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SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE

Board of Control Meeting
June 22, 2022
SASED Administrative Center
2900 Ogden
Lisle, IL 60532
5:30 PM
AGENDA

1. **Call to Order/Roll Call**
2. **Pledge of Allegiance**
3. **Public Comment**
4. **Closed Session**
   a. To convene in closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2c1
5. **Consent Agenda**
   a. Approve Minutes of the May 18, 2022 open and closed session meetings
   b. Personnel Recommendations
      1) Accept/Approve the Resignations, Retirements, Appointments and Change of Employment Status of Educational Support Staff, Licensed Staff, Registered Staff and Contracted Staff as presented.
      2) Approve the employment of staff for Low Incidence and Multi-Needs Extended School Year as presented
   c. Accept the Financial Reports
      1) Treasurers Report--May 2022
      2) Revenue & Expenditure Reports--May 2022
      3) Gross Payrolls--May 2022
      4) Interim Payrolls--May 2022
      5) Bill List--June 2022
      6) Interim Checks--May 2022
   d. Approve SOPPAS
      1) Multi-Health Systems Inc./Orland School District 135
      2) Riverside Assessments, LLC dba Riverside Insights
   e. Approve agreement with Elmhurst University
   f. Approve Early Choices contract with Sebastian Howley
   g. Authorize disbursement of bills prior to August board meeting
   h. Approve destruction of December 9, 2020 closed session recording
   i. Conduct Semi-Annual Review of closed session minutes and maintain as confidential
6. **Discussion Without Action**
   a. Informational/Correspondence
      1) Programs/Services End of Year Report
      2) Review Staff Satisfaction Survey Results
      3) SASED School Emergency Operations Plan
   b. Enrollment Update
   c. Board Committee Updates

7. **Discussion with Action**
    a. Approve Early Choices agreement with Michelle Sands
    b. Approve contract for Matthew Layton as Director of Programs/Services
    c. Approve contract for Keith Zmijewski as Assistant Program Administrator for Southeast and Directions
    d. Approve Director of Human Resources employment contract for Julie Grohn
    e. Approve Director of Business/CSBO employment contract for Don Robinson
    f. Approve 2022-23 administrator contract for Michele Capio
    g. Approve 2022-2023 administrator contract for Laura Capparelli
    h. Approve 2022-2023 administrator contract for Sherilyn Genin
    i. Approve 2022-23 administrator contract for Amy Gebre
    j. Approve 2022-23 administrator contract for Tara Corral
    k. Approve 2022-2023 administrator contract for Christine DiRienzo
    l. Approve 2022-2023 administrator contract for Sheila White
    m. Approve 2022-23 contract for Gina Hubbard
    n. Approve Memorandum of Agreement with SASED Education Association
    o. Approve Secondary Transitional Experience Program agreement in the amount of $322,000
    p. Approve Transition Specialist Program agreement in the amount of $92,765
    q. Approve Math Curriculum Adoption
    r. Approve contract with Ridge Training for administrative professional development
    s. Approve administrator professional development agreement with Larry Lobert
    t. Approve orientation day speaker contract
    u. Approve 2022-23 contract with EDU Healthcare
    v. Approve 2022-23 contract with Stepping Stones
    w. Approve intergovernmental agreement with Plano SD88
    x. Approve Westmont District 201 lease agreement
    y. Approve agreement with Innersync Studio, LLC for website services
    z. Approve Food Service contract
    aa. Approve the spring institute contract with the DoubleTree Lisle/Naperville
    bb. Approve the spring institute contract with NIU Naperville
8. **Adjournment**

Board of Control Meeting
May 18, 2022
SASED Administrative Center
2900 Ogden
Lisle, IL 60532
MINUTES

Dr. Matt Rich, Chairperson, called the meeting to order at 5:33 p.m. and welcomed those in attendance.

Roll call was taken with the following responding:

	District	Representative
Present:	Benjamin School District #25	Jack Buscemi
	West Chicago Elementary School District #33	Dr. Kristina Davis
	Winfield School District #34	Dr. Matt Rich
	School District #45, DuPage County	Dr. Anthony Palmisano
	Salt Creek School District #48	Raymond Kielminski
	Cass School District #63	Mark Cross
	Woodridge School District #68	Tom Ruggio
	Community High School District #99	Joanna Vazquez Drexler (arrived 5:52 p.m.)
	Westmont Community Unit School District #201	Leah Conover
	Lisle Community Unit Schoo1 District #202	Steven Lesniak
	Elmhurst Community Unit School District #205	Beth Hosler
Absent:	Keeneyville School District #20	Terry Walloch
	Downers Grove School District #58	Emily Hanus
	Maercker District #60	Dr. Sean Nugent
	Center Cass School District #66	Dr. Andrew Wise
	DuPage High School District #88	Dr. Jean Barbanente
	Community High School District #94	Lynn Casey-Maher
	Community Consolidated School District #180	Dr. Thomas Schneider

Present: 11 Districts Absent: 7 Districts

Also in attendance:

Dr. Melinda McGuffin, Executive Director, SASED
Don Robinson, Treasurer and Director for Business, SASED
Dr. Kennedi Strickland Dixon, Director for Programs & Services, SASED
Julie Grohn, Director for the Human Resource Department, SASED
Christine Martin, Asst. Director for Programs & Services, SASED
Anita Howard, Recording Secretary, SASED

1. **Pledge of Allegiance**
2. **Public Comment**--none

Member Rich moved and Member Cross seconded to amend the agenda to move the closed session regarding Collective negotiating matters between the public body and its employees or its representatives, or deliberations concerning salary schedules for one or more classes of employees to after public comments and, to add the purpose of considering the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body under 5 ILCS 120/2(c)(1).

Upon voice vote, motion carried.

Member Rich moved and Member Buscemi seconded to recess to closed session at 5:37 p.m. for the purposes of collective negotiating matters between the public body and its employees or its representatives, or deliberations concerning salary schedules for one or more classes of employees to after public comments and, to add the purpose of considering the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body under 5 ILCS 120/2(c)(1).

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community High School District #99
Community Consolidated School District #180

Ayes: 10 Districts Nays: 0 Districts Absent: 8 Districts *Motion passed.*

3. **Consent Agenda**
I move to approve the consent agenda items as presented with the removal of item 4f. ***This motion, made by Board Member Rich and seconded by Board Member Conover, Passed.***

a. Approve Minutes of the April 27, 2022 open and closed session meetings and the March 9, 2022 finance committee meeting

b. Personnel Recommendations

1) Accept/Approve the Resignations/Retirements of Administrative Staff, Licensed Staff, Registered Staff, Grant Staff and Educational Support Staff; the Terminations of Educational

Support Staff; the Appointments of Administrative Staff, Educational Support Staff and Contracted Registered Staff as presented.

c. Accept the Financial Reports
1) Treasurers Report--April 2022
2) Revenue & Expenditure Reports--April 2022
3) Gross Payrolls--April 2022; $1,941,032.79
4) Interim Payrolls--April 2022; $672,950.94
5) Bill List-- May 2022; $610,192.40
6) Interim Checks-- April 2022; $336,647.59

d. Adopt the Resolution regarding the ROE application for the mobile classrooms

e. Acceptance of Delta Gamma Fraternity donation to vision program

~~f. Approve FY23 food service agreement~~

g. Accept amended Allied Flexible Benefits Plan

h. Approve SOPPA for Embrace

i. Approve Designation of the 2022-23
1) Depositories & Investments

Depositories
Illinois School District Liquid Asset Fund
Fifth Third Securities
OneWest Bank, Division of CIT

Investment Agents
PMA Financial Services (Illinois School District Asset Fund)
J. P. Morgan - 403(b) Plan
Fifth Third Bank

2) Newspapers/Legal Notices
Daily Herald

3) Legal Counsel
Engler, Callaway, Baasten & Sraga LLC

4) Architect
ARCON Associates

5) Board Meeting Dates
August 17, 2022
September 28, 2022
October 26, 2022
NO NOVEMBER MEETING
December 7, 2022
January 25, 2023--joint with Governing board
February 22, 2023
March 22, 2023
April 26, 2023
May 24, 2023
June 21, 2023

No meetings in July or November

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63

Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

4. **Election of Officers and Appointments**

a. Elect Chairperson (1 year term)

Member Cross nominated Member Dr. Matt Rich as chairperson. There were no further nominations and Member Dr. Matt Rich was elected by acclamation.

b. Elect Vice Chairperson (1 year term)

Member Rich nominated Member Tom Ruggio as vice-chairperson. There were no further nominations and Member Tom Ruggio was elected by acclamation.

c. Elect Secretary (1 year term)

Member Kielminski nominated Member Dr. Tony Palmisano as secretary. There were no further nominations and Member Dr. Tony Palmisano was elected by acclamation.

d. Appoint Members to the Finance Committee—Current members in attendance at the meeting agreed to continue.

e. Appoint Members to the Policy Committee—Current members in attendance at the meeting agreed to continue. Member Davis volunteered to be on the committee.

5. **Discussion Without Action**

a. Informational/Correspondence

Presentation--SASED FY23 Budget— Director of Business Services, Don Robinson reviewed the FY23 budget assumptions used in drafting the budget. These assumptions include 5% increases in salaries, employee benefits estimated to be 28.5% of salaries, and 3% increases in purchased services and supplies/materials. Continued inflation may impact many areas of the budget. Ongoing personnel shortages could have an adverse impact due to higher costs associated with contractual staff versus direct hires. The administration always prefers direct hires and will continue to pursue direct hires whenever possible. Health, property, and liability insurance costs are expected to increase modestly. Cyber insurance costs are expected to increase 25 – 60% and will require multifactor authentication for email, remote access, and cloud services to bind coverage. Mr. Robinson also reviewed potential staffing additions for next year, including hiring a communications coordinator and expanding the vocational program. He is also exploring adding one or two service technicians in IT. The increase would provide better end user support due to the number and complexity of SASED's programs and services. Next year Mr. Robinson will be focusing on time tracking and billing systems to improve efficiencies and migrate toward electronic workflows. The administration also looks forward to collaborating with a board committee on staff recognition and appreciation. Budgeting and financial planning continue to include a goal of reducing SASED's cash balances. He also provided updates regarding the FY22 amended budget. Salaries and benefits have been trued up to final salary schedules. Purchased services and supplies/materials expenditures lines have been reallocated and corrected as necessary.

1) FOIA request--Derek Bex 457(b) plan

b. Enrollment Update—Dr. McGuffin shared that the total net enrollment increased by 11 students since the beginning of the school year. She added that while administration is receiving many requests from outside of the cooperative, given the current staffing issues, it is a focus to reserve space for SASED districts.

c. Board Committee Updates—Dr. McGuffin will send out a protocol task force poll for meeting dates in June or July. New PRESS update was just released, and the policy committee will be working with the update and the transition to online policy subscription through IASB.

6. **Discussion with Action**

a. Approve executive director bonus

I move to approve a 3.6% bonus to be applied as a raise to the salary of Executive Director Melinda McGuffin. This motion, made by Board Member Kielminski and seconded by Board Member Ruggio, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

b. Approve the FY22 Amended budget for submission to the Governing Board

I move to approve the amended 2021-22 budget for submission to the Governing Board. This motion, made by Board Member Conover and seconded by Board Member Cross, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68

Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

c. Approve submission of the FY23 Budget to the Governing Board.
I move to approve submission of the FY23 Budget to the Governing Board. This motion, made by Board Member Lesniak and seconded by Board Member Vazquez Drexler, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

d. Approve additional FY23 District 20 classroom lease agreement
I move to approve the additional FY23 District 20 classroom lease agreement as presented. This motion, made by Board Member Kielminski and seconded by Board Member Davis, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

e. Approve the FY23 District 201 classroom lease agreement

I move to approve the FY23 District 201 classroom lease agreement as presented. This motion, made by Board Member Lesniak and seconded by Board Member Vazquez Drexler, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Abstain: Westmont Community Unit School District #201

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 10 Districts Nays: 0 Districts Abstain: 1 District Absent: 7 Districts

f. Approve 2022-23 Embrace IEP contract

I move to approve the 2022-23 Embrace IEP contract in the amount of $78,297.22 as presented. This motion, made by Board Member Cross and seconded by Board Member Buscemi, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

g. Approve 2022-23 Embrace DS agreement

I move to approve the year two of five renewal of the Embrace DS contract for 2022-23. This motion, made by Board Member Vazquez Drexler and seconded by Board Member Conover, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202
Elmhurst Community Unit School District #205

Nays: None

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 11 Districts Nays: 0 Districts Absent: 7 Districts

h. Possible Action on Resolution Directing the Issuance of a Notice to Remedy to Tina Cerney
I move to adopt the resolution directing the issuance of a notice to remedy to Tina Cerney. This motion, made by Board Member Rich and seconded by Board Member Ruggio, Passed.

Upon roll call vote:

Ayes: Benjamin School District #25
West Chicago Elementary School District #33
Winfield School District #34
School District #45, DuPage County
Salt Creek School District #48
Cass School District #63
Woodridge School District #68
Community High School District #99
Westmont Community Unit School District #201
Lisle Community Unit Schoo1 District #202

Nays: None

Abstain: Elmhurst Community Unit School District #205

Absent: Keeneyville School District #20
Downers Grove School District #58
Maercker District #60
Center Cass School District #66
DuPage High School District #88
Community High School District #94
Community Consolidated School District #180

Ayes: 10 Districts Nays: 0 Districts Abstain: 1 District Absent: 7 Districts

7. Motion made by Member Conover and seconded by Member Vazquez Drexler to adjourn at 6:34 p.m. Upon voice vote, motion passed.

_____ _____
Chairperson Secretary

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PROPOSED PERSONNEL ACTION

1. Resignations/Retirements/Terminations – Administrative Staff

Name	Position	Funding Source	Initial Employment Date	Last Day Worked	Reason
*Cerney, Tina	Program Administrator MN Program	Tuition	8/11/2008	7/28/2022	Retiring

*Accelerated retirement

2. Resignations/Retirements/Terminations – Licensed Staff

Pesa, Stephanie	Teacher/VI Swartz	Tuition	8/16/2011	6/6/2022	Personal reasons
Thompson, Bridget	Teacher/MN North	Tuition	8/10/2020	5/31/2022	Relocating

3. Resignations/Retirements/Terminations – Registered Staff

Adeszko, Candace	Occupational Therapist	User Fee Member Dists.	8/14/2017	6/8/2022	Accepted another position
Cerven, Samantha	Occupational Therapist	User Fee Member Dists.	8/11/2021	6/6/2022	Accepted another position
Mooneyham, Hannah	Occupational Therapist	User Fee Member Dists.	8/14/2017	6/6/2022	Accepted another position

4. Resignations/Retirements/Terminations – Educational Support Staff

Bell, Matthew	Technology Services Specialist-Level 2 Administrative Center	Local Funds	8/30/2021	6/3/2022	Accepted another position
Calaway, Kenneth	Teacher Assistant/VI Addison Trail H.S.	Tuition	8/11/2021	7/28/2022	Accepted another position
Carnes, Rose	Teacher Assistant/VI Albright	Tuition	1/14/2013	6/6/2023	Retiring
Dobry, Michelle	Teacher Assistant/VI Salt Creek	Tuition	1/13/2003	6/6/2023	Retiring
Harbeck, Kendra	1:1 Teacher Assistant	User Fee Dist. #C209	1/3/2022	5/27/2022	Accepted another position
Howard Sobkoviak, Anita	Executive Assistant/ Recording Boards Secretary Administrative Center	Local Funds	12/17/2012	7/4/2022	Accepted another position

4. Resignations/Retirements/Terminations – Educational Support Staff - continued

Name	Position	Funding Source	Initial Employment Date	Last Day Worked	Reason
King, Sharon	Teacher Assistant/VI Salt Creek	Tuition	8/22/2002	6/6/2023	Retiring
Martens, Austin	1:1 Teacher Assistant	User Fee Dist. #58	8/11/2021	6/3/2022	Accepted another position
Vanek-Wilson, Kathleen	1:1 Teacher Assistant	User Fee Dist. #58	3/9/2010	5/27/2022	Medical reasons

5. Appointments – Licensed Staff

Name	Position	Funding Source	Initial Employment Date	Hourly Rate	Salary
Aurrichio, Megan	Teacher Southeast School	Tuition	8/10/2022		$51,587.00
Baldwin, Amy	Social Worker MN & STARS Programs	Tuition	8/10/2022		$74,231.00
Binder, Molly	Speech/Lang. Pathologist STARS Program	Tuition	8/10/2022		$56,595.00
Cohla, Stephanie	Speech/Lang. Pathologist/AT MN Program	Tuition	8/10/2022		$81,136.00
Johnson, Margaret	Speech/Lang. Pathologist Southeast School	Tuition	8/10/2022		$88,837.00
Nuellen, Danielle	Behavior Mgmt. Specialist Southeast School	Tuition	8/1/2022		$80,945.00
Peters, Jeannine	Social Worker Directions Program	Tuition	8/8/2022		$91,078.00
Ryndak, Kirsten	Teacher/MN Waterbury	Tuition	8/10/2022		$74,625.00
Spillan, Dorothy	Teacher/DHH North	Tuition	8/10/2022		$51,587.00

6. Appointments – Educational Support Staff

Babler, Brittany	Signing Assistant/DHH North	Tuition	8/10/2022	$18.00
Binder, Molly	1:1 Teacher Assistant	User Fee Dist. #63	5/16/2022	$17.37

7. Change of Employment Status – Registered Staff

Name	Position	Funding Source	Initial Employment Date	Hourly Rate	Salary
Bootsma, Kristy	From:				
	Physical Therapist .80 F.T.E.	User Fee Member Dists.	8/15/2007		$73,061.68 Prorated from $91,328.00
	To:				
	Physical Therapist 1.0 F.T.E.	User Fee Member Dists.	8/10/2022		$91,328.00
Heuer, Rachel	From:				
	Occupational Therapist .80 F.T.E.	User Fee Member Dists.	2/18/2009		$60,909.40 Prorated from $76,137.00
	To:				
	Occupational Therapist 1.0 F.T.E.	User Fee Member Dists.	2/18/2009		$76,137.00

8. Appointments – Certified Staff – Contracted

Chafie, Danielle	Teacher/ESY Southeast Maxim	Tuition	06/29/2022	$65.00
Graff, Tamara	Teacher/ESY Lakeview Maxim	Tuition	06/29/2022	$65.00
Mix, Cheryl	Teacher/ESY Southeast Maxim	Tuition	06/29/2022	$65.00
Nelson, Rose	Teacher/ESY Lakeview Maxim	Tuition	06/29/2022	$65.00
Peterson, Wayne	Teacher/ESY Southeast FoxHire	Tuition	06/29/2022	$65.00
Saleem, Tammy	Teacher/ESY Lakeview Soliant	Tuition	06/29/2022	$65.00
Sepke, David	Teacher/ESY Lakeview Maxim	Tuition	06/29/2022	$65.00
Wesley, Lisa	Teacher/ESY Southeast FoxHire	Tuition	06/29/2022	$65.00

9. Appointments – Educational Support Staff – Contracted

Colella, Jordan	Teacher Assistant/ESY Lakeview-Stepping Stones	Tuition	06/29/2022	$38.00
Hillesheim, Nadia	Teacher Assistant/ESY Southeast-Stepping Stones	Tuition	06/29/2022	$38.00
Martin, Leslie	Teacher Assistant/ESY Southeast-Soliant	Tuition	06/29/2022	$38.00
Spiller, NaShondra	Teacher Assistant/ESY Southeast-Stepping Stones	Tuition	06/29/2022	$38.00
Thakur, Rina	Teacher Assistant/ESY Southeast-Soliant	Tuition	06/29/2022	$38.00

NOTE: The Administration assures the Board that all of the above salaries are within Board approved ranges and/or schedules.

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FOR INFORMATION ONLY

1. Leaves of Absences/FMLA – Educational Support Staff

Wong, Gloria	Audiologist Administrative Center	05/24/2022 – 06/15/2022

6/22/2022

June 6, 2022

To the SASED Board of Control, Leadership Team, and the SASED community as a whole,

For the past fifteen years, I have called SASED my home. I have had the great honor to serve students and families in both the member districts and SASED programs alike as a behavior management specialist, professional development provider, non-violent crisis prevention trainer, CHAMPs trainer, school improvement coach, and finally as a program administrator. My time at SASED has been both enriching and humbling as I have had the pleasure to learn and grow from the families and amazing professionals that I have had the opportunity with which to work.

I keep Nan Diamond's words in mind when she first attempted to recruit me to move to administration from my position with the Instructional Support Team (IST). I was not ready to move on as there was much work that I still needed to do on the team, "Tina, there will always be more work to do on IST."

Her words ring ever true for me today. While there will always be more work to do at SASED, it is time for me to reevaluate my position and the other life domains that I have been ignoring for so long. Last year, I filed a letter with human resources declaring my intent to retire in four years. Then this year, my family was served another challenge to face. We have luckily come through this challenge, but it did bring new priorities to light. Life is short. After much consideration and consultation with TRS, I can retire earlier than planned. I have decided to retire at the end of this school year and ESY and move on to the next journey with my husband and family. My last day of work will be the last day of ESY, July 28. 2022. I intend to complete this school year and complete the Summer ESY session.

