization is provided.
8. Standard (8) Hour / Day work schedule is included with no provisions for overtime or other off shift work schedule are included unless specifically stated above.
9. Project supervision on site to be provided by a Frank Millard and Company, Inc. working foreman unless specifically stated above.
10. No materials or construction testing costs are included unless specifically stated above.
11. All work to be completed according to current local building codes and standards.
12. No liquidated damages accepted unless specifically listed above.



We propose to furnish material, labor, and equipment to perform this scope of work in accordance with the afore mentioned specifications and plan sheets for the sum of:

See Breakdown _____ Dollars \$ See Breakdown _____

Payments are to be made as follows: Payment Due within 30 Days of Invoice Date Unless Changed and Agreed Upon by Contract Terms

Contractor's Signature: 
Connor Beals

Acceptance of Proposal: The above price, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Approved By: _____ Company: _____

Approver's Signature: _____ Date: _____

Approver's Title: _____ Purchase Order No.: _____

LH CSD

Partial Roof Recover 2024

Legend

📍 La Harpe Elementary School

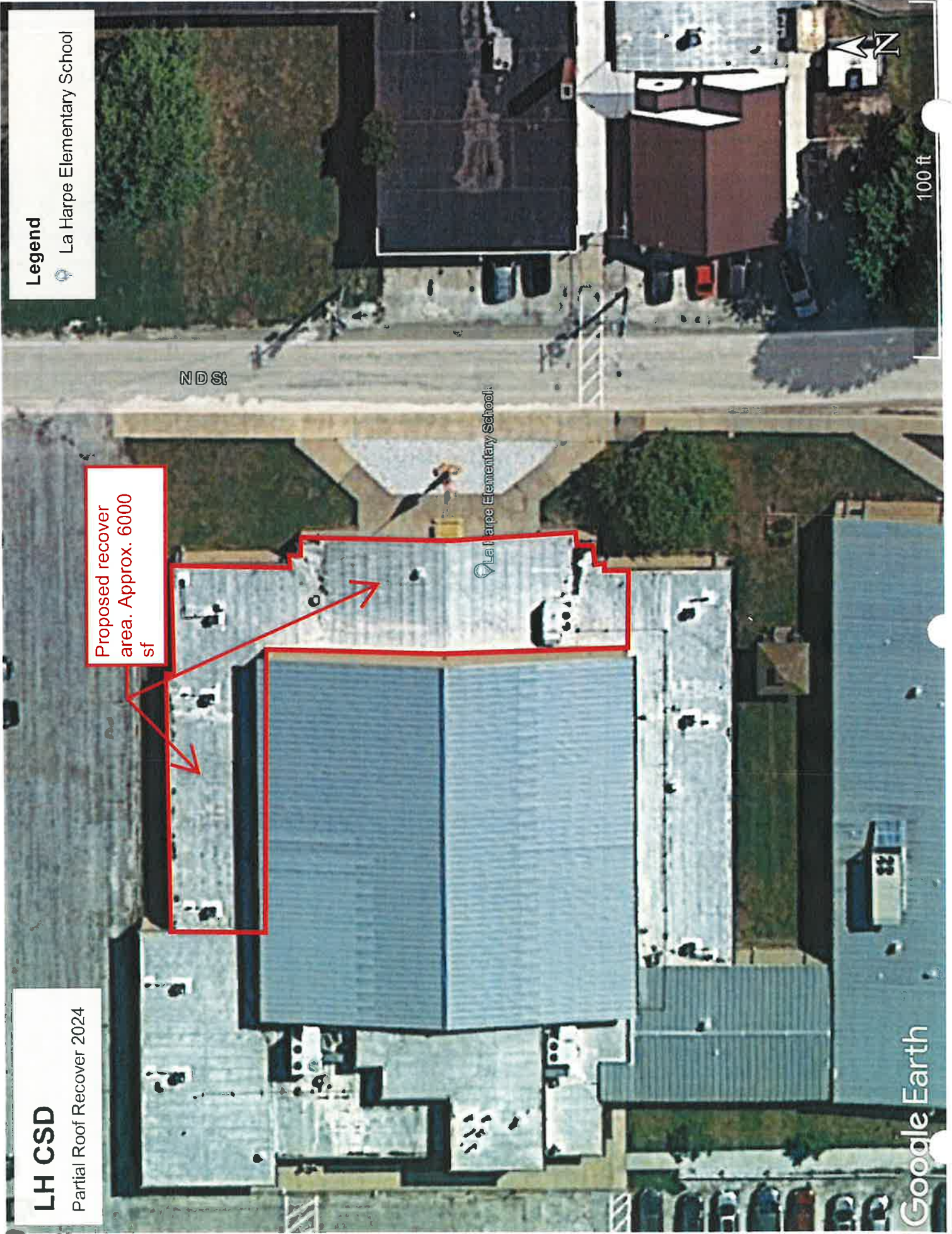
Proposed recover area. Approx. 6000 sf

NDS

📍 La Harpe Elementary School

Google Earth

100 ft



LaHarpe Eagles boys basketball uniforms

Douglas Dean <ddean@bsnsports.com>
To: Ryan Hopper <Rhopper@laharpeeagles.com>

Tue, May 14, 2024 at 1:07 PM

BANK SHOT MENS BASKETBALL REV JERSEY



BANK SHOT MENS BASKETBALL REV JERSEY



BANKSHOT MENS 7" BASKETBALL REV SHORT

BANKSHOT MENS 7" BASKETBALL REV SHORT



From: Ryan Hopper <Rhopper@laharpeeagles.com>
Sent: Tuesday, May 14, 2024 12:59 PM
To: Douglas Dean <ddean@bsnsports.com>
Subject: Re: LaHarpe Eagles boys basketball uniforms

External Email: Click with **Caution** |

Can you have the art team send me a picture of the purple jersey and short with side view along with the reversible white jersey and short with side views.

On Tue, May 14, 2024 at 12:44 PM Douglas Dean <ddean@bsnsports.com> wrote:

I can do them for \$96 per uniform if that helps?

BANK SHOT MENS BASKETBALL REV JERSEY



ARNOLD BROTHERS
HEATING AND COOLING

BRIAN WALLER : BRIAN KINMAN