Yes, there will always be work to do at SASED. And SASED has an amazing team of professionals in all areas of education that will continue the mission and values of SASED. It has been my sincere pleasure to be a part of this community. If ever SASED feels that there is a role for me to play in its future, I would be pleased to reunite with this team in my retirement.

Thank you all for your passion and expertise. It has been an amazing ride.

With much gratitude,

Tina Cerney

Tina Cerney

---------- Forwarded message ---------
From: **Stephanie Pesa** <spesa@sased.org>
Date: Thu, Jun 2, 2022 at 10:45 AM
Subject: Resignation
To: Julie Grohn <jgrohn@sased.org>

Dear Julie,
This decision was not made lightly, but unfortunately I am writing you to notify you that I am resigning from my position as a teacher of the visually impaired at Stella May Swartz. I will not be returning in the fall for the 22-23 school year. I'm hoping that I can return soon! Please let me know what else I need to do to help complete this process.

Sincerely,
Stephanie Pesa

Sent from my iPhone

Bridget Thompson
27W303 Melrose Ln.
Winfield, IL. 60190
630.550.3260
Thompson.Bridget.K@gmail.com

May 28, 2022

Julie Grohn
Director of Human Resources, SASED
2900 Ogden Ave.
Lisle, IL. 60532

Dear Ms. Grohn,

Please accept this letter of notice of resignation from my position as a Multi-Needs teacher for SASED at the early childhood level. I will not return for the 2022-2023 school year.

My family and I are moving to Wisconsin this summer and I plan to pursue another teaching opportunity in our new location. Our new address will be: N2021 Farmingdale Road, Merrill, WI. 54452 , should SASED need to send any postal mail to me.

I greatly appreciate the experiences and opportunities afforded to me through working for SASED. Multi-Needs and other SASED programs are truly remarkable to work in. What SASED programs do to educate students is so significant to their growth. I have made many lifelong professional contacts and friends through my position with SASED. Thank you for the opportunity to teach in Multi-Needs and work with some extraordinary colleagues.

Sincerely,

Bridget K. Thompson

Candace Adeszko
1433 Waterside Dr.
Bolingbrook, IL 60490
(815) 272-1027
candace.adeszko@gmail.com

5/20/22

Julie Grohn
Director of Human Resources
SASED
2900 Ogden Ave
Lisle, IL 60532
630-778-4500 x8107

Dear Ms. Grohn,

I would like to inform you that I am resigning from my position as an Occupational Therapist for SASED, effective the end of the school year.

Thank you for the support and the opportunities that you have provided me during the last five school years. I have truly enjoyed my position with SASED and all the co-op stands for. I am more than grateful for the encouragement and support of the OT/PT department and the wonderful therapists that serve each of the member districts.

My plan to conclude all of the items I am responsible for prior to check out at the end of the school year. Please let me know if there is anything additional I need to do prior to my checkout date of June 8, 2022.

Sincerely,

Candace Adeszko

---------- Forwarded message ---------
From: **Samantha Cerven** <scerven@sased.org>
Date: Wed, May 18, 2022 at 6:45 AM
Subject: 22-23 School Year
To: Sherilyn Genin <sgenin@sased.org>
CC: Julie Grohn <jgrohn@sased.org>

Hello,

I will be resigning from my position of SASED Occupational Therapist at the end of the Summer 2022 (I would like to still work the D58 summer school position if possible). I have been thinking about this and it has not been an easy choice to make, but an opportunity has been presented to me that is in my best interest. I was board approved for the Cass D63 occupational therapist position as of 5/17/2022. SASED has been very supportive of me this year, and you have all helped me grow so much. Thank you for giving me so many tools for my tool box and treating me so wonderfully. Thank you for all of the opportunities and education during my year as a SASED occupational therapist. I apologize for not saying anything right away but I wanted to think about it before letting anyone know my decision. Thank you again for everything.

Samantha Cerven, MOT, OTR/L
Licensed Occupational Therapist
School Assn. for Special Education in DuPage
Email: scerven@sased.org
Phone: (630) 778-4500 Ext: 8177

Ms. Grohn and Ms. Genin,

Please accept this letter as formal notification of my resignation from SASED. My last day of work will be June 15, 2022.

I really appreciate the experience and growth opportunities I have gained while working as a part of the SASED OT/PT team. Please let me know if there's anything else I can do to aid during the transition.

Sincerely,

Hannah Mooneyham

June 10, 2022

Dr. Melinda McGuffin
Board of Control Members
Governing Board Members
2900 Ogden Ave.
Lisle, IL 60532

Dear Dr. McGuffin, Board of Control and Governing Board Members,

It is with extremely mixed feelings that I submit my resignation effective July 4, 2022. I had always thought I would retire from SASED and had planned accordingly. Recently, however, I was approached about an executive assistant to the superintendent/public relations officer position with a high school district which is quite appealing and that, combined with other considerations, leave me no choice but to accept the position.

I cannot begin to convey how personally fulfilling my years at SASED have been. I have worked with a dedicated staff who clearly are "in it" for the kids and that shows every day in their work with our students. Some of you on the boards I've known since I started and you are more to me than "board members", I truly count you as my friends.

Thank you so much for allowing me to be a part of the SASED family and I wish you continued success.

Peace & Joy,

Anita Howard Sobkoviak
Executive Assistant/Recording Boards Secretary

2022 Low Incidence Extended School Year Staff

The Administration recommends employment of the following staff for the 2022 Extended Year Program ending July 28, 2022. Staffing patterns and hourly rates for extended school year were approved at the January Board of Control meeting.

OCCUPATIONAL/PHYSICAL THERAPISTS ($47.28/hour)

Nicole DeLeonardis
Jessica Urban

SPEECH/LANGUAGE PATHOLOGISTS ($42.54/hour)

Carolanne Pilch
Jennifer Zendol Carr
Margaret Scholle Shearer

SOCIAL WORKER ($34.98/hour)

Eliza Cattani

SITE NURSE ($34.98/hour)

Julie Darrus

ORIENTATION & MOBILITY SPECIALIST ($34.98/hour)

Tracey Nardi
Mark Renc
Cherise Novak

TEACHERS ($34.98/hour)

Maria Dorchack
Grace McGuire

Terra Knowles
Denise Lusk
Jennifer Marrero
Julia Nowicki
Elizabeth Petit

<u>TRANSPORTATION AIDE/VI TEACHER ASSISTANT</u> ($15.61/hour)

Ena Uhren

<u>TEACHER ASSISTANTS</u> ($15.61/hour)

Zaira Bustamente
Kenneth Calaway
Alison Chandler
Brandon Dams
Crystal Diaz
Suzanne Ferry
Christina Fortuna
Bradley Hagerman
Jacqueline Hall
Kathleen Hasbrouck
Samantha Lustig
Kathleen McGann
Julia Norvid
Samantha Nosewicz
Stephanie Porter
Andrea Prieto-Razo
Jillian Schout
Rachel Sitley
Anne Sumang
Grace Townsend
Gabriela Umana

<u>DAILY LIVING SKILLS ASSISTANTS</u> ($10.51/hour)

Ella Book
Deston Dorchack
Kelsey Nardi

2022 Multi-Needs Extended School Year Staff

The Administration recommends employment of the following staff for the 2022 Extended Year Program ending July 28, 2022. Staffing patterns and hourly rates for extended school year were approved at the January Board of Control meeting.

SITE PRINCIPALS ($6,475.00)

Tina Cerney
Christine DiRienzo
Richard Laren

OCCUPATIONAL/PHYSICAL THERAPISTS ($47.28/hour)

Stephanie Czernek
Jillian Rancatore
Kathleen Ross

ASSISTANT SITE PRINCIPALS ($42.54/hour)

Kati Curby
Jeanine Peters

SPEECH/LANGUAGE PATHOLOGISTS ($42.54/hour)

Jessica Andujar
Ashley Ciecko
Hannah Croci
Kristen Jones
Linnea Rohrsen

SOCIAL WORKER ($34.98/hour)

Emy Bacheller
Brennan Mallon
Michelle Moses
Jessica Williams

SITE NURSES ($34.98/hour)

Cynthia Abts
Deborah Dickert
Katherine Sleeper

TEACHERS ($34.98/hour)

Megan Aurrichio
Shelby Balough
Rachel Bell
Danielle Biesiada
Karyn Bossenga
Michelle Broderick
Margo Cherrie
Jameson Marchese
Andrea Mars
Carl Meister
Jon Miller
Michelle Misch
Kristin Petrella
Rachel Rhodes

Patricia DiVito
Steven Erzig
Romi Herron
Amy Klimczak
Leanne Lapato
Cora Tassone
Patricia Vandercar
Mark Vandlik
Elizabeth Wilson

ADMINISTRATIVE ASSISTANT ($15.61/hour)

Martha Long

TEACHER ASSISTANTS ($15.61/hour)

Anne Belgio
Elsie Bell
Marla Biesiada
Molly Binder
Jennifer Blaa
Michael Bratta
Claire Brennan
Robin Cox
Lauren Flentge
Megan Heller
Catherine Ilyavi
Carrie Kessler
Nicole Klein
Jennifer Klemz
Linda Landes
Rachel Laren
Jack Madzinski
Olga Monroy
Jennifer Natzke
Kalysa Pampuch
Jake Privett
Julie Randa
Stephanie Stevens
Ashley Stojkovic
Barbara Weiss

DAILY LIVING SKILLS ASSISTANT ($12.00/hour)

Ariel Hoskin

DAILY LIVING SKILLS ASSISTANTS ($10.51/hour)

Noelle Coderre
Noelle Cormack
Joseph Dooley
Ethan Erpenbach
Sophia Gonzalez
Brenden Grohn
Raven Hageman
Olivia Lapato
Taylor Meltzer
Liann Ombao
Kierra Sarti

School Association for Special Education in DuPage County
Treasurer's Report
May 31, 2022

	A EDUCATION FUND	B SELF FUNDED DENTAL INSUR	C FSA	D SELF FUNDED MEDICAL INSUR	A + B + C + D TOTAL EDUCATION FUND
CASH ACTIVITY REPORT					
Beginning Balance					
Investments	14,580,253.75	359,457.56	(31,302.38)	1,116,637.10	16,025,046.03
December Activity					
Interest Earned	2,695.73				2,695.73
Record Health Fund Transfers	33,166.85	4,625.04	(2,123.27)	(35,668.62)	-
Cash Receipts	296,381.46	40.36		937.18	297,359.00
Cash Disbursements - General	(1,196,922.69)		(11,194.98)		(1,208,117.67)
- Payroll	(1,681,407.63)				(1,681,407.63)
Subtotal	(2,546,086.28)	4,665.40	(13,318.25)	(34,731.44)	(2,589,470.57)
Ending Balance	**12,034,167.47**	**364,122.96**	**(44,620.63)**	**1,081,905.66**	**13,435,575.46**
Investment - Demand Deposit - Fifth Third Bank	2,236,988.65	364,082.60	(33,425.65)	1,080,968.48	3,648,614.08
IL School District Liquid Asset Fund	20,436.89				20,436.89
Fifth Third Securities	9,766,524.49	-	-	-	9,766,524.49
	12,023,950.03	**364,082.60**	**(33,425.65)**	**1,080,968.48**	**13,435,575.46**

Don Robinson, Treasurer

DuPage West Cook Intergovernmental Agreement with School Association for Special Education in DuPage County as fiscal agent
Treasurer's Report
May 31, 2022

CASH ACTIVITY REPORT

Beginning Balance 5/1/2022	15,217.62
April Activity - Interest Earned	6.15
Ending Balance*	15,223.77

*This balance is incorporated as a component of the SASED Treasurer's Report.

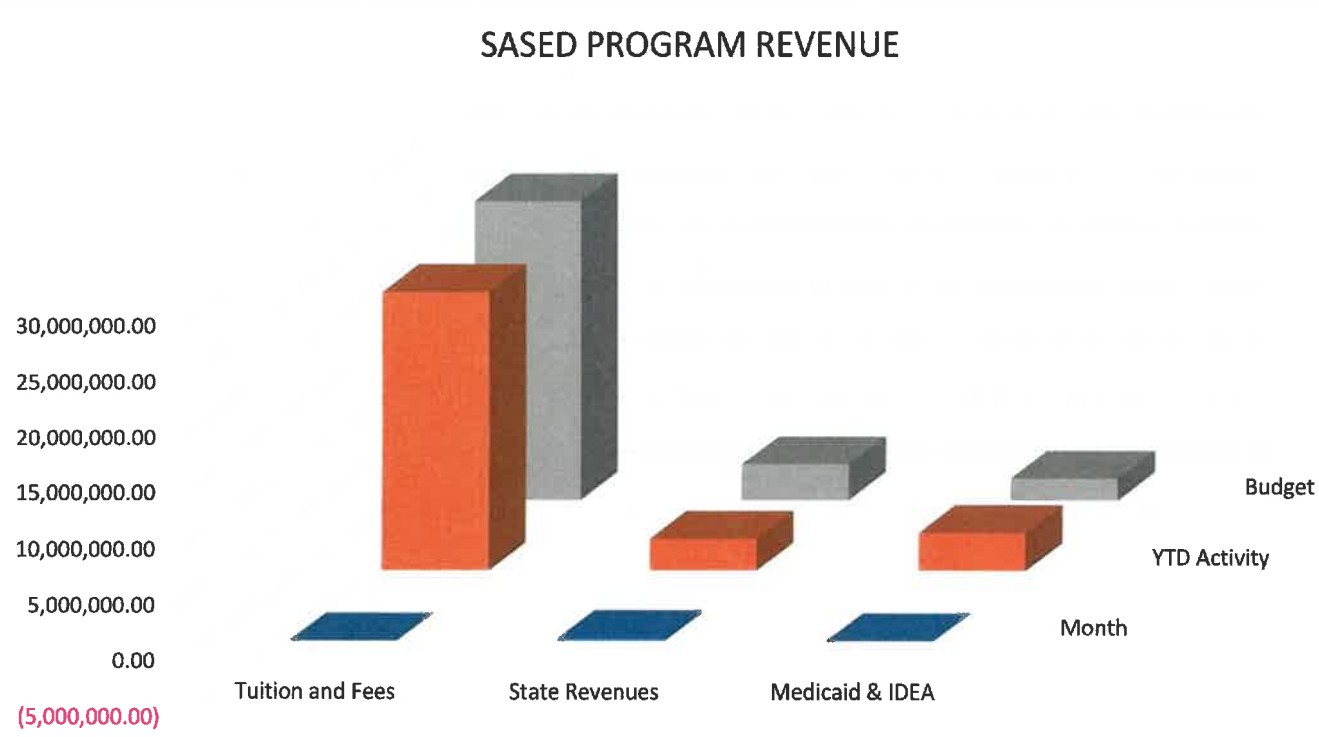
SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY
SCHEDULE OF INVESTMENTS
May 31, 2022

	AMOUNT	INTEREST RATE	TERM	LOCATION	Security/Collateralization
EDUCATION FUND					
PMA IL School District Liquid Asset Fund					
Depository Accounts - Liquid	**5,213.12**	0.374%	Money Market	ISDLAF	Money Market Mutual Fund
Depository Accounts - Liquid - DuPage West Cook	**15,223.77**	0.475%	Money Market	ISDLAF	Money Market Mutual Fund
	20,436.89				
FIFTH THIRD BANK					
Depository and Demand Deposit Accounts	**2,236,988.65**	.14%/.15%	N/A	Fifth Third Bank	Collateralized Deposit
Demand Deposit - Health Insurance Reserves	**1,373,823.81**	0.09%	N/A	Fifth Third Bank	Collateralized Deposit
Demand Deposit - Health Insurance Reserves	**37,801.62**	0.14%	N/A	Fifth Third Bank	Collateralized Deposit
	3,648,614.08				
FIFTH THIRD SECURITIES					
Cash & Cash Equivalents	**507,603.69**	Varies	Money Market	Fifth Third Securities, Custodian	Money Market Mutual Fund
Certificates of Deposit - short-term	**1,714,995.30**	Varies	Various, < 1 yr	Fifth Third Securities, Custodian	FDIC Insured
Certificates of Deposit - long-term	**2,940,000.00**	Varies	Various, > 1 yr	Fifth Third Securities, Custodian	FDIC Insured
U S Treasuries - short-term	**1,248,997.50**	Varies	Various	Fifth Third Securities, Custodian	US Gov't. Obligation
U S Treasuries - long term	**2,354,928.00**	Varies	Various	Fifth Third Securities, Custodian	US Gov't. Obligation
U S Agencies - long term	**1,000,000.00**	Varies	Various	Fifth Third Securities, Custodian	"Full faith and credit of US..."
Corporate Bonds	-				
Municipal Bonds	-				
Other assets, including prepaid interest	-				
	9,766,524.49				
	13,435,575.46	**TOTAL**			

SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY
MONTHLY REVENUE REPORTING
31-May-22

SASED PROGRAMS

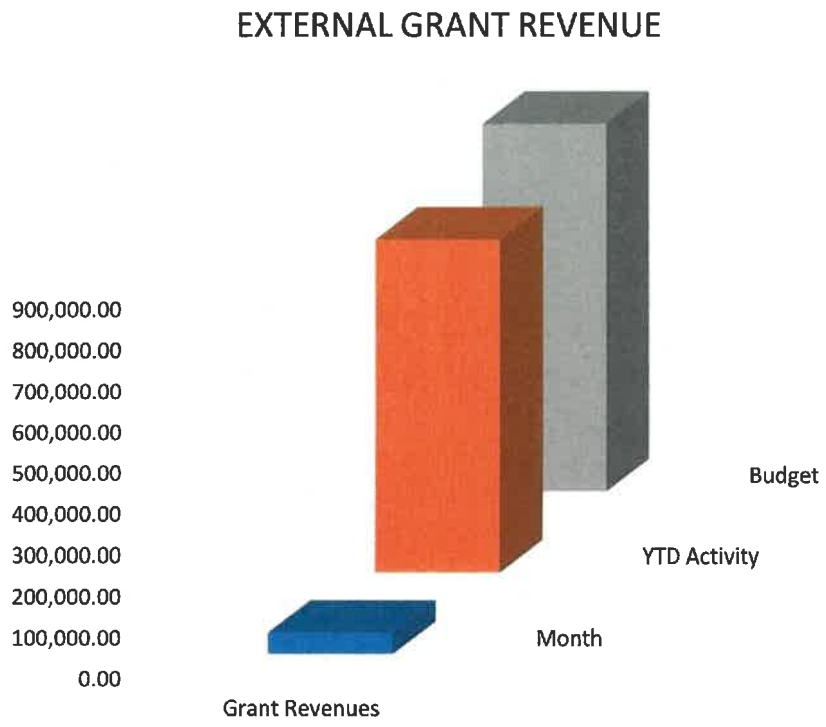
Program	May-22 Monthly Activity	2021-22 FYTD Activity	2021-22 Original Budget	% YTD
Tuition and Fees	(13,776.95)	24,904,376.99	26,711,173.00	93.2%
State Revenues	254,510.00	2,809,815.96	3,199,607.00	87.8%
Medicaid & IDEA	0.00	3,341,570.39	1,921,532.00	173.9%
Total	240,733.05	31,055,763.34	31,832,312.00	97.6%



SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY
MONTHLY REVENUE REPORTING
31-May-22

EXTERNAL GRANT PROGRAMS

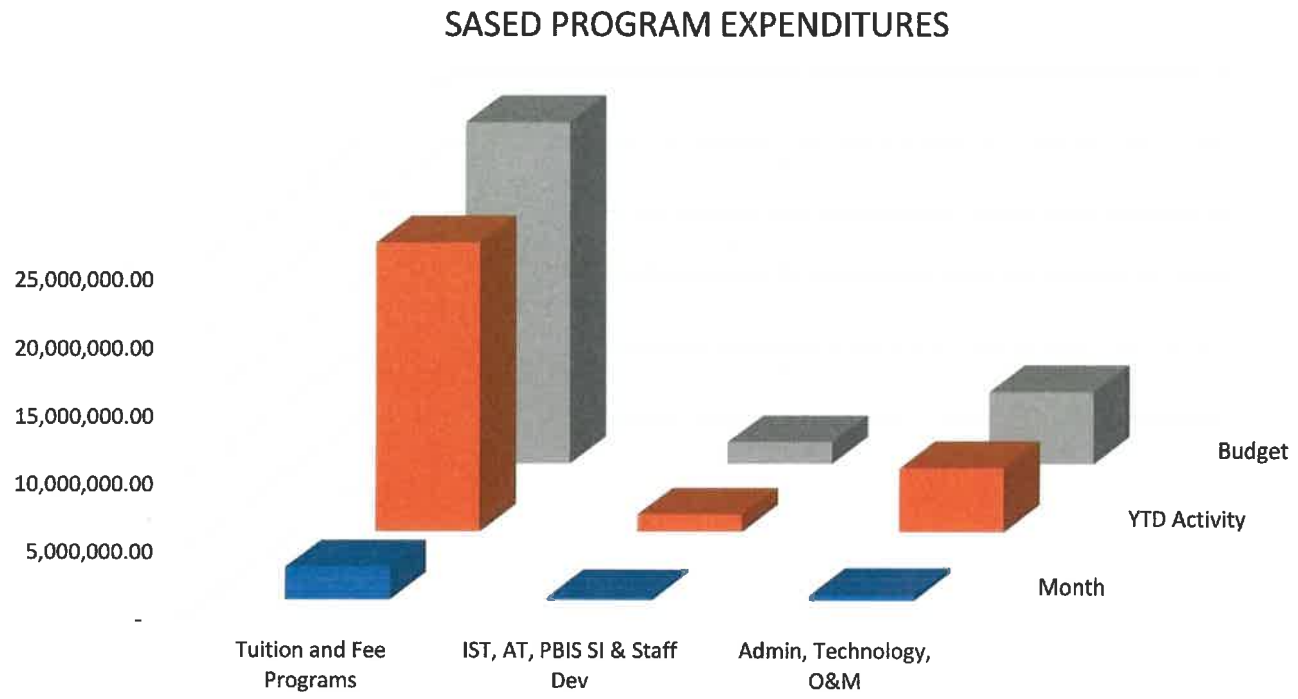
Program	May-22 Monthly Activity	2021-22 FYTD Activity	2021-22 Original Budget	% YTD
Grant Revenues	51,828.49	811,922.97	894,487.00	90.8%



SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY
MONTHLY EXPENDITURE REPORTING
31-May-22

SASED PROGRAMS

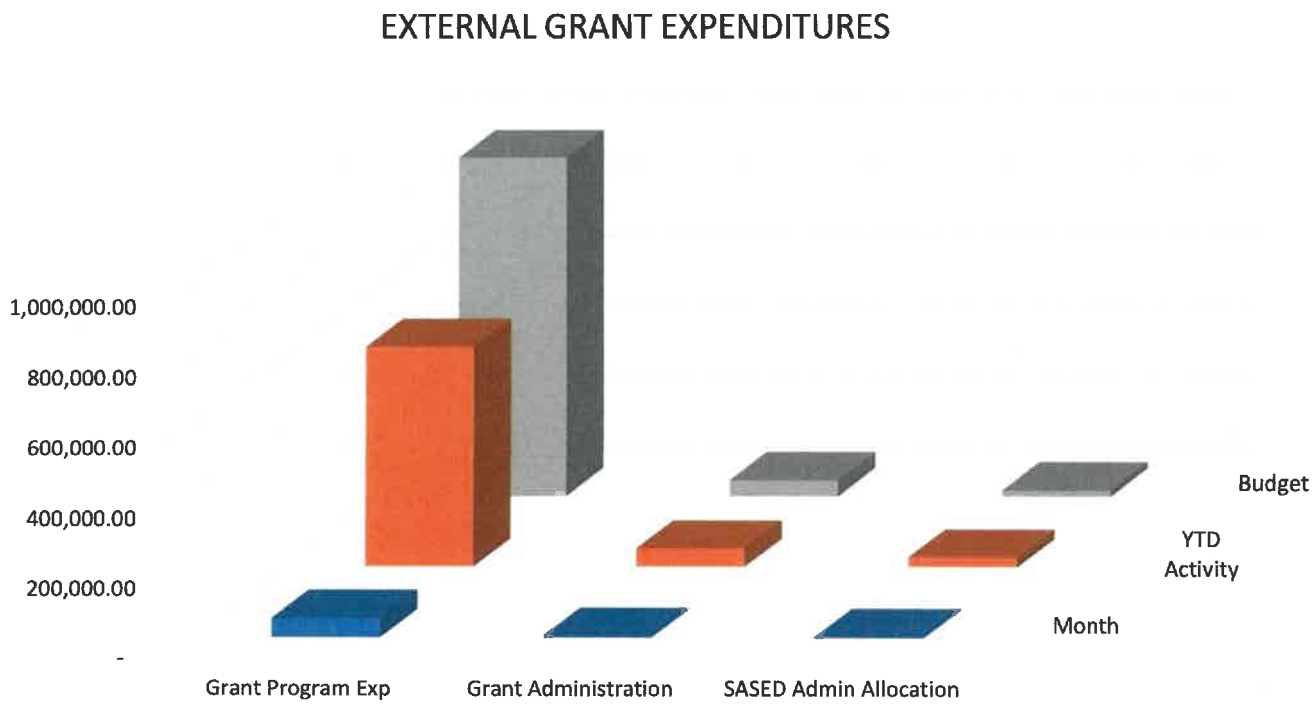
Program	May-22 Monthly Activity	2021-22 FYTD Activity	2021-22 Original Budget	% YTD
Tuition and Fee Programs	2,368,207.45	21,203,813.36	24,987,334.00	84.9%
IST, AT, PBIS SI & Staff Dev	167,637.05	1,257,455.85	1,603,804.00	78.4%
Admin, Technology, O&M	333,859.95	4,675,484.38	5,309,680.00	88.1%
	2,869,704.45	27,136,753.59	31,900,818.00	85.1%



SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY
MONTHLY EXPENDITURE REPORTING
31-May-22

EXTERNAL GRANT PROGRAMS

Program	May-22 Monthly Activity	2021-22 FYTD Activity	2021-22 Original Budget	% YTD
Grant Program Exp	54,000.35	625,110.78	959,486.00	65.2%
Grant Administration	3,898.27	52,694.21	45,018.00	117.1%
SASED Admin Allocation	2,634.50	28,679.21	17,270.00	166.1%
Total	60,533.12	706,484.20	1,021,774.00	69.1%



GROSS PAYROLL

May 2022 $1,681,407.63

TOTAL SALARY	:	1,681,407.63
TOTAL DEDUCTIONS	:	583,461.93
TOTAL EMPLOYEES	:	354

********** End of report **********

INTERIM PAYROLL LIABILITIES

May 2022 $ 605,521.04

5/13/2022 Payroll Accounts Payable Check Register

Check #	Vendor Name	Check Date	Check Amount	
212200851	SASED EDUCATION ASSOCIATION	5/13/2022	$3,651.80	
212200852	SASED SUPPORT STAFF ASSOCIATION	5/13/2022	$1,325.21	
		2 ACH Check(s) For a Total of		$4,977.01
101389	STATE DISBURSEMENT UNIT	5/13/2022	$456.00	
		1 Computer Check For a Total of		$456.00
202100326	ILLINOIS DEPT OF REVENUE	5/9/2022	$2,061.80	
202100329	MB FINANCIAL (FEDERAL)	5/9/2022	$1,637.01	
202100330	MB FINANCIAL BANK (FICA-E)	5/9/2022	$3,763.90	
202100331	MB FINANCIAL BANK (FICA-W)	5/9/2022	$3,763.90	
202100332	CPI QUALIFIED PLAN CONSULTANTS	5/13/2022	$26,896.49	
202100333	ILLINOIS DEPT OF REVENUE	5/13/2022	$33,074.03	
202100336	TEACHERS RETIREMENT (2.2%)	5/13/2022	$2,525.97	
202100337	TEACHERS RETIREMENT SYSTEM	5/13/2022	$39,195.83	
202100338	THIS (TRS HEALTH) FUND	5/13/2022	$6,837.48	
202100339	MB FINANCIAL (FEDERAL)	5/13/2022	$64,551.23	
202100340	MB FINANCIAL BANK (FICA-E)	5/13/2022	$33,657.69	
202100341	MB FINANCIAL BANK (FICA-W)	5/13/2022	$33,657.69	
202100342	THE OMNI GROUP	5/13/2022	$1,958.00	
202100343	TEACHERS RETIREMENT (FED)	5/13/2022	$398.87	
		14 Wire Transfer Check(s) For a Total of		$253,979.89
		2 ACH Checks For a Total of		$4,977.01
		1 Computer Check For a Total of		$456.00
		Total for 17 Manual, Wire Tran, ACH & Computer Checks		$259,412.90
			Net Amount	$259,412.90
10	EDUCATION FUND			$259,412.90

5/31/2022 Payroll Accounts Payable Check Register

Check #	Vendor Name	Check Date	Check Amount	
212200866	SASED EDUCATION ASSOCIATION	5/31/2022	$3,615.15	
212200867	SASED SUPPORT STAFF ASSOCIATION	5/31/2022	$1,304.53	
		2 ACH Check(s) For a Total of		$4,919.68
101400	GLENN STEARNS, CHAP 13 TRUSTEE	5/31/2022	$1,125.00	
101401	STATE DISBURSEMENT UNIT	5/31/2022	$456.00	
101402	UNITED WAY OF NAPERVILLE	5/31/2022	$20.00	
		3 Computer Check(s) For a Total of		$1,601.00
202100327	IMRF (EMPLOYEES CONT)	5/9/2022	$2,214.03	
202100328	IMRF (EMPLOYERS CONT)	5/9/2022	$3,527.68	
202100334	IMRF (EMPLOYEES CONT)	5/13/2022	$19,369.53	
202100335	IMRF (EMPLOYERS CONT)	5/13/2022	$27,418.84	
202100344	CPI QUALIFIED PLAN CONSULTANTS	5/31/2022	$25,900.09	
202100345	ILLINOIS DEPT OF REVENUE	5/31/2022	$32,934.42	
202100346	IMRF (EMPLOYEES CONT)	5/31/2022	$19,242.18	
202100347	IMRF (EMPLOYERS CONT)	5/31/2022	$27,215.89	
202100348	TEACHERS RETIREMENT (2.2%)	5/31/2022	$2,521.03	
202100349	TEACHERS RETIREMENT SYSTEM	5/31/2022	$39,118.85	
202100350	THIS (TRS HEALTH) FUND	5/31/2022	$6,824.07	
202100351	MB FINANCIAL (FEDERAL)	5/31/2022	$63,704.96	
202100352	MB FINANCIAL BANK (FICA-E)	5/31/2022	$33,401.78	
202100353	MB FINANCIAL BANK (FICA-W)	5/31/2022	$33,401.78	
202100354	THE OMNI GROUP	5/31/2022	$1,958.00	
202100355	TEACHERS RETIREMENT (FED)	5/31/2022	$398.87	
202100356	TEACHERS HEALTH INSURANCE SECURITY (THIS) FUND	5/31/2022	$435.46	
		17 Wire Transfer Check(s) For a Total of		$339,587.46
		2 ACH Checks For a Total of		$4,919.68
		3 Computer Checks For a Total of		$1,601.00
		Total for 22 Manual, Wire Tran, ACH & Computer Checks		$346,108.14
			Net Amount	$346,108.14
10	EDUCATION FUND			$346,108.14

BILLS PAYABLE LIST – SASED PROGRAMS

June 23, 2022 $ 437,375.99

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	101433	ODP BUSINESS SOLUTIO	OT PT Office Supplies	72.32
06/23/2022	101433	ODP BUSINESS SOLUTIO	Instructional Supplies	12.19
06/23/2022	101433	ODP BUSINESS SOLUTIO	Instructional Supplies	276.21
06/23/2022	101433	ODP BUSINESS SOLUTIO	Office Supplies	27.49
06/23/2022	101433	ODP BUSINESS SOLUTIO	Office Supplies	92.10
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Emily Ropars	120.86
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Emily Ropars	16.75
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Talin Tokat	2.65
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Talin Tokat	14.55
06/23/2022	101433	ODP BUSINESS SOLUTIO	Ink for Pam Reising Rechner	73.86
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies	36.30
06/23/2022	101433	ODP BUSINESS SOLUTIO	OT PT Office Supplies	82.51
06/23/2022	101433	ODP BUSINESS SOLUTIO	Duracell(R) CopperTop Alkaline Batteries, AA, Pack Of 24	27.49
06/23/2022	101433	ODP BUSINESS SOLUTIO	Instructional Supplies	-12.19
06/23/2022	101433	ODP BUSINESS SOLUTIO	Addison Trail Supplies	29.24
06/23/2022	101433	ODP BUSINESS SOLUTIO	Addison Trail Supplies	514.38
06/23/2022	101433	ODP BUSINESS SOLUTIO	Misc. Office Supplies MN & PV (KH)	158.12
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Ann Kremer	101.02
06/23/2022	101433	ODP BUSINESS SOLUTIO	Instructional Supplies	-12.19
06/23/2022	101433	ODP BUSINESS SOLUTIO	office supplies	90.63
06/23/2022	101433	ODP BUSINESS SOLUTIO	office supplies	7.69
06/23/2022	101433	ODP BUSINESS SOLUTIO	office supplies	20.69
06/23/2022	101433	ODP BUSINESS SOLUTIO	office supplies	26.29
06/23/2022	101433	ODP BUSINESS SOLUTIO	office supplies	12.64
06/23/2022	101433	ODP BUSINESS SOLUTIO	supplies for Ann Kremer	17.12
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Julie Schackmann	169.32
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Julie Schackmann	32.99
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Julie Schackmann	11.24
06/23/2022	101433	ODP BUSINESS SOLUTIO	OT PT OFFICE SUPPLIES - CHAIRS	463.98
06/23/2022	101433	ODP BUSINESS SOLUTIO	2022-2023 Classroom supplies	245.58
06/23/2022	101433	ODP BUSINESS SOLUTIO	2022-2023 Classroom supplies	33.59
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Amy Bain	473.99
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Amy Bain	76.94
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Amy Bain	3.00
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for Amy Bain	12.45
06/23/2022	101433	ODP BUSINESS SOLUTIO	Supplies for the school	66.67
			Totals for checks	3,398.47

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	101441	WESTMONT CUSD #201	May 2022 SASED Student Meals	1,195.26
06/23/2022	101441	WESTMONT CUSD #201	June 2022 SASED Student Meals	23.46
06/23/2022	101442	ABLENET INC	1 Hitch 2(10000021) & 2 Jelly Bean Switches (10033400)	270.00
06/23/2022	101443	ADVOCATE OCCUPATIONA	Rose Schaults	32.00
06/23/2022	101443	ADVOCATE OCCUPATIONA	C. Reddy, E. Uhren	262.00
06/23/2022	101444	AMERICAN BUILDING SE	Replace Gym Door	3,990.30
06/23/2022	101445	AMERICANEAGLE.COM, I	Shared Server and Maintenance	225.00
06/23/2022	101446	ANCORA PUBLISHING AN	(1) Discipline in the Secondary Classroom book & (2) CHAMPS Manuals	165.85
06/23/2022	101446	ANCORA PUBLISHING AN	Interventions 3rd Edition book for training for Lynn Moynihan	70.00
06/23/2022	101447	ANDREWS PRINTING	19196 #10 Regular Envelopes	413.00
06/23/2022	101448	APERTURE EDUCATION	Subscription to Aperture System: K-8 DESSA and DESSA-mini and Training and Support Basic Package	1,250.00
06/23/2022	101449	APPLE INC.	iPad mini Wi-Fi 64GB - Purple	898.00
06/23/2022	101450	ATLAS DOOR REPAIR	Door/Southeast Alt	562.50
06/23/2022	101451	AWARDING YOU	Retiree Award	42.00
06/23/2022	101451	AWARDING YOU	Retiree Awards	566.00
06/23/2022	101451	AWARDING YOU	Awards	62.00
06/23/2022	101452	BOWLING, ROSANNE	Mileage Reimbusrement 3/3/22 to 3/23/22	19.31
06/23/2022	101453	CDW GOVERNMENT	Tripp Lite PDU Basic 13 NEMA 5-15R Outlets 5-15P Input 1.8kW 6ft Cord 1URM	361.79
06/23/2022	101454	CLASSIC LANDSCAPE, L	June Landscape	1,207.50
06/23/2022	101455	COMMITTEE FOR CHILDR	SEL Classroom kits for grades 1-5	2,155.00
06/23/2022	101456	COMMUNICATIONS DIREC	Two Way Radios	1,284.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - Transition 5/6, 5/13, 5/20, 5/27	600.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - Swartz 5/3, 5/5, 5/10, 5/12, 5/17, 5/19, 5/24, 5/26, 5/31, 6/2	750.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - Albright Middle 5/3, 5/10, 5/17, 5/24, 5/31	375.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - DHH 5/3, 5/5, 5/10, 5/12, 5/17, 5/19, 5/24, 5/26	600.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - STARS 5/6, 5/13, 5/20, 5/27	750.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - Addison Trail 5/3, 5/10, 5/17, 5/24	300.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Therapy - Salt Creek 5/3, 5/5, 5/10, 5/12, 5/17, 5/19, 5/24, 5/26, 5/31, 6/2	750.00
06/23/2022	101458	CREATIVE EXCHANGE	Music Thrapy - SE Alternative 5/4, 5/11, 5/18, 5/25	900.00
06/23/2022	101459	CRISIS PREVENTION IN	Nonviolent Crisis Intervention(R) 2nd Edition Participant Workbook	11,827.07

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			(PWKB20NCI) for CPI training	
06/23/2022	101460	CROFF, NATASHA	contract for services	600.00
06/23/2022	101461	CURALINC,LLC	01443 Employee Assistance Program July-Sept 2022	2,007.60
06/23/2022	101462	EDU HEALTHCARE, LLC	M. Lane Dates: 5/2/22 to 5/6/22	1,417.50
06/23/2022	101462	EDU HEALTHCARE, LLC	J. Daniels Dates: 5/2/22 to 5/6/22	1,575.00
06/23/2022	101462	EDU HEALTHCARE, LLC	J. Daniels 5/9/22 to 5/13/22	1,575.00
06/23/2022	101462	EDU HEALTHCARE, LLC	M. Lane 5/9/22 to 5/13/22	1,462.50
06/23/2022	101462	EDU HEALTHCARE, LLC	M. Lane 5/16/22 to 5/20/22	1,462.50
06/23/2022	101462	EDU HEALTHCARE, LLC	J. Daniels 5/16/22 to 5/20/22	1,571.40
06/23/2022	101462	EDU HEALTHCARE, LLC	J. Daniels 5/23/22 to 5/27/22	1,601.10
06/23/2022	101462	EDU HEALTHCARE, LLC	M. Lane 5/23/22 to 5/25/22	832.50
06/23/2022	101462	EDU HEALTHCARE, LLC	M. Lane 5/31/22 to 6/3/22	1,035.00
06/23/2022	101462	EDU HEALTHCARE, LLC	J. Daniels 5/31/22 to 6/1/22	630.00
06/23/2022	101463	EMBRACE EDUCATION	Direct Service Voucher #1351E180	4.89
06/23/2022	101463	EMBRACE EDUCATION	Direct Services	12,408.79
06/23/2022	101464	ENGLER CALLAWAY BAAS	Professional Development	24.50
06/23/2022	101466	FOXHIRE, LLC	Beth Kern Week Ending 5/6/22	2,981.25
06/23/2022	101466	FOXHIRE, LLC	Samantha Avgerinos Week Ending 5/6/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Perla Vargas Week Ending 5/6/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Amelia McDowell Week Ending 5/6/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Amelia McDowell Week Ending 5/13/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Perla Vargas Varela Week Ending 5/13/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Samantha Avgerinos Week Ending 5/13/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Beth Kern Week Ending 5/13/22	2,981.25
06/23/2022	101466	FOXHIRE, LLC	Perla Vargas Varela Week Ending 5/20/22	2,701.00
06/23/2022	101466	FOXHIRE, LLC	Samantha Avgerinos Week Ending 5/20/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Beth Kern Week Ending 5/20/22	2,981.25
06/23/2022	101466	FOXHIRE, LLC	Amelia McDowell Week Ending 5/20/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Beth Kern Week Ending 5/27/22	2,981.25
06/23/2022	101466	FOXHIRE, LLC	Samantha Avgerinos Week Ending 5/27/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Perla Vargas Varela Week ending 5/27/22	2,640.41
06/23/2022	101466	FOXHIRE, LLC	Amelia McDowell Week Endding 5/27/22	2,737.50
06/23/2022	101466	FOXHIRE, LLC	Amelia McDowell Week ending 6/3/22	2,190.00
06/23/2022	101466	FOXHIRE, LLC	Samantha Avgerinos Week Ending 6/3/22	1,916.25
06/23/2022	101467	FRONTLINE TECHNOLOGI	Proactive Recruiting, unlimited usage for internal employees	3,967.77
06/23/2022	101468	FUN AND FUNCTION	OT PT Supply Order 4-21-22	267.78