1729 WEST JACKSON
MACOMB, ILLINOIS 61455
PH: 309/833-2852 FAX: 309/833-1523

05-15-24

LaHarpe Community School District #347
404 W. Main
LaHarpe, IL 61450

Att: Mark
Re: Jr High RTU replacement

Mark,

Pricing to replace the three Addison Package DOAS (dedicated outdoor air systems) units with Carrier package RTU's is as follows:

East Entrance Corridor System: Furnish and install a Carrier ten ton package unit
South Gymnasium System: Furnish and install a Carrier 12.5 ton package unit
North Gymnasium system: Furnish and install a Carrier 20 ton package unit

All systems to include:

- Gas heat
- Two stage cooling
- Variable frequency drive circulating fans
- Economizer system with ultra-low leak dampers and Honeywell controls
- Power exhaust fans
- Louvered hail guards
- Curb adapters to mate the new units to the existing curbs and ducting
- Reconnection to the existing ducting
- Reconnection to the existing line volt wiring with weather tight disconnects
- Reconnection to the existing gas piping
- New control wiring to new Honeywell Commercial Vision Pro 8000 wi-fi thermostats with wire guard covers
- Condensate piping
- Crane service
- Does not include reconnection to the existing Johnson Control monitor system
- One year labor, one year all parts, and five year compressor warranties
- Labor calculated at the current prevailing wage rate

Total Price = \$ 104,385.00

Thank you for the opportunity to provide your comfort needs. Please do not hesitate to give me a call if you have any questions, or need additional information.

Sincerely,

Brian Kinman

**La Harpe Board of Education
Regular Meeting Dates
2024-2025 School Year
3rd Tuesday at 6 pm – unless notated**

July 16, 2024 – 6 pm – Science Lab Room 47

August 20, 2024 – 6 pm – Art Room 44

September 17, 2024 – 6 pm – Math Room 104

October 15, 2024 – 6 pm – History Room 105

November 19, 2024 – 6 pm – ELA Room 41

December 17, 2024- 6 pm – ~~Elementary Special Education Room 37~~ *Science*

January 21, 2025 - 6 pm – ~~Junior High Special Education Room 35~~

February 18, 2025 – 6 pm – ~~3rd Grade – Room 116~~

March 18, 2025 – 6 pm - ~~2nd Grade Room 117~~

April 15, 2025 – 6 pm – ~~4th Grade – Room 118~~

May 20, 2025 – 6 pm – ~~1st Grade – Room 119~~

June 24, 2025 – 6 pm* - ~~Kindergarten – Room 120~~