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	101469	GRAINGER	827728270 Antislip Tread/SE	23.00
06/23/2022	101470	HEARTLAND ALLIANCE H	Multi-Needs	185.50
06/23/2022	101470	HEARTLAND ALLIANCE H	MN 4/22/22	8.75
06/23/2022	101470	HEARTLAND ALLIANCE H	Audiology/North Elementary/Swartz/Westmont Jr High	1,430.92
06/23/2022	101470	HEARTLAND ALLIANCE H	Audiology/North Elementary/SASED Admin Center	2,985.00
06/23/2022	101470	HEARTLAND ALLIANCE H	English>Arabic	181.87
06/23/2022	101470	HEARTLAND ALLIANCE H	SE Alternative	420.00
06/23/2022	101471	HID GLOBAL CORPORATI	2021 RENEWAL Contract No. 024568	400.00
06/23/2022	101472	ILLINOIS ASSOC. OF S	IASB Affiliate Membership Dues	500.00
06/23/2022	101472	ILLINOIS ASSOC. OF S	2050055 Board Book Subscription/Affiliate Member	3,495.00
06/23/2022	101473	JASON JOBB	Mileage Reimbursement 5/5/22 to 6/1/22	133.79
06/23/2022	101474	LAKESHORE LEARNING	North SLP Lakeshore Learning Order	289.11
06/23/2022	101475	LARRY LOBERT & ASSOC	Assessments and Feedback	10,250.00
06/23/2022	101476	LEARNING RESOURCES	North Learning Resources Order	49.00
06/23/2022	101477	MAXIM HEALTHCARE SER	ERM360-0366 Period Ending 5/7/22	12,274.65
06/23/2022	101477	MAXIM HEALTHCARE SER	ERM360-0366 Period Ending 5/4/22	12,667.36
06/23/2022	101477	MAXIM HEALTHCARE SER	ERM360-0366 Period Ending 5/21/22	11,889.64
06/23/2022	101477	MAXIM HEALTHCARE SER	ERM360-0366 Period Ending 5/28/22	11,791.12
06/23/2022	101477	MAXIM HEALTHCARE SER	ERM360-0366 Period Ending 6/4/22	6,101.00
06/23/2022	101478	MICROSONIC INC.	Daniya Clay	138.00
06/23/2022	101478	MICROSONIC INC.	Josiah Attaway	123.00
06/23/2022	101478	MICROSONIC INC.	Sorpressa Pulami	94.93
06/23/2022	101478	MICROSONIC INC.	Diego Saenz	75.93
06/23/2022	101478	MICROSONIC INC.	Giraciella Goodwin	96.00
06/23/2022	101478	MICROSONIC INC.	Gabby Goodwin	96.00
06/23/2022	101478	MICROSONIC INC.	Diego Saenz	96.00
06/23/2022	101478	MICROSONIC INC.	Alexandra Acuna	106.93
06/23/2022	101478	MICROSONIC INC.	Brian Flores	15.48
06/23/2022	101478	MICROSONIC INC.	Edison Perez	94.93
06/23/2022	101478	MICROSONIC INC.	Stephany Rios	22.93
06/23/2022	101478	MICROSONIC INC.	Stephany Rios	0.00
06/23/2022	101478	MICROSONIC INC.	Ryan Hanson	10.93
06/23/2022	101478	MICROSONIC INC.	Jaclyn Fricano	116.00
06/23/2022	101478	MICROSONIC INC.	Casey Loar	104.00
06/23/2022	101478	MICROSONIC INC.	Riya Bhargava	96.00
06/23/2022	101478	MICROSONIC INC.	Fatemah Ali	120.00
06/23/2022	101478	MICROSONIC INC.	Erick Silva	108.00
06/23/2022	101478	MICROSONIC INC.	Brittany Macias	96.00
06/23/2022	101478	MICROSONIC INC.	Amelia Benzik	96.00
06/23/2022	101478	MICROSONIC INC.	Carolyn Wagner	110.00
06/23/2022	101478	MICROSONIC INC.	Tammy Dieh	52.00
06/23/2022	101478	MICROSONIC INC.	SC60532/Shipping	12.00

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	101478	MICROSONIC INC.	Taylor Teschner	131.00
06/23/2022	101478	MICROSONIC INC.	A. Alvarado	62.00
06/23/2022	101478	MICROSONIC INC.	C. Fasbender	72.00
06/23/2022	101478	MICROSONIC INC.	R. Carlson	108.00
06/23/2022	101478	MICROSONIC INC.	B. Macias	12.00
06/23/2022	101479	MODULARHOSE.COM	2 - 160241 - AT SWITCH KITs WITH ADJUST. CLAMP - 24 INCH	156.07
06/23/2022	101480	NAPERVILLE MULCH SAL	3 Yards Muulch	149.00
06/23/2022	101482	NCS PEARSON	WISC-V Complete Kit with Softcase (Print) 0158978455 Qualification Level C Includes Administration and Scoring Manual (Print), Technical and Interpretive Manual (Print), Stimulus Book 1 (Print), Stimulus Book 2 (Print), Stimulus Book 3 (Print), 25 Record Forms (Print), 25 Response Booklet 1 (Print), 25 Response Booklet 2 (Print), Symbol Search Scoring Key (Print), Coding Scoring Key (Print), Cancellation Scoring Template (Print), Wechsler Standard Block Set, and soft-sided carrying bag	1,575.00
06/23/2022	101483	NORTHERN ILLINOIS UN	NIU Room Rental for SiiS/AT team meeting June 2, 2022	530.00
06/23/2022	101484	OAKTREE PRODUCTS	Supplies	152.64
06/23/2022	101485	PADDOCK PUBLICATIONS	Public Hearing	48.30
06/23/2022	101486	PHILLIP'S FLOWERS	C. Englehart	89.95
06/23/2022	101487	PLANSOURCE	May 2022	2,153.67
06/23/2022	101488	PREFERRED MEAL SYSTE	SE Alternative 5/9/22 to 5/26/22	4,404.45
06/23/2022	101488	PREFERRED MEAL SYSTE	SE Alternative 5/31/22 to 6/6/22	30.30
06/23/2022	101488	PREFERRED MEAL SYSTE	Transition 5/9/22 to 6/1/22	1,943.45
06/23/2022	101489	PROCARE THERAPY	R. Schaults 5/2/22 to 5/6/22	2,275.00
06/23/2022	101489	PROCARE THERAPY	R. Schaults 5/9/22 to 5/13/22	2,275.00
06/23/2022	101489	PROCARE THERAPY	R. Schaults 5/16/22 to 5/20/22	2,275.00
06/23/2022	101489	PROCARE THERAPY	R. Schaults 5/23/22 to 5/27/22	2,275.00
06/23/2022	101489	PROCARE THERAPY	82888 Dates: 5/31/22 to 6/3/22	1,820.00
06/23/2022	101490	QUALITY INTEGRATED S	Service Request #21411	530.00
06/23/2022	101491	ROBBINS SCHWARTZ	Cerney/Personnel	13,782.18
06/23/2022	101492	SCHOLASTIC	North Scholastic PreK Books	35.72
06/23/2022	101492	SCHOLASTIC	North Scholastic PreK Books	55.75
06/23/2022	101493	SHERWIN WILLIAMS	Paint	554.18
06/23/2022	101493	SHERWIN WILLIAMS	Paint	267.38
06/23/2022	101493	SHERWIN WILLIAMS	Painit	195.90
06/23/2022	101493	SHERWIN WILLIAMS	Paint	245.24
06/23/2022	101494	SOLIANT	33664 Dates: 5/9/22 to	15,508.00

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			5/13/22	
06/23/2022	101494	SOLIANT	33664 Dates: 5/3/22 to 5/6/22	15,281.50
06/23/2022	101494	SOLIANT	33664 Dates: 5/16/22 to 5/20/22	15,423.25
06/23/2022	101494	SOLIANT	33664 Period 5/23/22 to 5/27/22	14,356.25
06/23/2022	101494	SOLIANT	33664 Dates: 5/31/22 to 6/3/22	4,680.00
06/23/2022	101495	SONITROL CHICAGOLAND	Fire Security Services 6/1/22 to 8/31/22	633.00
06/23/2022	101496	SONOVA USA INC.	Order 5.4.22 Casey Fanuka	218.99
06/23/2022	101496	SONOVA USA INC.	Phonak order 1	834.99
06/23/2022	101496	SONOVA USA INC.	Phonak Order 7	3,909.82
06/23/2022	101496	SONOVA USA INC.	Phonak Order 3	337.99
06/23/2022	101497	STAMATELOPOULOS, KEL	Mileage Reimbursement 5/2/22 to 5/25/22	108.81
06/23/2022	101498	SUBURBANITE BOWL INC	3/3, 3/9, 3/10, 3/11, 3/18	156.10
06/23/2022	101498	SUBURBANITE BOWL INC	4/7, 4/8, 4/11, 4/14, 4/19, 4/22, 4/25, 4/26	241.50
06/23/2022	101499	THE STEPPING STONES	SASE1501 Dates: 4/17/22 to 4/30/22	26,337.10
06/23/2022	101499	THE STEPPING STONES	Dates: 5/1/22 to 5/14/22	32,850.95
06/23/2022	101500	THOMSON REUTERS - WE	Quinlan School Law Bulletin	888.00
06/23/2022	101501	UCP SEQUIN OF GREATE	Collaboration-Extended	1,200.00
06/23/2022	101501	UCP SEQUIN OF GREATE	Collaboration Etended	1,200.00
06/23/2022	101501	UCP SEQUIN OF GREATE	I12 w/Eye Gaze	750.00
06/23/2022	101501	UCP SEQUIN OF GREATE	I12 w/Eye Glaze	750.00
06/23/2022	101502	UNITED SEATING & MOB	OT PT Parts and Repair Rifton	88.95
06/23/2022	101503	URBAN, JESSICA	Mileage Reimbursement 4/4/22 to 4/29/22	107.87
06/23/2022	101503	URBAN, JESSICA	Mileage Reimbursement 6/2/22 to 6/1/22	160.59
06/23/2022	101504	WILSON LANGUAGE TRAI	Wilson Language Training Amy Brady's room Fundations Teacher's Kit K SKU F2FTKK	496.80
			Totals for checks	364,779.94

BILLS PAYABLE LIST – GRANTS

June 23, 2022 $ 21,954.95

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	212200878	ACCOUNTABILITY SOLUT	A.S. FY 2022 Main Contract	850.00
06/23/2022	212200879	BAIN, AMY	Phone/Internet Reimbursement	95.15
06/23/2022	212200880	KREMER, ANN	Phone/Internet and Travel (5/9/22 to 5/20/22) Reimbusement	344.84
06/23/2022	212200881	REISING RECHNER, PAM	Phone/Internet and Travel (5/2/22 to 5/26/22) Reimbursement	1,046.04
06/23/2022	212200882	ROPARS, EMILY	Phone/Internet Reimbursement	101.71
06/23/2022	212200883	SCHACKMANN, JULIE	Phone/Internet and Travel (5/3/22 to 5/12/22) Reimbursement	629.03
06/23/2022	212200884	TOKAT, TALIN	Phone/Intrnet and Travel (5/9/22 to 5/20/22) Reimbursement	699.08
			Totals for checks	3,765.85

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY2022 STEP Grant WWSHS	1,216.05
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP Grant WNHS	826.66
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP Grant/Wheaton Transition	524.36
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY 22 DRS STEP COVID/Wheaton Transition	672.53
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP Grant/WNHS	2,173.54
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP Grant/Wheaton Transition	1,878.88
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP COVID/Wheaton Transition	83.28
06/23/2022	101434	COMMUNITY SCHOOL DIS	FY22 STEP Grant/WWSHS	4,305.43
06/23/2022	101435	CAMERON PRINTING	Understanding Inclusion Modules English/Spanish	671.90
06/23/2022	101435	CAMERON PRINTING	Gift From labels	362.00
06/23/2022	101436	HEARTLAND COMMUNITY	Room Rental 5/20/22	400.00
06/23/2022	101437	INCLUSION RULES LLC	contract for consulting services	2,850.00
06/23/2022	101438	KIND, NANCY	Contract for Services	1,200.00
06/23/2022	101439	SIMPLE MACHINES MARK	TM Support 5/31/22	236.26
06/23/2022	101439	SIMPLE MACHINES MARK	TM Support 4/30/22	78.75
06/23/2022	101440	WROBBEL, TAMMY	Phone/Internet and Travel (5/3/22 to 5/20/22) reimbursement	709.46
			Totals for checks	18,189.10

INTERIM CHECKS

May 2022 $ 525,863.05

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/02/2022	101296	DUPAGE COUNTY HEALTH	Food Permit Category II - Southeast	578.00
05/02/2022	101301	FIFTH THIRD BANK/MAS	SC	647.62
05/02/2022	101301	FIFTH THIRD BANK/MAS	AK	812.84
05/02/2022	101301	FIFTH THIRD BANK/MAS	Travel for Tammy Wrobbel-Renaissance Hotel-Schaumburg	430.10
05/02/2022	101301	FIFTH THIRD BANK/MAS	membership renewal	185.00
05/02/2022	101301	FIFTH THIRD BANK/MAS	MMAP	12,465.72
05/02/2022	101301	FIFTH THIRD BANK/MAS	AMS Classroom Supplies	66.22
05/02/2022	101301	FIFTH THIRD BANK/MAS	North Supplies Order 3.16.22	156.40
05/02/2022	101301	FIFTH THIRD BANK/MAS	3.23.22 Ellie Trunk	18.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	PBIS Reinforcers - Curriculum Materials - Nurse Supplies	309.17
05/02/2022	101301	FIFTH THIRD BANK/MAS	Classroom Rug for Laurie's classroom	277.98
05/02/2022	101301	FIFTH THIRD BANK/MAS	Games for Katy's classroom	63.32
05/02/2022	101301	FIFTH THIRD BANK/MAS	Classroom Minecraft items for B.G. in Katy's classroom	28.98
05/02/2022	101301	FIFTH THIRD BANK/MAS	Trekassy 700lb Giant 45" Platform Tree Swing for Kids and Adults Textilene Wear-Resistance with Durable Steel Frame and 2 Hanging Straps	213.85
05/02/2022	101301	FIFTH THIRD BANK/MAS	Office chair for Sheila SEATZONE White Executive Office Chair High Back Home Office Desk Chair Most Comfortable Leather Computer Chairs with Lumbar Support,Upgraded XL(3286)	124.98
05/02/2022	101301	FIFTH THIRD BANK/MAS	Items for Holmes/Brady/OT	303.40
05/02/2022	101301	FIFTH THIRD BANK/MAS	Fidgit/Sensory items for Sheila Amazon	42.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	Sensory/classroom items for CJH	273.38
05/02/2022	101301	FIFTH THIRD BANK/MAS	Cables for classrooms	279.19
05/02/2022	101301	FIFTH THIRD BANK/MAS	Name Stamp for LS (for MB @ Winfield) by BR	11.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	VGA + HDMI Adapter for Chromebook	31.49
05/02/2022	101301	FIFTH THIRD BANK/MAS	Spirit Week Supplies	36.87
05/02/2022	101301	FIFTH THIRD BANK/MAS	2.2.22 Audiology Amazon Order	39.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	7 - 2 Pack Screen Protectors Compatible with iPad 9th Generation / iPad 8th Generation 10.2 Inch	62.93
05/02/2022	101301	FIFTH THIRD BANK/MAS	Books for better understanding of AT for students, parents & teams. 4 each:Lucas the Lion Loves The Tiny Talker by Ryan Rollen and Brittani Rollen, All About Core: An Alphabet Book for Emerging Readers by Rebecca Eisenberg and Harry	279.84

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			Pixel, AAC Rhyme time by Amanda C Hartmann and Nanhee Ha, & Something to Say about My Communication Device by Eden Molineux and Nathalie Beauvois	
05/02/2022	101301	FIFTH THIRD BANK/MAS	IPad, 10.2 inch 64 GB	309.00
05/02/2022	101301	FIFTH THIRD BANK/MAS	ASRS online protocols: Quantity 10 - ASR023 - ASRS Parent (2-5) Online Form English Quantity 10- ASR024 - ASRS Teacher (2-5) Online Form English Quantity 10 - ASR035 - ASRS Parent (6-18) Online Form Spanish	127.50
05/02/2022	101301	FIFTH THIRD BANK/MAS	Ink	157.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	Printer ink	673.93
05/02/2022	101301	FIFTH THIRD BANK/MAS	Ink	476.95
05/02/2022	101301	FIFTH THIRD BANK/MAS	Printer for Jennifer Goes classroom	749.00
05/02/2022	101301	FIFTH THIRD BANK/MAS	Monday.com licenses	1,200.00
05/02/2022	101301	FIFTH THIRD BANK/MAS	supplies	34.99
05/02/2022	101301	FIFTH THIRD BANK/MAS	N95 Masks and Disposable Gloves	227.54
05/02/2022	101301	FIFTH THIRD BANK/MAS	20 Cases Medium Disposable Gloves	239.40
05/02/2022	101301	FIFTH THIRD BANK/MAS	Disposable Gloves - Medium	239.40
05/02/2022	101301	FIFTH THIRD BANK/MAS	Hand Sanitizer and Disposable Gloves	622.08
05/06/2022	101302	ALLIED BENEFIT SYSTE	A06120 May 2022	396.75
05/06/2022	101303	AMERICAN HERITAGE LI	W6508 May 2022	1,099.02
05/06/2022	101304	CONSTELLATION NEW EN	1352696-0 Period: 3/28/22 to 4/26/22	4,562.13
05/06/2022	101305	DEARBORN NATIONAL LI	F021947-1 May 2022	7,510.53
05/06/2022	101306	EMBRACE EDUCATION	IL SAML-New Sales	500.00
05/06/2022	101307	KONICA MINOLTA PREMI	500-0601077-000 Dates: 4/22/22 to 5/22/22	2,275.00
05/06/2022	101308	MICROSONIC INC.	A. Guerrero	104.00
05/06/2022	101309	NET56	Mileage/Services V. Kutsko	43.17
05/06/2022	101309	NET56	Billable Services May	22,413.28
05/06/2022	101309	NET56	Internet Access/Connectivity/Communication Taxes	3,796.51
05/06/2022	101310	ORKIN EXTERMINATING	Service 4/21/22	82.94
05/06/2022	101311	T-MOBILE	9762888363	616.00
05/06/2022	101311	T-MOBILE	979924297	558.60
05/06/2022	101312	UNIVERSAL PREMIUM	SN814 Period Ending 4/30/22 (District #99)	102.88
05/06/2022	101312	UNIVERSAL PREMIUM	SN814 Period Ending 4/30/22	829.61
05/06/2022	101314	VERIZON WIRELESS	980514589-00002 March 17 to April 16	6.05
05/06/2022	101314	VERIZON WIRELESS	380381311-00001 March 14 to April 13	55.09
05/06/2022	101314	VERIZON WIRELESS	285824433-00001 March 20 TO April 19	2.83
05/06/2022	101314	VERIZON WIRELESS	385780586-00001 March 20 to	7.11

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			April 19	
05/06/2022	101314	VERIZON WIRELESS	980338541-00001 March 20 to April 19	11.75
05/06/2022	101314	VERIZON WIRELESS	4835060-00002 March 20 to April 19	2.83
05/06/2022	101314	VERIZON WIRELESS	685742208-00001 March 20 to April 19	21.51
05/06/2022	101314	VERIZON WIRELESS	480335060-00001 March 20 to April 19	99.89
05/06/2022	101314	VERIZON WIRELESS	380335400-00001 March 20 to April 19	771.88
05/06/2022	101314	VERIZON WIRELESS	480514606-00001 March 26 to April 25	6.72
05/06/2022	101314	VERIZON WIRELESS	680514606-00001 March 26 to April 25	6.84
05/06/2022	101315	VSP OF ILLINOIS, NFP	30079160 May 2022 COBRA	80.44
05/06/2022	101315	VSP OF ILLINOIS, NFP	30079160 May 2022	2,041.25
			Totals for checks	70,803.63

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/12/2022	101390	BENJAMIN, BILL	FIN Reimbursement T. Calvin, C. Lewis	35.01
05/12/2022	101391	GREAT LAKES KWIK SPA	20' Dry Container	2,984.00
05/12/2022	101392	GUARDIAN - ALTERNATE	00519548 April 2022	14,596.38
05/12/2022	101393	NICOR GAS	28-69-21-1000 1 Bill Period: 4/1/22 to 5/1/22	461.46
05/12/2022	101394	VERIZON WIRELESS	880335634-00001 April 2 to May 1	2.83
05/12/2022	101394	VERIZON WIRELESS	780335060-00001 April 2 to May 1	17.17
05/16/2022	101395	IASB	Policy Manual Customization Agreement (50%)	3,750.00
05/20/2022	101396	ILLINOIS STATE POLIC	Fingerprinting	113.00
05/20/2022	101397	UNIVERSAL PREMIUM	SN814 Period: 5/1/22 to 5/15/22	776.13
05/20/2022	101398	VANGUARD ENERGY SERV	400641 April 2022	1,300.14
05/20/2022	101399	VERIZON WIRELESS	942483379-00001 April 11 to May 10	161.55
05/20/2022	101399	VERIZON WIRELESS	942482156-00001 April 11 to May 10	53.85
			Totals for checks	24,251.52

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/27/2022	101403	WESTMONT CUSD #201	March 2022 SASED Student Breakfast	70.34
05/27/2022	101404	GUARDIAN	Junen2022	1,098.21
05/27/2022	101405	HEALTH CARE SERVICE	6573182296 April 2022	395,925.91
05/27/2022	101406	KELLY, TIFFANY	Hearing & Vision Screenings April 2022	1,358.00
05/27/2022	101406	KELLY, TIFFANY	Vision and Hearing Screenings March 2022	455.00
05/27/2022	101407	NAPERVILLE PARK DIST	Riverwalk Paddle Boats	48.00
05/27/2022	101408	NET56	Miscellaneous	9,505.00
05/27/2022	101409	ORKIN EXTERMINATING	Service Date: 05/23/22	82.94
05/27/2022	101410	VERIZON WIRELESS	980514589-00002 April 17 to May 16	7.23
05/27/2022	101411	VSP OF ILLINOIS, NFP	June 2022 COBRA	80.44
05/27/2022	101411	VSP OF ILLINOIS, NFP	June 2022	2,029.50
05/31/2022	101415	FIFTH THIRD BANK/MAS	MMAP	10,344.71
05/31/2022	101415	FIFTH THIRD BANK/MAS	District #98 Tolls	135.00
05/31/2022	101415	FIFTH THIRD BANK/MAS	District #94 Tolls	67.50
05/31/2022	101415	FIFTH THIRD BANK/MAS	classroom materials to support student and behavioral coach	69.50
05/31/2022	101415	FIFTH THIRD BANK/MAS	Instructional Materials	53.83
05/31/2022	101415	FIFTH THIRD BANK/MAS	Classroom organizational supplies	173.89
05/31/2022	101415	FIFTH THIRD BANK/MAS	Headphones for instructional use	55.96
05/31/2022	101415	FIFTH THIRD BANK/MAS	AMS Classroom supplies	65.39
05/31/2022	101415	FIFTH THIRD BANK/MAS	Refund for Timer	-18.99
05/31/2022	101415	FIFTH THIRD BANK/MAS	Westmont Amazon Supplies 4.25.22	53.87
05/31/2022	101415	FIFTH THIRD BANK/MAS	4.25.22 North	235.14
05/31/2022	101415	FIFTH THIRD BANK/MAS	North Elementary End of Year Order Instructional Materials	680.83
05/31/2022	101415	FIFTH THIRD BANK/MAS	Westmont End of Year Order Instructional Materials	34.99
05/31/2022	101415	FIFTH THIRD BANK/MAS	North Elementary End of Year Materials	538.90
05/31/2022	101415	FIFTH THIRD BANK/MAS	Westmont Science fair	64.30
05/31/2022	101415	FIFTH THIRD BANK/MAS	Refund - Swing & Hammock Chair	-162.86
05/31/2022	101415	FIFTH THIRD BANK/MAS	STARS OT Holmes Foot rest for students	32.97
05/31/2022	101415	FIFTH THIRD BANK/MAS	Sensory Swing frame for Holmes	128.89
05/31/2022	101415	FIFTH THIRD BANK/MAS	Office table for CJH	207.38
05/31/2022	101415	FIFTH THIRD BANK/MAS	Materials for SW Jessica Crayola Markers	119.96
05/31/2022	101415	FIFTH THIRD BANK/MAS	Continuing Education Courses for Sheila White	90.00
05/31/2022	101415	FIFTH THIRD BANK/MAS	Materials for CJH	43.49
05/31/2022	101415	FIFTH THIRD BANK/MAS	Items for Teacher Appreciation Baskets	155.53
05/31/2022	101415	FIFTH THIRD BANK/MAS	Classroom supplies	95.47
05/31/2022	101415	FIFTH THIRD BANK/MAS	OTPT Supplies 4-22-22 CD Players	142.20
05/31/2022	101415	FIFTH THIRD BANK/MAS	Supplies & Equipment for	133.40

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			Assistive Technology referrals	
05/31/2022	101415	FIFTH THIRD BANK/MAS	(1) The Rockebook Orbit is pen and paper legal pad that's reusable, modular, cloud-connected, erasable, and magnetic,lefty-friendly.	47.81
05/31/2022	101415	FIFTH THIRD BANK/MAS	Illinois Principal Association Administrator Academy - Leading with Justice For All: Are You Prepared? LGBTQ Sensitivity, Bias, and Response on May 17, 2022 from 9:00 am - 12:00 pm	299.00
05/31/2022	101415	FIFTH THIRD BANK/MAS	Ink	299.96
05/31/2022	101415	FIFTH THIRD BANK/MAS	Ink for M750 printer	259.99
05/31/2022	101415	FIFTH THIRD BANK/MAS	Asset Panda Upgrade - 500 additional assets for a total of 2,000 Prorated for (04/29/2022 - 07/23/2022)	166.71
05/31/2022	101415	FIFTH THIRD BANK/MAS	Workbooks - ELL	18.11
05/31/2022	101415	FIFTH THIRD BANK/MAS	workbooks	41.82
05/31/2022	101415	FIFTH THIRD BANK/MAS	Westmont Jennifer Zendol Carr Order	221.80
05/31/2022	101415	FIFTH THIRD BANK/MAS	Disposable Gloves	459.60
05/31/2022	101415	FIFTH THIRD BANK/MAS	Medium Disposable Gloves	344.70
05/31/2022	101415	FIFTH THIRD BANK/MAS	SC	746.87
05/31/2022	101415	FIFTH THIRD BANK/MAS	AK	1,666.15
05/31/2022	101415	FIFTH THIRD BANK/MAS	Annual Program Fee - 5th-3rd	250.00
05/31/2022	101416	PEARSON EDUCATION	Reinstatement of Pearson Q-Interactive License Subscription for 2 users	550.00
			Totals for checks	429,574.34

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/06/2022	212200769	CIECKO, ASHLEY	Reimbursement - Group Materials and Cooking	40.44
05/06/2022	212200770	LAREN, RICHARD	FIn Reimbursement - A. Ochoa	20.00
05/06/2022	212200770	LAREN, RICHARD	Reimbursement - Class Room Cooking	18.65
05/06/2022	212200771	MEGINNISS, JULIE	Reimbursement - Classroom materials	33.92
05/06/2022	212200772	RENC, MARK	Gas Reimbursement/Card didn't work	25.10
			Totals for checks	138.11

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/12/2022	212200853	DAHL, LAURA	FIN Reimbursement P. Amouzou, A. Cruz-Gomez, N. Hasan, S. Rios	80.00
05/12/2022	212200854	GOES, JENNIFER	FIN Reimbursement L. Bacon, S. Horton, Z. Pacindo-Delgado	22.34
05/12/2022	212200855	LAREN, RICHARD	FIN Reimbursement D. Saenz	20.00
05/12/2022	212200856	ZACHARSKI, LAURA	FIN Reimbursement M. Mayuga	3.50
05/20/2022	212200857	BOLIN, SAMANTHA	Reimbursement - Field Day Picnic Food SE	316.37
05/20/2022	212200858	CIECKO, ASHLEY	Reimbursement - Dollar Tree, Amazon	49.77
05/20/2022	212200858	CIECKO, ASHLEY	Reimbursement - Consumables/Therapy/Group Materials	40.95
05/20/2022	212200859	DAHL, LAURA	Reimbursement - Cooking Supplies	11.65
05/20/2022	212200860	GOES, JENNIFER	Reimbursement - Student Chair and Classroom Supplies	46.50
05/20/2022	212200860	GOES, JENNIFER	Reimbursement - Classroom supplies	33.84
05/20/2022	212200861	LAREN, RICHARD	Reimbursement - Cooking Supplies	28.27
05/20/2022	212200861	LAREN, RICHARD	Reimbursement - Graduation Party Supplies	29.28
05/20/2022	212200862	LOONEY, KATHERINE	Reimbursement - Jewel	40.36
05/20/2022	212200862	LOONEY, KATHERINE	Reimbursement - Jewel/Teachers Pay Teachers	49.59
05/20/2022	212200863	MEDEARIS, CHRISTOPHE	Reimbusement - Bowling	13.00
05/20/2022	212200864	NOESEN, JULIE	Reimbursement - Snacks	24.41
05/20/2022	212200864	NOESEN, JULIE	Reimbursement - Batteries	24.95
05/20/2022	212200864	NOESEN, JULIE	Reimbursement - Clock, Fidgets and Class Materials	27.74
05/20/2022	212200864	NOESEN, JULIE	Reimbursement - Books	28.00
05/20/2022	212200865	SOBERON, SAMANTHA	Reimbursement - Group Materials	11.75
			Totals for checks	902.27

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/27/2022	212200868	CIECKO, ASHLEY	Reimbursement - Group Materials	21.94
05/27/2022	212200869	GOES, JENNIFER	Reimbursement - Student Shirts	25.00
05/27/2022	212200869	GOES, JENNIFER	Reimbursement - Bathroom Training	24.99
05/27/2022	212200870	LOONEY, KATHERINE	Reimbursement - Home Depot, Walgreens, Jewel	48.05
05/27/2022	212200871	NOESEN, JULIE	Reimbursement - Supplies/Lunch	14.55
05/27/2022	212200871	NOESEN, JULIE	Reimbursement - Supplies	43.75
05/27/2022	212200872	THOMPSON, BRIDGET	Reimbursement - Student Meals for Trips	11.15
05/27/2022	212200873	WALSH, ANNA	Reimbursement - Supplies	3.75
			Totals for checks	193.18

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Standard Student Data Privacy Agreement

IL-NDPA v1.0a

School District or LEA

Orland School District 135

and

Provider

Multi-Health Systems Inc. ("MHS Inc.")

This Student Data Privacy Agreement ("**DPA**") is entered into on the date of full execution (the "**Effective Date**") and is entered into by and between:

[Orland School District 135], located at [15100 S. 94th Ave Orland Park, IL 60462] (the "**Local Education Agency**" or "**LEA**") and

[MHS Inc.], located at [3770 Victoria Park Ave. Toronto, ON M2H 3M6] (the "**Provider**").

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.

2. **Special Provisions.** ***Check if Required***

   ☑ If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.

   ☑ If checked, LEA and Provider agree to the additional terms or modifications set forth in **Exhibit "H". (Optional)**

   ☑ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.

4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.

5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "**Services**").

6. **Notices**. All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Chris Bohula Title: Director of Instructional Technology

Address: 15100 S 94th Ave Orland Park, IL 60462

Phone: 708-364-3362 Email: cbohula@orland135.org

The designated representative for the Provider for this DPA is:

Name: Claudia Roy Title: Manager, Contracts, Distribution and Licensing

Address: 3770 Victoria Park Avenue, Toronto, Ontario, M2H 3M6

Phone: 1-800-456-3003 Email: contracts@mhs.com

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: Orland School District 135

By: _____ Date: 8/26/2021

Printed Name: Chris Bohula Title/Position: Director of Instructional Technology

Provider:

DocuSigned by:
John Clarke
F85B24AA66904DD...

By: _____ Date: Aug 26, 2021 | 4:22 PM EDT

Printed Name: John Clarke Title/Position: Chief Revenue Officer

DocuSign Envelope ID: 1540493A-BAD8-4567-A5BB-3539B65B48F9

STANDARD CLAUSES
Version 1.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA**. The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data

2. **Student Data to Be Provided**. In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.

3. **DPA Definitions**. The definition of terms used in this DPA is found in **Exhibit "C".** In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA**. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.

2. **Parent Access**. To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account**. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests**. Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.

5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws**. LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.

2. **Annual Notification of Rights**. If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.

3. **Reasonable Precautions**. LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.

4. **Unauthorized Access Notification**. LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance**. The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.

2. **Authorized Use**. The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.

3. **Provider Employee Obligation**. Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure**. Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or

permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.

6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D.

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.

2. **Audits.** No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA . The Provider will cooperate reasonably with the LEA and any local, state, or federal

agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security**. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

4. **Data Breach**. In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:

(1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:

i. The name and contact information of the reporting LEA subject to this section.
ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.

(2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.

(3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

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(4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.

(5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination**. In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.

2. **Effect of Termination Survival**. If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.

3. **Priority of Agreements**. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement**. This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

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5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.

8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

EXHIBIT "A"
DESCRIPTION OF SERVICES

Provider's products and services available via Provider's proprietary platform namely MHS Online Assessment Center + (MAC+).

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EXHIBIT "B"
SCHEDULE OF DATA

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	✓
	Other application technology meta data-Please specify:	
Application Use Statistics	Meta data on user interaction with application	
Assessment	Standardized test scores	✓
	Observation data	
	Other assessment data-Please specify:	
Attendance	Student school (daily) attendance data	
	Student class attendance data	
Communications	Online communications captured (emails, blog entries)	
Conduct	Conduct or behavioral data	✓
Demographics	Date of Birth	✓
	Place of Birth	
	Gender	✓
	Ethnicity or race	
	Language information (native, or primary language spoken by student)	
	Other demographic information-Please specify:	
Enrollment	Student school enrollment	
	Student grade level	
	Homeroom	
	Guidance counselor	
	Specific curriculum programs	
	Year of graduation	
	Other enrollment information-Please specify:	
Parent/Guardian Contact Information	Address	
	Email	✓

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Category of Data	Elements	Check if Used by Your System
	Phone	☐
Parent/Guardian ID	Parent ID number (created to link parents to students)	☐
Parent/Guardian Name	First and/or Last	✓
Schedule	Student scheduled courses	☐
	Teacher names	✓
Special Indicator	English language learner information	✓
	Low income status	☐
	Medical alerts/ health data	☐
	Student disability information	☐
	Specialized education services (IEP or 504)	☐
	Living situations (homeless/foster care)	☐
	Other indicator information-Please specify:	☐
Student Contact Information	Address	☐
	Email	☐
	Phone	☐
Student Identifiers	Local (School district) ID number	☐
	State ID number	☐
	Provider/App assigned student ID number	☐
	Student app username	☐
	Student app passwords	☐
Student Name	First and/or Last	✓
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	☐
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	☐
Student Survey Responses	Student responses to surveys or questionnaires	☐
Student work	Student generated content; writing, pictures, etc.	☐
	Other student work data -Please specify:	☐
Transcript	Student course grades	☐
	Student course data	☐

Category of Data	Elements	Check if Used by Your System
	Student course grades/ performance scores	☐
	Other transcript data - Please specify:	☐
Transportation	Student bus assignment	☐
	Student pick up and/or drop off location	☐
	Student bus card ID number	☐
	Other transportation data – Please specify:	☐
Other	Please list each additional data element used, stored, or collected by your application:	☐
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	☐

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EXHIBIT "C"
DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be De-Identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "Student-Generated Content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to,

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information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or De-Identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

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EXHIBIT "D"
DIRECTIVE FOR DISPOSITION OF DATA

Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

☐ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[ ]

☑ Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

☑ Disposition shall be by destruction or deletion of data.

☐ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[ ]

3. Schedule of Disposition

Data shall be disposed of by the following date:

☑ As soon as commercially practicable.

☐ By [ ]

4. Signature

_____ _____

Authorized Representative of LEA Date

5. Verification of Disposition of Data

_____ _____

Authorized Representative of Company Date

EXHIBIT "E"
GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and Orland School District 135 ("Originating LEA") which is dated Jul 7 2021, to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statues; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address: contracts@mhs.com

PROVIDER:

BY: DocuSigned by: John Clarke F85B24AA66904DD... Date: Aug 26, 2021 | 4:22 PM EDT

Printed Name: John Clarke Title/Position: Chief Revenue Officer

2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the Orland School District 135 and

**PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

Subscribing LEA:

BY:_____ Date:_____

Printed Name: _____ Title/Position: _____

SCHOOL DISTRICT NAME: _____

DESIGNATED REPRESENTATIVE OF LEA:

Name: _____

Title: _____

Address: _____

Telephone Number: _____

Email: _____

EXHIBIT "F"
DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks
2/24/2020

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles* ("Cybersecurity Frameworks") that may be utilized by Provider .

Cybersecurity Frameworks

	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
☑	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
☐	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
☐	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
☐	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
☐	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
☐	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit http://www.edspex.org for further details about the noted frameworks.

*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

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EXHIBIT "G" - **Supplemental SDPC (Student Data Privacy Consortium) State Terms for Illinois**

Version IL-NDPAv1.0a (Revised March 15, 2021)

This **Exhibit G,** Supplemental SDPC State Terms for Illinois ("Supplemental State Terms"), effective simultaneously with the attached Student Data Privacy Agreement ("DPA") by and between Orland School District 135 (the "Local Education Agency" or "LEA") and MHS Inc. (the "Provider"), is incorporated in the attached DPA and amends the DPA (and all supplemental terms and conditions and policies applicable to the DPA) as follows:

1. **Compliance with Illinois Privacy Laws.** In performing its obligations under the Agreement, the Provider shall comply with all Illinois laws and regulations pertaining to student data privacy, confidentiality, and maintenance, including but not limited to the Illinois School Student Records Act ("ISSRA"), 105 ILCS 10/, Mental Health and Developmental Disabilities Confidentiality Act ("MHDDCA"), 740 ILCS 110/, Student Online Personal Protection Act ("SOPPA"), 105 ILCS 85/, Identity Protection Act ("IPA"), 5 ILCS 179/, and Personal Information Protection Act ("PIPA"), 815 ILCS 530/, and Local Records Act ("LRA"), 50 ILCS 205/.

2. **Definition of "Student Data."** In addition to the definition set forth in **Exhibit C,** Student Data includes any and all information concerning a student by which a student may be individually identified under applicable Illinois law and regulations, including but not limited to (a) "covered information," as defined in Section 5 of SOPPA (105 ILCS 85/5), (b) "school student records" as that term is defined in Section 2 of ISSRA (105 ILCS 10/2(d)) (c) "records" as that term is defined under Section 110/2 of the MHDDCA (740 ILCS 110/2), and (d) "personal information" as defined in Section 530/5 of PIPA.

3. **School Official Designation.** Pursuant to Article I, Paragraph 1 of the DPA Standard Clauses, and in accordance with FERPA, ISSRA and SOPPA, in performing its obligations under the DPA, the Provider is acting as a school official with legitimate educational interest; is performing an institutional service or function for which the LEA would otherwise use its own employees; is under the direct control of the LEA with respect to the use and maintenance of Student Data; and is using Student Data only for an authorized purpose and in furtherance of such legitimate educational interest.

4. **Limitations on Re-Disclosure.** The Provider shall not re-disclose Student Data to any other party or affiliate without the express written permission of the LEA or pursuant to court order, unless such disclosure is otherwise permitted under SOPPA, ISSRA, FERPA, and MHDDCA. Provider will not sell or rent Student Data. In the event another party, including law enforcement or a government entity, contacts the Provider with a request or subpoena for Student Data in the possession of the Provider, the Provider shall redirect the other party to seek the data directly from the LEA. In the event the Provider is compelled to produce Student Data to another party in compliance with a court order, Provider shall notify the LEA at least five (5) school days in advance of the court ordered disclosure and, upon request, provide the LEA with a copy of the court order requiring such disclosure.

5. **Notices.** Any notice delivered pursuant to the DPA shall be deemed effective, as applicable, upon receipt as evidenced by the date of transmission indicated on the transmission material, if by e-mail; or four (4) days after mailing, if by first-class mail, postage prepaid.

6. **Parent Right to Access and Challenge Student Data.** The LEA shall establish reasonable procedures pursuant to which a parent, as that term is defined in 105 ILCS 10/2(g), may inspect and/or

copy Student Data and/or challenge the accuracy, relevance or propriety of Student Data, pursuant to Sections 5 and 7 of ISSRA (105 ILCS 10/5; 105 ILCS 10/7) and Section 33 of SOPPA (105 ILCS 85/33). The Provider shall respond to any request by the LEA for Student Data in the possession of the Provider when Provider cooperation is required to afford a parent an opportunity to inspect and/or copy the Student Data, no later than 5 business days from the date of the request. In the event that a parent contacts the Provider directly to inspect and/or copy Student Data, the Provider shall refer the parent to the LEA, which shall follow the necessary and proper procedures regarding the requested Student Data.

7. **Corrections to Factual Inaccuracies.** In the event that the LEA determines that the Provider is maintaining Student Data that contains a factual inaccuracy, and Provider cooperation is required in order to make a correction, the LEA shall notify the Provider of the factual inaccuracy and the correction to be made. No later than 90 calendar days after receiving the notice of the factual inaccuracy, the Provider shall correct the factual inaccuracy and shall provide written confirmation of the correction to the LEA.

8. **Security Standards.** The Provider shall implement and maintain commercially reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect Student Data from unauthorized access, destruction, use, modification, or disclosure, including but not limited to the unauthorized acquisition of computerized data that compromises the security, confidentiality, or integrity of the Student Data (a "Security Breach"). For purposes of the DPA and this Exhibit G, "Security Breach" does not include the good faith acquisition of Student Data by an employee or agent of the Provider or LEA for a legitimate educational or administrative purpose of the Provider or LEA, so long as the Student Data is used solely for purposes permitted by SOPPA and other applicable law, and so long as the Student Data is restricted from further unauthorized disclosure.

9. **Security Breach Notification.** In addition to the information enumerated in Article V, Section 4(1) of the DPA Standard Clauses, any Security Breach notification provided by the Provider to the LEA shall include:

a. A list of the students whose Student Data was involved in or is reasonably believed to have been involved in the breach, if known; and

b. The name and contact information for an employee of the Provider whom parents may contact to inquire about the breach.

10. **Reimbursement of Expenses Associated with Security Breach.** In the event of a Security Breach that is attributable to the Provider, the Provider shall reimburse and indemnify the LEA for any and all costs and expenses that the LEA incurs in investigating and remediating the Security Breach, without regard to any limitation of liability provision otherwise agreed to between Provider and LEA, including but not limited to costs and expenses associated with:

a. Providing notification to the parents of those students whose Student Data was compromised and regulatory agencies or other entities as required by law or contract;

b. Providing credit monitoring to those students whose Student Data was exposed in a manner during the Security Breach that a reasonable person would believe may impact the student's credit or financial security;

c. Legal fees, audit costs, fines, and any other fees or damages imposed against the LEA

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as a result of the security breach; and

d. Providing any other notifications or fulfilling any other requirements adopted by the Illinois State Board of Education or under other State or federal laws.

11. **Transfer or Deletion of Student Data.** The Provider shall review, on an annual basis, whether the Student Data it has received pursuant to the DPA continues to be needed for the purpose(s) of the Service Agreement and this DPA. If any of the Student Data is no longer needed for purposes of the Service Agreement and this DPA, the Provider will provide written notice to the LEA as to what Student Data is no longer needed. The Provider will delete or transfer Student Data in readable form to the LEA, as directed by the LEA (which may be effectuated through Exhibit D of the DPA), within 30 calendar days if the LEA requests deletion or transfer of the Student Data and shall provide written confirmation to the LEA of such deletion or transfer. Upon termination of the Service Agreement between the Provider and LEA, Provider shall conduct a final review of Student Data within 60 calendar days.

If the LEA receives a request from a parent, as that term is defined in 105 ILCS 10/2(g), that Student Data being held by the Provider be deleted, the LEA shall determine whether the requested deletion would violate State and/or federal records laws. In the event such deletion would not violate State or federal records laws, the LEA shall forward the request for deletion to the Provider. The Provider shall comply with the request and delete the Student Data within a reasonable time period after receiving the request.

Any provision of Student Data to the LEA from the Provider shall be transmitted in a format readable by the LEA.

12. **Public Posting of DPA.** Pursuant to SOPPA, the LEA shall publish on its website a copy of the DPA between the Provider and the LEA, including this Exhibit G.

13. **Subcontractors.** By no later than (5) business days after the date of execution of the DPA, the Provider shall provide the LEA with a list of any subcontractors to whom Student Data may be disclosed or a link to a page on the Provider's website that clearly lists any and all subcontractors to whom Student Data may be disclosed. This list shall, at a minimum, be updated and provided to the LEA by the beginning of each fiscal year (July 1) and at the beginning of each calendar year (January 1).

14. **DPA Term.**

a. **Original DPA.** Paragraph 4 on page 2 of the DPA setting a three-year term for the DPA shall be deleted, and the following shall be inserted in lieu thereof: "This DPA shall be effective upon the date of signature by Provider and LEA, and shall remain in effect as between Provider and LEA 1) for so long as the Services are being provided to the LEA or 2) until the DPA is terminated pursuant to Section 15 of this Exhibit G, whichever comes first. The Exhibit E General Offer will expire three (3) years from the date the original DPA was signed."

b. **General Offer DPA.** The following shall be inserted as a new second sentence in Paragraph 1 of Exhibit E: "The provisions of the original DPA offered by Provider and accepted by Subscribing LEA pursuant to this Exhibit E shall remain in effect as between Provider and Subscribing LEA 1) for so long as the Services are being provided to Subscribing LEA, or 2) until the DPA is terminated pursuant to Section 15 of this Exhibit G, whichever comes first."

15. **Termination.** Paragraph 1 of Article VII shall be deleted, and the following shall be inserted in lieu thereof: “In the event either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or been terminated. One party may terminate this DPA upon a material breach of this DPA by the other party. Upon termination of the DPA, the Service Agreement shall terminate.’

16. **Privacy Policy.** The Provider must publicly disclose material information about its collection, use, and disclosure of Student Data, including, but not limited to, publishing a terms of service agreement, privacy policy, or similar document.

17. **Minimum Data Necessary Shared.** The Provider attests that the Student Data request by the Provider from the LEA in order for the LEA to access the Provider’s products and/or services is limited to the Student Data that is adequate, relevant, and limited to what is necessary in relation to the K-12 school purposes for which it is processed.

18. **Student and Parent Access.** Access by students or parents/guardians to the Provider’s programs or services governed by the DPA or to any Student Data stored by Provider shall not be conditioned upon agreement by the parents/guardians to waive any of the student data confidentiality restrictions or a lessening of any of the confidentiality or privacy requirements contained in this DPA.

19. **Data Storage.** Provider shall store all Student Data shared under the DPA within the United States.

20. **Exhibits A and B.** The Services described in Exhibit A and the Schedule of Data in Exhibit B to the DPA satisfy the requirements in SOPPA to include a statement of the product or service being provided to the school by the Provider and a listing of the categories or types of covered information to be provided to the Provider, respectively.

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EXHIBIT "H"

Additional Terms or Modifications

Version _____

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

Page 7 :
Please delete and replace Section 2: Audits with the following:

No more than once a year, or following unauthorized access, upon thirty (30) days prior written notice from the LEA, the Provider shall provide annual penetration testing reports conducted by an independent Third Party to Vendor on an annual basis or other relevant Provider's policies or procedures to determine whether the security and privacy measures are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of Services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency to the extent applicable to the delivery of Services to LEA with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide relevant policies, procedures, any applicable privacy compliance certifications, or related records pertaining to the delivery of Services to the LEA.

Section 3: Data Security
The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security as it pertains to the delivery of Services provided by Provider. The Provider shall implement adequate Cybersecurity Framework based on one of the nationally recognized standards set forth in Exhibit "F". Exclusions, variations, or exemptions to identified Cybersecurity Framework must be detailed in an attachment to Exhibit "H". Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity framework in Exhibit "F". Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

Section 4: Data Breach Subsection (3):

Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and as required by law for responding to a data breach, breach security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon written request, with a summary of said written incident response plan.

Page 20 Section 10:
In the event of a Security Breach that is attributable to the Provider, the Provider shall reimburse and indemnify for any reasonable costs and expenses that the LEA incurs in investigating and remediating the Security Breach, limited to the total contract value, including:
a. Providing notification to the parents of those students whose Student Data was directly compromised and regulatory agencies or other entities as required by law or contract;
b. Providing credit monitoring for affected students whose Student Data was exposed for one (1) year following the announcement or disclosure of such Breach and pay associated costs
c. Reasonable legal fees, audit costs, and any other fees or damages imposed against the LEA as a result of the security breach; and
d. Providing any other notifications or fulfilling any other requirements adopted by the Illinois State Board of Education or under other State or federal laws.

Standard Student Data Privacy Agreement

IL-NDPA v1.0a

School District or LEA

School Association for Special Education in DuPage

and

Provider

Riverside Assessments, LLC dba Riverside Insights

This Student Data Privacy Agreement ("**DPA**") is entered into on the date of full execution (the "**Effective Date**") and is entered into by and between:

[ ], located at [2900 Ogden Avenue Lisle, Il 60532] (the "**Local Education Agency**" or "**LEA**") and

[ ], located at [One Pierce Place, Suite 900W, Itasca, Il 60] (the "**Provider**").

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.

2. **Special Provisions.** ***Check if Required***

   ☑ If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.

   ☑ If checked, LEA and Provider agree to the additional terms or modifications set forth in **Exhibit "H". (Optional)**

   ☑ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.

4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.

5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "**Services**").

6. **Notices**. All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Mindy McGuffin Title: Executive Director

Address: 2900 Ogden Avenue Lisle, Illinois 60532

Phone: 630-955-8112 Email: mmcguffin@sased.org

The designated representative for the Provider for this DPA is:

Name: Demetre Klebaner Title: General Counsel

Address: One Pierce Place, Suite 900W, Itasca, Il 60143

Phone: 1800-323-9540 Email: contracts@riversideinsights.com

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: School Association for Special Education in DuPage

By: _____ Date: 02/04/2022

Printed Name: Mindy McGuffin Title/Position: Executive Director

Provider: Riverside Assessments, LLC dba Riverside Insights

By: _____ Date: _____

Printed Name: Scott Olson Title/Position: Manager of Proposal Services

STANDARD CLAUSES
Version 1.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA**. The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data

2. **Student Data to Be Provided**. In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.

3. **DPA Definitions**. The definition of terms used in this DPA is found in **Exhibit "C".** In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA**. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.

2. **Parent Access**. To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account**. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests**. Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.

5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws**. LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.

2. **Annual Notification of Rights**. If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.

3. **Reasonable Precautions**. LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.

4. **Unauthorized Access Notification**. LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance**. The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.

2. **Authorized Use**. The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.

3. **Provider Employee Obligation**. Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure**. Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or

permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.

6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D.

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.

2. **Audits.** No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA . The Provider will cooperate reasonably with the LEA and any local, state, or federal

agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security**. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

4. **Data Breach**. In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:

(1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:

i. The name and contact information of the reporting LEA subject to this section.
ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.

(2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.

(3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

(4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.

(5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination**. In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.

2. **Effect of Termination Survival**. If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.

3. **Priority of Agreements**. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement**. This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.

8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

EXHIBIT "A"

DESCRIPTION OF SERVICES

Riverside Score for Woodcock Johnson IV (WJ-IV)

EXHIBIT "B"
SCHEDULE OF DATA

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	✔
	Other application technology meta data-Please specify:	
Application Use Statistics	Meta data on user interaction with application	✔
Assessment	Standardized test scores	✔
	Observation data	✔
	Other assessment data-Please specify:	
Attendance	Student school (daily) attendance data	
	Student class attendance data	
Communications	Online communications captured (emails, blog entries)	
Conduct	Conduct or behavioral data	
Demographics	Date of Birth	✔
	Place of Birth	
	Gender	✔
	Ethnicity or race	✔
	Language information (native, or primary language spoken by student)	✔
	Other demographic information-Please specify:	
Enrollment	Student school enrollment	✔
	Student grade level	
	Homeroom	
	Guidance counselor	
	Specific curriculum programs	
	Year of graduation	
	Other enrollment information-Please specify:	✔
Parent/Guardian Contact Information	Address	
	Email	✔

Category of Data	Elements	Check if Used by Your System
	Phone	☐
Parent/Guardian ID	Parent ID number (created to link parents to students)	☐
Parent/Guardian Name	First and/or Last	✔
Schedule	Student scheduled courses	☐
	Teacher names	☐
Special Indicator	English language learner information	☐
	Low income status	☐
	Medical alerts/ health data	☐
	Student disability information	☐
	Specialized education services (IEP or 504)	✔
	Living situations (homeless/foster care)	☐
	Other indicator information-Please specify: IFSP, FRee / Reduced Lunch, Funding Status	✔
Student Contact Information	Address	☐
	Email	☐
	Phone	☐
Student Identifiers	Local (School district) ID number	☐
	State ID number	☐
	Provider/App assigned student ID number	☐
	Student app username	☐
	Student app passwords	☐
Student Name	First and/or Last	✔
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	☐
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	☐
Student Survey Responses	Student responses to surveys or questionnaires	☐
Student work	Student generated content; writing, pictures, etc.	☐
	Other student work data -Please specify:	☐
Transcript	Student course grades	☐
	Student course data	☐

Category of Data	Elements	Check if Used by Your System
	Student course grades/ performance scores	☐
	Other transcript data - Please specify:	☐
Transportation	Student bus assignment	☐
	Student pick up and/or drop off location	☐
	Student bus card ID number	☐
	Other transportation data – Please specify:	☐
Other	Please list each additional data element used, stored, or collected by your application: Optional: Middle name	✔
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	☐

EXHIBIT "C"
DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be De-Identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "Student-Generated Content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to,

information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or De-Identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

EXHIBIT "D"
DIRECTIVE FOR DISPOSITION OF DATA

Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

☐ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[ ]

☐ Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

☐ Disposition shall be by destruction or deletion of data.

☐ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[ ]

3. Schedule of Disposition

Data shall be disposed of by the following date:

☐ As soon as commercially practicable.

☐ By [ ]

4. Signature

_____ _____

Authorized Representative of LEA Date

5. Verification of Disposition of Data

_____ _____

Authorized Representative of Company Date

EXHIBIT "E"
GENERAL OFFER OF PRIVACY TERMS

1. **Offer of Terms**

Provider offers the same privacy protections found in this DPA between it and School Association for Special Education in DuPage ("Originating LEA") which is dated 02/04/2022 , to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statues; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address: contracts @riverside insights.com .

PROVIDER: Riverside Assessments, LLC dba Riverside Insights

BY: _____Date: _____

Printed Name: Scott Olson Title/Position: Manager of Proposal Services

2. **Subscribing LEA**

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the School Association for Special Education in DuPage and Riverside Assessments, LLC dba Riverside Insights

**PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

Subscribing LEA:

BY:_____Date:_____

Printed Name: _____ Title/Position: _____

SCHOOL DISTRICT NAME: _____

DESIGNATED REPRESENTATIVE OF LEA:

Name: _____

Title: _____

Address: _____

Telephone Number: _____

Email: _____

EXHIBIT "F"
DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks
2/24/2020

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles* ("Cybersecurity Frameworks") that may be utilized by Provider .

Cybersecurity Frameworks

	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
☑	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
☑	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
☑	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
☐	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
☑	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
☐	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit http://www.edspex.org for further details about the noted frameworks.

*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

EXHIBIT "G" - **Supplemental SDPC (Student Data Privacy Consortium) State Terms for Illinois**

Version IL-NDPAv1.0a (Revised March 15, 2021)

This **Exhibit G,** Supplemental SDPC State Terms for Illinois ("Supplemental State Terms"), effective simultaneously with the attached Student Data Privacy Agreement ("DPA") by and between School Association for Special Education in DuPage (the "Local Education Agency" or "LEA") and Riverside Assessments, LLC dba Riverside Insights (the "Provider"), is incorporated in the attached DPA and amends the DPA (and all supplemental terms and conditions and policies applicable to the DPA) as follows:

1. **Compliance with Illinois Privacy Laws.** In performing its obligations under the Agreement, the Provider shall comply with all Illinois laws and regulations pertaining to student data privacy, confidentiality, and maintenance, including but not limited to the Illinois School Student Records Act ("ISSRA"), 105 ILCS 10/, Mental Health and Developmental Disabilities Confidentiality Act ("MHDDCA"), 740 ILCS 110/, Student Online Personal Protection Act ("SOPPA"), 105 ILCS 85/, Identity Protection Act ("IPA"), 5 ILCS 179/, and Personal Information Protection Act ("PIPA"), 815 ILCS 530/, and Local Records Act ("LRA"), 50 ILCS 205/.

2. **Definition of "Student Data."** In addition to the definition set forth in **Exhibit C,** Student Data includes any and all information concerning a student by which a student may be individually identified under applicable Illinois law and regulations, including but not limited to (a) "covered information," as defined in Section 5 of SOPPA (105 ILCS 85/5), (b) "school student records" as that term is defined in Section 2 of ISSRA (105 ILCS 10/2(d)) (c) "records" as that term is defined under Section 110/2 of the MHDDCA (740 ILCS 110/2), and (d) "personal information" as defined in Section 530/5 of PIPA.

3. **School Official Designation.** Pursuant to Article I, Paragraph 1 of the DPA Standard Clauses, and in accordance with FERPA, ISSRA and SOPPA, in performing its obligations under the DPA, the Provider is acting as a school official with legitimate educational interest; is performing an institutional service or function for which the LEA would otherwise use its own employees; is under the direct control of the LEA with respect to the use and maintenance of Student Data; and is using Student Data only for an authorized purpose and in furtherance of such legitimate educational interest.

4. **Limitations on Re-Disclosure.** The Provider shall not re-disclose Student Data to any other party or affiliate without the express written permission of the LEA or pursuant to court order, unless such disclosure is otherwise permitted under SOPPA, ISSRA, FERPA, and MHDDCA. Provider will not sell or rent Student Data. In the event another party, including law enforcement or a government entity, contacts the Provider with a request or subpoena for Student Data in the possession of the Provider, the Provider shall redirect the other party to seek the data directly from the LEA. In the event the Provider is compelled to produce Student Data to another party in compliance with a court order, Provider shall notify the LEA at least five (5) school days in advance of the court ordered disclosure and, upon request, provide the LEA with a copy of the court order requiring such disclosure.

5. **Notices.** Any notice delivered pursuant to the DPA shall be deemed effective, as applicable, upon receipt as evidenced by the date of transmission indicated on the transmission material, if by e-mail; or four (4) days after mailing, if by first-class mail, postage prepaid.

6. **Parent Right to Access and Challenge Student Data.** The LEA shall establish reasonable procedures pursuant to which a parent, as that term is defined in 105 ILCS 10/2(g), may inspect and/or

copy Student Data and/or challenge the accuracy, relevance or propriety of Student Data, pursuant to Sections 5 and 7 of ISSRA (105 ILCS 10/5; 105 ILCS 10/7) and Section 33 of SOPPA (105 ILCS 85/33). The Provider shall respond to any request by the LEA for Student Data in the possession of the Provider when Provider cooperation is required to afford a parent an opportunity to inspect and/or copy the Student Data, no later than 5 business days from the date of the request. In the event that a parent contacts the Provider directly to inspect and/or copy Student Data, the Provider shall refer the parent to the LEA, which shall follow the necessary and proper procedures regarding the requested Student Data.

7. **Corrections to Factual Inaccuracies.** In the event that the LEA determines that the Provider is maintaining Student Data that contains a factual inaccuracy, and Provider cooperation is required in order to make a correction, the LEA shall notify the Provider of the factual inaccuracy and the correction to be made. No later than 90 calendar days after receiving the notice of the factual inaccuracy, the Provider shall correct the factual inaccuracy and shall provide written confirmation of the correction to the LEA.

8. **Security Standards.** The Provider shall implement and maintain commercially reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect Student Data from unauthorized access, destruction, use, modification, or disclosure, including but not limited to the unauthorized acquisition of computerized data that compromises the security, confidentiality, or integrity of the Student Data (a "Security Breach"). For purposes of the DPA and this Exhibit G, "Security Breach" does not include the good faith acquisition of Student Data by an employee or agent of the Provider or LEA for a legitimate educational or administrative purpose of the Provider or LEA, so long as the Student Data is used solely for purposes permitted by SOPPA and other applicable law, and so long as the Student Data is restricted from further unauthorized disclosure.

9. **Security Breach Notification.** In addition to the information enumerated in Article V, Section 4(1) of the DPA Standard Clauses, any Security Breach notification provided by the Provider to the LEA shall include:

a. A list of the students whose Student Data was involved in or is reasonably believed to have been involved in the breach, if known; and

b. The name and contact information for an employee of the Provider whom parents may contact to inquire about the breach.

10. **Reimbursement of Expenses Associated with Security Breach.** In the event of a Security Breach that is attributable to the Provider, the Provider shall reimburse and indemnify the LEA for any and all costs and expenses that the LEA incurs in investigating and remediating the Security Breach, without regard to any limitation of liability provision otherwise agreed to between Provider and LEA, including but not limited to costs and expenses associated with:

a. Providing notification to the parents of those students whose Student Data was compromised and regulatory agencies or other entities as required by law or contract;

b. Providing credit monitoring to those students whose Student Data was exposed in a manner during the Security Breach that a reasonable person would believe may impact the student's credit or financial security;

c. Legal fees, audit costs, fines, and any other fees or damages imposed against the LEA

as a result of the security breach; and

d. Providing any other notifications or fulfilling any other requirements adopted by the Illinois State Board of Education or under other State or federal laws.

11. **Transfer or Deletion of Student Data.** The Provider shall review, on an annual basis, whether the Student Data it has received pursuant to the DPA continues to be needed for the purpose(s) of the Service Agreement and this DPA. If any of the Student Data is no longer needed for purposes of the Service Agreement and this DPA, the Provider will provide written notice to the LEA as to what Student Data is no longer needed. The Provider will delete or transfer Student Data in readable form to the LEA, as directed by the LEA (which may be effectuated through Exhibit D of the DPA), within 30 calendar days if the LEA requests deletion or transfer of the Student Data and shall provide written confirmation to the LEA of such deletion or transfer. Upon termination of the Service Agreement between the Provider and LEA, Provider shall conduct a final review of Student Data within 60 calendar days.

If the LEA receives a request from a parent, as that term is defined in 105 ILCS 10/2(g), that Student Data being held by the Provider be deleted, the LEA shall determine whether the requested deletion would violate State and/or federal records laws. In the event such deletion would not violate State or federal records laws, the LEA shall forward the request for deletion to the Provider. The Provider shall comply with the request and delete the Student Data within a reasonable time period after receiving the request.

Any provision of Student Data to the LEA from the Provider shall be transmitted in a format readable by the LEA.

12. **Public Posting of DPA.** Pursuant to SOPPA, the LEA shall publish on its website a copy of the DPA between the Provider and the LEA, including this Exhibit G.

13. **Subcontractors.** By no later than (5) business days after the date of execution of the DPA, the Provider shall provide the LEA with a list of any subcontractors to whom Student Data may be disclosed or a link to a page on the Provider's website that clearly lists any and all subcontractors to whom Student Data may be disclosed. This list shall, at a minimum, be updated and provided to the LEA by the beginning of each fiscal year (July 1) and at the beginning of each calendar year (January 1).

14. **DPA Term.**

a. **Original DPA.** Paragraph 4 on page 2 of the DPA setting a three-year term for the DPA shall be deleted, and the following shall be inserted in lieu thereof: "This DPA shall be effective upon the date of signature by Provider and LEA, and shall remain in effect as between Provider and LEA 1) for so long as the Services are being provided to the LEA or 2) until the DPA is terminated pursuant to Section 15 of this Exhibit G, whichever comes first. The Exhibit E General Offer will expire three (3) years from the date the original DPA was signed."

b. **General Offer DPA.** The following shall be inserted as a new second sentence in Paragraph 1 of Exhibit E: "The provisions of the original DPA offered by Provider and accepted by Subscribing LEA pursuant to this Exhibit E shall remain in effect as between Provider and Subscribing LEA 1) for so long as the Services are being provided to Subscribing LEA, or 2) until the DPA is terminated pursuant to Section 15 of this Exhibit G, whichever comes first."

15. **Termination.** Paragraph 1 of Article VII shall be deleted, and the following shall be inserted in lieu thereof: “In the event either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or been terminated. One party may terminate this DPA upon a material breach of this DPA by the other party. Upon termination of the DPA, the Service Agreement shall terminate.’

16. **Privacy Policy.** The Provider must publicly disclose material information about its collection, use, and disclosure of Student Data, including, but not limited to, publishing a terms of service agreement, privacy policy, or similar document.

17. **Minimum Data Necessary Shared.** The Provider attests that the Student Data request by the Provider from the LEA in order for the LEA to access the Provider’s products and/or services is limited to the Student Data that is adequate, relevant, and limited to what is necessary in relation to the K-12 school purposes for which it is processed.

18. **Student and Parent Access.** Access by students or parents/guardians to the Provider’s programs or services governed by the DPA or to any Student Data stored by Provider shall not be conditioned upon agreement by the parents/guardians to waive any of the student data confidentiality restrictions or a lessening of any of the confidentiality or privacy requirements contained in this DPA.

19. **Data Storage.** Provider shall store all Student Data shared under the DPA within the United States.

20. **Exhibits A and B.** The Services described in Exhibit A and the Schedule of Data in Exhibit B to the DPA satisfy the requirements in SOPPA to include a statement of the product or service being provided to the school by the Provider and a listing of the categories or types of covered information to be provided to the Provider, respectively.

EXHIBIT "H"

Additional Terms or Modifications

Version Feb. 2022

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

The parties agree to amend Article IV, Section 6 by deleting the second sentence in its entirety and replacing it with the following:
"Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data in accordance with its standard records retention policy."

The parties agree to amend Section 10 of Exhibit G, by adding the following sentence at the end of the Section:
"Provider's reimbursement and indemnification obligation pursuant to this Section 10 will not exceed the greater of (i) three times (3x) the fees paid by LEA to provider in the 12 months preceding the event giving rise to the liability and (ii) $10,000."

The parties agree to amend Section 11 of Exhibit G, by adding the following sentence at the end of the first paragraph of the Section:
"The parties acknowledge and agree that any notice required of Provider pursuant to this Section 11 can be made through an update of Provider's publicly posted privacy policies, a general notification to all users within the assessment platform, or any other mass communication directed to a general audience of platform users."

AFFILIATION AGREEMENT
BETWEEN
ELMHURST UNIVERSITY
AND
The School Association for Special Education in DuPage County (SASED)

THIS AGREEMENT (the **"Agreement"**) is entered into this 17th day of May, 2022, by and between **the School Association for Special Education in DuPage County (SASED)** (**"the Facility"**) and **Elmhurst University** (**"the School"**).

WHEREAS, the School desires to utilize facilities and all affiliates that may be available for the purpose of providing practical learning and clinical experiences (see Exhibit A for a list of programs and Exhibit B for site-specific requirements) in connection with students of the School.

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

A. SCHOOL RESPONSIBILITIES:

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

2. **Student professional liability insurance.**
In addition to the coverages set forth in the Addendum to this Agreement, the School shall provide proof to the Facility of, a personal professional liability insurance policy of at least One Million Dollars ($1,000,000.00) per occurrence or claim and Three Million Dollars ($3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars ($1,000,000) per occurrence or claim and Two Million Dollars ($2,000,000) in the aggregate covering the acts of such student while participating in the program, on such terms as set forth in the Addendum. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student.

The Facility shall maintain, and the Facility shall provide proof to the School of, professional liability insurance policy (or other comparable policy) of at least One Million Dollars ($1,000,000.00) per occurrence or claim and Three Million Dollars ($3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars ($1,000,000) per occurrence or claim and Two Million Dollars ($2,000,000) in the aggregate covering the acts of the Facility and its employees or other agents in connection with the program. Such insurance coverage must be placed with an insurance carrier acceptable to the School. Certificates of insurance evidencing coverage as specified above must be produced prior to student participation in the program.

3. **Designation of liaison to Facility; communications relating to clinical placements.** The School will designate a faculty or other professional staff member to coordinate and

act as its liaison to the Facility. The assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances.

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

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

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation and living arrangements.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the School while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience.

(f) Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of JCAHO and/or other relevant accrediting or regulatory bodies.

(g) Meet the requirements of the Facility set forth on the Addendum to this Affiliation Agreement.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised clinical and/or professional experiences.** Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised clinical experiences to students. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures.

2. **Facility rules applicable to students during clinical and/or professional assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of clinical assignment, students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility.

3. **Patient care.** While at the Facility, students are not to replace the Facility staff, and are not to render service except as identified for educational value and delineated in the jointly planned educational experiences. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. The Facility shall at all times remain responsible for patient care.

4. **Emergency treatment of students.** Emergency outpatient treatment will be available to students while in the hospital for clinical training in case of accident or illness. In case of emergency at a non-hospital site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment.

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

6. **Identity and credentials of Facility supervising personnel.** The Facility shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing student(s) experiences.

7. **School tour of Facility.** The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

8. **Provision of relevant Facility policies.** The Facility shall provide the student(s) and the School the Facility's administrative policies, standards and practices relevant to the clinical placement.

9. **FERPA compliance.** The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at the Facility pursuant to this agreement.

C. OTHER RESPONSIBILITIES:

1. **Compliance with privacy laws**. The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient and student privacy.

2. **Determination of instructional period.** The course of instruction will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.

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

4. **Evaluation of students' clinical experiences.** Evaluation of the clinical learning experiences of the students will be accomplished jointly by the School and the Facility. Appropriate School and the Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

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

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

6. **Productivity:**

Speech-language pathology program: The Facility will provide clinical hours at 50% productivity rate on average (50% of total time at the site will be in direct client/patient contact). This translates to half of the time the student is at the Facility, they will be in direct contact with clients/patients/children/individuals receiving speech-language-cognitive-swallow diagnosis or management and/or involved in IEP/parent team meetings if in a school setting.

Full time placements (40 hours/week) are expected to meet a 50% productivity expectation (20 hours direct client contact)
Part time placements (8-16 hours per week) are expected to meet a 50% productivity expectation (4-8 hours direct client contact).

Occupational therapy program: The Facility will provide 12 weeks of full-time practicum experience.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for five (5) years, to commence on May 17, 2022. Either party to this Agreement may terminate the Agreement at any point in time without cause upon ninety (90) days written notice to the other party.

E. ADDITIONAL TERMS:

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

2. **Additional insurance coverage**. Any additional applicable insurance coverage requirements shall be set out by the parties in the Addendum to this agreement.

3. **Qualifications of School faculty.** The School represents and warrants that relevant faculty members are appropriately certified and/or licensed. The School will provide the Facility with copies of evidence of certifications or licensures.

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

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

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

7. **Non-Discrimination**. The parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended

from time to time, the Illinois Human Rights Act, and the Rules and Regulations of the Illinois Department of Human Rights. There shall be no unlawful discrimination or treatment because of race, color, religion, gender, national origin, ancestry, military status, sexual orientation, handicap or disability in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

8. **Employment status.** No assigned student or School faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility.

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

If to the Facility:

Julie Grohn
Director of Human Resources
SASED
2900 Ogden Ave.
Lisle, IL 60532
Telephone: (630) 778-4500 x8107
jgrohn@sased.org

If to the School:
Julie Suderman
Vice President for Business and Finance
190 Prospect Avenue
Elmhurst, IL 60126
Facsimile: (630) 617-3701
Telephone: (630) 617-3012

With a Copy to:

Elmhurst University
190 Prospect Avenue
Elmhurst, IL 60126

Graduate Program in Speech-Language Pathology
Attention: Karen Cannon Janettas, M.S., CCC-SLP
Facsimile: (630) 617-6451
Telephone: (630) 617-6123

Graduate Program in Occupational Therapy
Attention: Elsie Pollari, MOT,OTR/L
Facsimile: (630) 617-3784
Telephone: (630) 617-3083

or to such other addresses as the parties may specify in writing from time to time.

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

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

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

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

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

ADDENDUM TO AFFILIATION AGREEMENT

This Addendum is entered into on the date set forth below, by and between the School Association for Special Education in DuPage County ("SASED") and Elmhurst University ("the University").

WHEREAS, SASED and the University are concurrently entering (or recently entered) into an agreement for placement of pre-professional students ("the Agreement"); and

WHEREAS, SASED and the University wish to add to and amend the Agreement as provided herein;

NOW THEREFORE, SASED and the University agree as follows:

1. For each pre-professional student who is placed with SASED, the University shall ensure that the student has appropriate health insurance covering any potential injuries sustained while student teaching.

2. During the term of the Agreement and at all times while any student is placed with SASED, the University shall maintain the insurance coverages identified below, from companies and in form acceptable to SASED. The University will cause SASED and its Governing Board, Board members, and employees to be added as additional insureds on said policies, on a primary and non-contributory basis.

    a. General Liability Coverage
        i. $1,000,000 per occurrence
        ii. $2,000,000 general aggregate
        iii. To include sexual misconduct/molestation coverage with a minimum limit of $1,000,000 per occurrence and $2,000,000 aggregate.

3. For each student who is placed with SASED, the University will ensure that the student complies with Section 10-21.9 of the Illinois *School Code* relating to fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Murderer and Violent Offender Against Youth Database. The parties acknowledge that the results of the checks must be acceptable to SASED in its sole discretion.

4. Each student who is placed with SASED must provide evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to Section 24-5 of the Illinois *School Code.*

5. To the extent of any conflict between this Addendum and the Agreement, the terms and conditions of this Addendum shall control.

6. All other terms of the Agreement will remain in full force and effect.

IN WITNESS WHEREOF, this Addendum has been executed by SASED and the University on the date identified below.

SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY

By: M. McGuffi Date: _____

Print Name: Melinda McGuffi Title: _____

ELMHURST UNIVERSITY

By: Julie Suderman Date: May 19, 2022

Print Name: Julie Suderman Title: Vice President for Business & Finance, CFO

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

For and on behalf of:

The School Association for Special Education in DuPage County (SASED)

M. McGuffin

~~Julie Grohn~~ Melinda McGuffin
~~Director of Human Resources~~ Executive Director
SASED

Date: 6/10/2022

ELMHURST UNIVERSITY

Julie Suderman

Julie Suderman
Vice President for Business and Finance
Elmhurst University

Date: 5/19/2022

Elmhurst University
Master of Occupational Therapy/ Master of Science in Communication Sciences and Disorders

EXHIBIT A

Programs

Master of Occupational Therapy
Master of Science in Communication Sciences and Disorders

Names, license number and other relevant credentials of practicum supervisors will be requested prior to commencement of student experience and be stored in secure database in school liaison office.

EXHIBIT B

SITE-SPECIFIC REQUIREMENTS

(Each site shall have its own program specific requirement checklist; please mark the requirements with an "x")

Facility: _____

School: Elmhurst University

Program: Master of Occupational Therapy/ Master of Science in Communication Sciences and Disorders

Facility requires:	**Yes**	**No**
1. Proof of student professional and general liability insurance (paragraph A.2)	☑	☐
2. Proof of comprehensive health insurance (paragraph A.2)	☑	☐
3. Verification that students have met requirements for: (paragraph A.4)		
a. Negative annual TB test or chest x-ray	☑☑	☐
b. Rubella, Rubella and Mumps with proof of immunization or titer	☑☑	☐
c. Varicella with proof of immunization or titer	☑☑	☐
d. Hepatitis B with proof of disease/immunization or immunity by titer	☑	☐
e. Current American Heart Association Healthcare Provider CPR card		☐
f. OSHA compliance for prevention of transmission of blood borne pathogens and TB		☐
d. Proof of Flu Immunization		☐
		☐
4. Criminal background check (paragraph A.5) If yes, type of check: **Fingerprint**	☑	☐
5. Drug screen (paragraph A.5) If yes, type of screening: **5-panel**	☑	☐
6. Acceptance of faith-based provision addendum (if included)	☐	☑
7. Evidence of relevant faculties' certifications or licensures (paragraph E.3)	☐	☑
8. Additional insurance coverage (paragraph E.2) If yes, type of insurance and coverage required **Sexual misconduct/molestation coverage with a minimum limit of $1,000,000 per occurrence and $2,000,000 aggregate**	☑	☐
9. Other: **Check of the Statewide Sex Offender Database and the Statewide Murderer and Violent Offender Against Youth Database**	☑	☐

School requires:	
1. Copy of relevant Facility policies (paragraph B.8)	**X**
2. Evidence of academic credentials, certifications and licensures of individual(s) overseeing student(s) experiences (paragraph B.6) upon request	**X**
3. The Facility will meet productivity requirements as specified in above contract.	**X**
4. Other _____	

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

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To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Early CHOICES Agreement with Sebastian Howley

Purpose: The purpose of this memo is to provide information for action regarding the Early CHOICES Agreement with Sebastian Howley.

Background: The contract is for Mr. Howley to provide corporate, uniform photo headshots for Early CHOICES staff.

Next Steps: Approval of the Early CHOICES agreement with Sebastian Howley in the amount of $200.

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is made by and between The School Association for Special Education in DuPage County ("SASED"), which is operating as Early CHOICES ("Early CHOICES"), and Sebastian Howley ("Contractor") (collectively referred to as "the Parties").

The Parties agree as follows:

1. **SERVICES.** Early CHOICES shall engage Contractor to provide the following service: **Corporate, uniform headshots for Early CHOICES Staff.**

2. **TERM.** Contractor shall provide services to Early CHOICES pursuant to this Agreement during the period of June 15, 2022 ("Agreement Term").

3. **COMPENSATION.** In exchange for the services provided pursuant to Paragraph 1, Early CHOICES shall pay Contractor $200.00, plus related travel expenses not to exceed n/a. Contractor must submit a signed "Contractor Request for Payment" form to SASED to initiate payment. Contractor will be issued a Form 1099 and shall be solely responsible for paying all applicable payroll or employment taxes, including but not limited to FICA, federal personal income tax, state personal income tax, and state disability tax.

4. **EXPENSES.** Contractor shall bear all other expenses incurred in the performance of this Agreement unless pre-approved in writing by SASED's Executive Director or designee.

5. **INDEPENDENT CONTRACTOR.** Contractor is an independent contractor and not an employee of SASED or Early CHOICES. Nothing in this Agreement shall be construed to create the relationship of employer and employee, principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Unless otherwise stated in this Agreement, Contractor is not entitled to any of the benefits normally provided to employees of SASED or Early CHOICES.

6. **CONFIDENTIALITY.** Contractor acknowledges that she/he may have access to information that constitutes "school student records" as defined in the *Illinois School Student Records Act* (105 ILCS 10/1, et seq.) and/or "education records" as defined in the *Family Educational Rights and Privacy Act* ("FERPA," 20 U.S.C. §1232g) and/or "personally identifiable information" as defined in FERPA's implementing regulations (34 CFR §99.3), which information is collectively referred to as "Student Data." With regard to Student Data, Contractor certifies that she/he will comply with all applicable laws, regulations and SASED policies relating to confidentiality, privacy, disclosure and data security. At the conclusion of the Agreement Term, Contractor agrees to return all Student Data to Early CHOICES.

7. **OTHER RULES AND POLICIES.** Contractor agrees to abide by any other rules, policies, and procedures as communicated by Early CHOICES.

8. **TERMINATION.** This Agreement may be terminated early for the following reasons:
   a. Mutual agreement, with fourteen (14) days' notice;
   b. Permanent disability (inability to perform essential job functions with or without accommodation);
   c. Death; or
   d. Cause.

Termination for cause during the term of this Agreement shall be for any conduct, act, or failure to act by the Contractor, which, at the sole discretion of Early CHOICES, is deemed detrimental to the best interests of Early CHOICES.

9. **RETURN OF PROPERTY.** Upon termination or completion of the Agreement Term, Contractor will promptly return to Early CHOICES all property belonging to Early CHOICES, including without limitation: all computers, technology, office supplies, keys and any other property in any form.

10. **CONTINUING OBLIGATIONS.** Notwithstanding the termination of this Agreement for any reason, the provisions of Paragraph 6 of this Agreement will continue in full force and effect following such termination.

11. **NON-DISCRIMINATION.** Contractor agrees that she/he shall not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other status protected by law in its programs and/or activities.

12. **LIABILITY.** Contractor agrees to indemnify and hold harmless SASED, its employees and agents, against any and all claims, damages, costs, losses, and/or expenses arising from or related to the performance of this Agreement. This includes but is not limited to reasonable attorney's fees.

13. **WAIVER.** The failure of either party to enforce any provisions of this Agreement shall not be deemed a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

14. **SEVERABILITY.** If any part or parts of this Agreement shall be held unenforceable for any reason, the remainder of this Agreement shall continue in full force and effect. If any provision of this Agreement is deemed invalid or unenforceable by any court of competent jurisdiction, and if limiting such provision would make the provision valid, then such provision shall be deemed to be construed as so limited.

15. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties and supersedes any prior understanding or representation of any kind preceding the date of this Agreement. There are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified in writing and must be signed by both SASED and Contractor.

16. NOTICE. Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

For Contractor: Sebastian Howely
1191 E Gartner Road
Naperville, IL, 60540

For SASED: Dr. Mindy McGuffin, Executive Director
School Association for Special Education in DuPage County
2900 Ogden Avenue
Lisle, Illinois 60532

17. GOVERNING LAW. The laws and regulations of the State of Illinois shall govern the validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the Parties.

18. BOARD APPROVAL. This Agreement is subject to the approval of the SASED Board of Control.

THEREFORE, SASED and Contractor now voluntarily and knowingly execute this Agreement.

SASED

By:_____ Date:_____
Executive Director

By:_____ Date:_____
Director of Business Operations

Contractor

By:_____ Date:_____

16. NOTICE. Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

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Naperville, IL, 60540

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THEREFORE, SASED and Contractor now voluntarily and knowingly execute this Agreement.

SASED

By:_____ Date:_____
Executive Director

By:_____ Date:_____
Director of Business Operations

Contractor

By: Sebastian Howely Date: 6/14/22

Form **W-9**
(Rev. December 2014)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See Specific Instructions on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
SEBASTIAN JEFFREY HOWLEY

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
☒ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate
☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶
Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any)
Exemption from FATCA reporting code (if any)
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
1191 EAST GARTNER ROAD

Requester's name and address (optional)

6 City, state, and ZIP code
NAPERVILLE, IL 60540

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number
360 - 76 - 1781

or

Employer identification number
 -

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person ▶ Sebastian Howley Date ▶ 6/14/22

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at *www.irs.gov/fw9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

School Association for Special Education in DuPage

To: Board of Control
From: Don Robinson, Direct of Business Services, CSBO
Date: June 22, 2022
Re: Authorization to release July 2022 disbursements prior to the August 2022 Board of Control meeting

Purpose: To pay July invoices in a timely manner

Background: The next scheduled board meeting will be held August 17, 2022, which creates an eight-week span before bills can be approved and paid. This increment is typically four weeks. The business office would like to do a check run on July 22, 2022. The bills would be subject to ratification at the August 17, 2022 board meeting and would be included on the bill list.

Next Steps: The Administration respectfully requests permission to pay the July bills on July 22, 2022, prior to the ratification of said bills at the Board of Control meeting to be held on August 17, 2022.

SASED *IATION FOR SPECIAL EDUCATION IN DUPAGE*
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TO: Board of Control
FROM: Dr. Melinda McGuffin, Executive Director
DATE: June 22, 2022
RE: Semi-Annual Review of Closed Session Minutes

Attached to this memo is the closed session minutes log starting March 5, 2003 through the present provided according to topic. The shaded dates are meetings which the board has previously taken action to destroy the electronic recording of meetings 18 months or older.

In accordance with Illinois State Law [(5 ILCS 120/2.06) amended by P.A. 102-653] public boards are required to minimally conduct a semi-annual review of closed session minutes to determine if they should be released to the public or be maintained as confidential.

It is the recommendation of administration to maintain the confidentiality of all closed session minutes and to not release them for public inspection. A copy of all closed session minutes are available for review upon request.

School Association for Special Education in DuPage

Shaded dates board action completed

BOLDED DATES=Board action date to destroy recording of closed session.

Log of Closed Session Minutes

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	**Dates of Closed Sessions**		
Specific employee(s) or District legal counsel. 5 ILCS 120/2(c)(1).	May 28, 03	June 25, 03	July 23, 03
	September 24, 03	October 22, 03	December 3, 03
	January 28, 04	February 25, 04	March 24, 04
	April 28, 04	May 26, 04	June 23, 04
	July 28, 04	December 1, 04	January 26, 03
	March 23, 05	April 27, 05	May 25, 05
	June 22, 05	October 26, 05	November 30, 05
	January 25, 06	February 15, 06	February 22, 06
	March 22, 06	April 26, 06	June 28, 06
	August 23, 06	October 25, 06	March 28, 07
	May 23, 07	June 27, 07	July 25, 07
	August 22, 07	September 26, 07	October 24, 07
	December 19, 07	February 27, 08	March 19. 08
	April 16, 08	May 28, 08	July 23, 08
	August 30, 08	September 17, 08	October 22, 08
	November 19, 08	December 17, 08	January 28, 09
	March 25, 09	April 22, 09	June 24, 09
	September 23, 09	October 28, 09	December 9, 09
	January 27, 10	May 26, 10	August 25, 10
	October 27, 10	December 8, 10	February 23, 11
	March 23, 11	September 28, 11	October 26, 11
	April 18, 12	May 23, 12	June 27, 12
	August 22, 12	November 28, 12	February 20, 2013
	April 24, 2013	May 22, 2013	June 26, 2013
	August 21, 2013	September 18, 2013	October 23, 2013
	March 26, 2014	April 23, 2014	December 3, 2014
	April 29, 2015	October 28, 2015	May 25, 2016
	June 22, 2016	October 26, 2016	January 25, 2017
	February 22, 2017	March 22, 2017	August 23, 2017
	Sept. 20, 2017	October 25, 2017	December 5, 2017
	January 24, 2018	April 25, 2018	May 23, 2018
	October 24, 2018 **4/20**	August 21, 2019 **1/21**	September 18, 2019 **2/21**
	October 23, 2019 **3/21**	January 22, 2020 **6/21**	February 26, 2020 **8/21**
	March 25, 2020 **9/21**	April 22, 2020 **10/21**	May 14, 2020 **11/21**

Closed Session Held to Discuss:	Dates of Closed Sessions		
	June 17, 2020 **12/21**	August 23, 2020 **2/22**	September 23, 2020 **3/22**
	October 28, 2020 **4/22**	December 9, 2020 **6/22**	January 27, 2021 **7/22**
	February 24, 2021 **8/22**	March 24, 2021 **9/22**	April 28, 2021 **10/22**
	May 19, 2021 **11/22**	June 23, 2021 **12/22**	August 25, 2021 **2/23**
	September 22, 2021 **3/23**	October 27, 2021 **4/23**	March 23, 2022 **9/23**
	April 27, 2022 **10/23**	May 18, 2022 **11/23**	
Collective negotiation matters or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2©(2).	March 5, 03	May 28, 03	June 25, 03
	July 23, 03	August 27, 03	September 24, 03
	January 28, 04	February 25, 04	August 25, 04
	September 27, 04	October l27, 04	December 1, 04
	January 26, 05	February 23, 05	March 23, 05
	April 27, 05	May 25, 05	June 22, 05
	July 27, 05	August 24, 05	September 28, 05
	April 26, 06	March 28, 07	April 18, 07
	May 23, 07	August 27, 07	September 26, 07
	October 24, 07	February 27, 08	March 19, 08
	April 16, 08	May 28, 08	July 23, 08
	August 30, 08	September 17, 08	October 22, 08
	November 19, 08	December 17, 08	January 28, 09
	May 25, 11	June 22, 11	August 24, 11
	September 28, 11	October 26, 11	March 20, 2013
	April 24, 2013	May 22, 2013	June 26, 2013
	August 21, 2013	September 18, 2013	October 23, 2013
	June 25, 2014	August 27, 2014	September 24, 2014
	December 3, 2014	February 28, 2015	March 25, 2015
	April 29, 2015	March 22, 2017	April 24, 2017
	May 24, 2017	June 21, 2017	August 23, 2017
	Sept. 20, 2017	October 25, 2017	December 5, 2017
	December 4, 2019	January 22, 2020 **6/21**	March 25, 2020 **9/21**
	May 14, 2020 **11/21**	September 23, 2020 **3/22**	October 28, 2020 **4/22**
	December 9, 2020 **6/22**	January 27, 2021 **7/22**	February 24, 2021 **8/22**
	March 24, 2021 **9/22**	April 28, 2021 **10/22**	May 19, 2021 **11/22**
	June 23, 2021 **12/22**	August 25, 2021 **2/23**	September 22, 2021 **3/23**
	October 27, 2021 **4/23**	May 18, 2022 **11/23**	

Closed Session Held to Discuss:	Dates of Closed Sessions		
Selection of a person to fill a vacancy on the Board. 5 ILCS 120/2(c)(3)			
Evidence or testimony presented in a hearing where authorized by law. 5 ILCS 120/2(c)(4).			
Purchase or lease of real property. 5 ILCS 120/2(c)(5).			
Setting of a price for sale or lease of District property. 5 ILCS 120/2(c)(6).			
Sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).			
Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. 5 ILCS 120/2(c)(8).			
Student disciplinary cases. 5 ILCS 120/2(c)(9). *Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.*			
Any matter involving an individual student. 5 ILCS 120/2(c)(10). *Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.*			
Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. 5 ILCS 120/2(c)(11).	June 22, 2016	August 24, 2016	October 26, 2016
	February 26, 2020 **8/21**	March 25, 2020 **9/21**	April 22, 2020 **10/21**
	April 28, 2021 **10/22**	September 22, 2021 **3/23**	
Establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. 5 ILCS 120/2(c)(12).			
Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. 5 ILCS 120/2(c)(16).	March 3, 2021 **9/22**	October 27, 2021 **4/23**	

Closed Session Held to Discuss:	**Dates of Closed Sessions**		
Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. 5 ILCS 120/2(c)(21).			

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***
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To: Board of Control
From: Mindy McGuffin, Executive Director
Date: June 22, 2022
Re: SASED End of Year At a Glance

Purpose: To provide information for information and discussion looking back at the current school year on SASED programs and services

Background:
Each year in June SASED administration presents information to the Board of Control regarding the performance of students served by SASED programs and services.

The administration is working to develop and enhance our data collection, presentation, and review. While SASED does not yet have 2022 scores for IAR and DLM we have assembled the available 2021 data for these assessments as well as other current demographic, attendance, and benchmark information to summarize students currently in SASED programs. In the future we hope to add additional components to these reports such as IEP Goal progress/attainment.

Information shared with the collective board members during the presentation identifies SASED-wide trends and areas for growth. Board members for each district have also received de-identified district-specific summary and data.

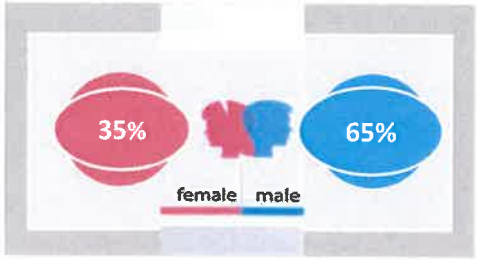
A copy of this report with student specific information has been sent to district special education administrators.

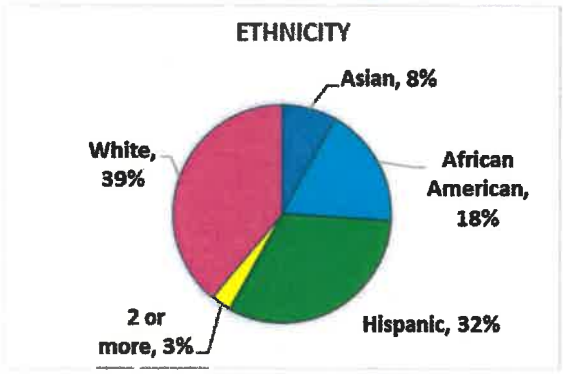
A special thank you to Christine Martin, for the time and detail that has gone into the development and assembly of these reports. We hope that this information will offer increased transparency and accountability while highlighting the growth and progress of students served by SASED.

Next Steps: None

Summary of All Programs - SASED at-a-glance

Total Students in SASED Programs = 359





English Learner Eligible = 18%

of students by program

DHH	Multi Needs	SE/ DIR	STARS	Proj Search	Trans	Vision
51	97	86	37	10	13	65

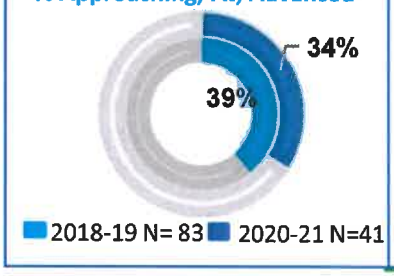
of students by grade band

EC	Elem	MS	HS	Trans
33	144	77	64	41

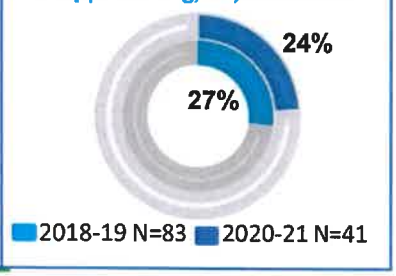
Average Attendance = 84%

Total # of Restraints/Timeouts between 2/22 – 5/31 = 110; # of students with a Restraint/Timeout= 24; # with 5 or more Restraints/Timeouts = 8

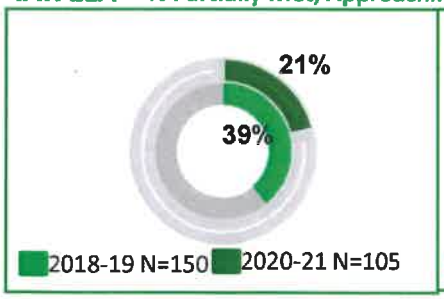
DLM ELA



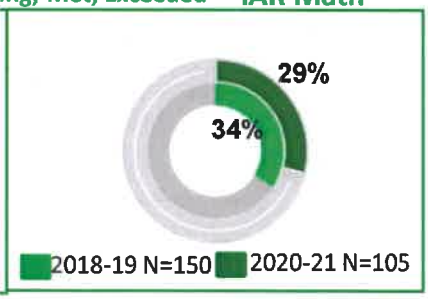
DLM Math



IAR ELA

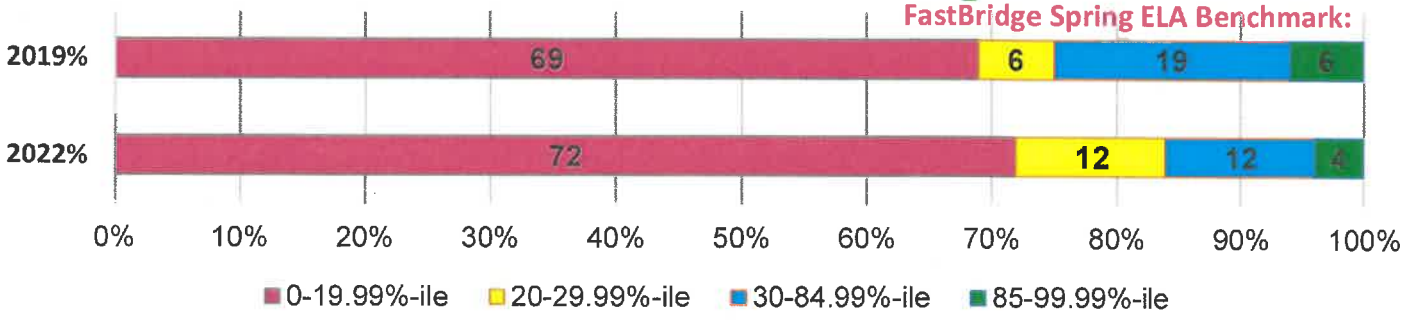


IAR Math



SAT:
7 students participated in the 2021 SAT, 4 completed it. Composite scores ranged from 680-820.

FastBridge Spring ELA Benchmark:



SASED
Teaching • Leading • Believing

SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE

To: Board of Control
From: Mindy McGuffin, Executive Director
Date: June 22, 2022
Re: Staff Satisfaction Survey Results

Purpose: To provide information for discussion regarding the staff satisfaction survey results for 2022

Background:

For the past sixteen years, SASED has conducted an employee satisfaction survey of certified and licensed staff. Nine years ago, SASED expanded the feedback process to include the support and non-certified staffs (i.e., Classroom Assistants, Medical Assistants, Job Coaches, etc.) All employee groups now provide annual feedback about their working conditions, supervisory relations, and professional development opportunities among other topics.

The survey was distributed via Survey Monkey affording all individuals to anonymously complete the survey. The survey window opened on April 5, 2022, and closed on April 26, 2022

As stated previously there are three domains that we investigate, Working Conditions, Supervision and Professional Development. Each domain contains a series of statements (or one statement in the case of Professional Development) that the respondent rates on a five-point scale from Not Satisfied (1) to Very Satisfied (5). The topics/issues addressed under each domain are generally consistent across the three employee groups, but specific items/statements are deleted or added to customize the inquiry for each group. For example, under Working Conditions, Teachers have 14 items, Related Service/Itinerants have 15 and Support staff have 16. All groups have the items (worded the same) regarding *Assignments, Caseloads, Technology, Communication Meetings*, etc., but each has 2-3 "group specific" items in this domain. Every domain offers a Comment section for clarification/expansion on the topic. The structure of the survey for the last seven years has also included a question immediately following each domain which asked the respondent to prioritize efforts and/or make any suggestions to improve in the specific area.

Please see the attached complete Survey Monkey data for all three employee groups as well as the analysis of the information collected.

Recommendation: None

Teacher Satisfaction Surveys

Working Conditions: Percent of Teacher's with Satisfied to Very Satisfied Ratings

Please rate your satisfaction with the following working conditions:	2021 (N=62)	2022 (N=46)
1) Teaching assignment	94%	98%
2) Number of students enrolled in your class	92%	93%
3) Classroom location	90%	91%
4) Classroom facilities and equipment	82%	80%
5) Relationships with building administration and staff (host district)	81%	87%
6) Instructional materials	79%	85%
7) Technology (i.e., SASED provided hardware and software)	63%	70%
8) Technology support services (i.e., SASED Technology Department)	58%	65%
9) Opportunities for feedback / input into operational issues	63%	61%
10) Classroom assistants	76%	94%
11) Availability of substitutes	37%	28%
12) GLT, PLT and Team meetings	82%	83%
13) Communication from SASED Leadership	58%	52%
14) Communication with/to SASED Leadership	61%	63%

- The number of responses in 2022 is down to 46 from 62 in 2021.
- Improvement in the percent of satisfied to very satisfied responses was seen in most areas.
- Strengths:
    - Teaching assignment
    - Classroom assistants (up from 76%)
    - Number of students enrolled in your class
    - Classroom location
- Areas for growth:
    - Availability of substitutes (down from 37% to 28%)
    - Communication from SASED Leadership (down from 58% to 52%)
    - Opportunities for feedback / input into operational issues (down from 63% to 61%)
    - Communication with/to SASED Leadership (up from 61% to 63%)
    - Technology support services (i.e., SASED Technology Department) (up from 58% to 65%)

Supervisory Components: Percent of Teacher's with Satisfied to Very Satisfied Ratings

Please rate your satisfaction with the following Supervisory Components:	2021 (N=58)	2022 (N=44)
1) Clarity of program expectations	69%	84%
2) Clarity of performance expectations	81%	91%
3) Clarity of chain of command/communication structures	72%	77%
4) Visibility of your supervisor in the classroom / regular classroom visits	78%	80%
5) Frequency of communication with your supervisor (i.e. face-to-face, phone calls, emails to check-in with you)	78%	86%
6) Problems are resolved in a timely and efficient manner	66%	84%
7) Evaluation procedures	N/A	91%
8) The amount of staff meetings and how they are scheduled	85%	80%
9) Communication regarding IEP / Annual Review schedules	90%	91%
10) Clarity of procedures for IEP / Annual Reviews	82%	98%
11) Willingness to consider changes / recommendations / concerns	72%	95%
12) Support with challenging parent and/or student issues	78%	93%
13) Consistent and fair treatment	74%	93%
14) Recognition of good work	69%	89%
15) Overall supervisor effectiveness	71%	89%

- The number of responses in 2022 is down to 44 from 58 in 2021.
- Improvement in the percent of satisfied to very satisfied responses was seen in most areas.
- Strengths:
    - Clarity of procedures for IEP / Annual Reviews (up from 82% to 98%)
    - Willingness to consider changes / recommendations / concerns (up from 72% to 95%)
    - Support with challenging parent and/or student issues
    - Consistent and fair treatment
    - Clarity of performance expectations
    - Communication regarding IEP / Annual Review schedules
    - Evaluation procedures
- Areas for growth:
    - Visibility of your supervisor in the classroom / regular classroom visits (up slightly from 78% to 80%)
    - The amount of staff meetings and how they are scheduled (down from 85% to 80%)

77% satisfied with professional development opportunities, down slightly from 79% in 2021.

Overall themes from teachers when asked about areas for improvement:

- Staff shortages / workload as a result of shortages
- Need for substitutes for teachers and paraprofessionals
- Communication
- Technology - support, training
- Relationships/trust of upper administration

See attached full 2022 survey results for additional information.

Related Service & Itinerant Staff Satisfaction Surveys

Working Conditions: Percent of Related Service & Itinerant Staff with Satisfied to Very Satisfied Ratings

Please rate your satisfaction with the following working conditions:	2021 (N=44)	2022 (N=39)
1) Assignment(s)	91%	87%
2) Caseload	91%	59%
3) Space to meet with students in assigned locations	80%	77%
4) Relationship(s) with building administration and staff (host district)	93%	92%
5) Availability of resources, material and equipment	81%	95%
6) Technology (i.e., SASED provided hardware and software)	91%	86%
7) Technology support services (i.e., SASED Technology Department)	86%	77%
8) Communication from SASED Leadership	93%	62%
9) Communication with/to SASED Leadership	95%	64%
10) Communication regarding scheduling of IEP/Annual Reviews and/or other related meetings	93%	79%
11) Communication with my peers	95%	90%
12) Input into Program or Service Improvement Plans	82%	74%
13) Input into workload/caseload development	93%	72%
13) Personal work space (i.e., desk space at SASED Admin. Center or elsewhere)	91%	85%
14) GLT, PLT and Team meeting	68%	77%

- The number of responses in 2022 is down from 44 to 39. Almost all of the responses are from OT/PT. No psychologists, social workers, BMS, speech therapists, DHH or Vision itinerants completed the survey either year.
- Level of satisfaction in most areas declined significantly over the previous year.
- Strengths:
    - Availability of resources, material and equipment
    - Relationship(s) with building administration and staff (host district)
    - Communication with my peers
    - Assignment(s)
    - Technology (i.e., SASED provided hardware and software)
    - Personal work space (i.e., desk space at SASED Admin. Center or elsewhere)
- Areas for growth:
    - Caseload
    - Communication from SASED Leadership
    - Communication with/to SASED Leadership

Supervisory Components: Percent of Related Service & Itinerant Staff with Satisfied to Very Satisfied Ratings

Please rate your satisfaction with the following Supervisory Components:	2021 (N=41)	2022 (N=37)
1) Clarity of program and performance expectations	98%	100%
2) Clarity of chain of command/communication structures	98%	100%
3) Visibility of your supervisor (i.e., site visits)	98%	100%
4) Availability of the supervisor (ability to meet as needed)	98%	100%
5) Frequency of communication with your supervisor (i.e., face-to-face, phone calls, emails to check-in with you)	98%	100%
6) Problems are resolved in a timely and efficient manner	98%	97%
7) Evaluation procedures	N/A	100%
8) Scheduled faculty/program meetings and/or team meetings	95%	95%
9) Willingness to consider changes / recommendations / concerns	98%	97%
10) Support with challenging issues (i.e., district, parent, student, etc)	100%	97%
11) Consistent and fair treatment	98%	100%
12) Recognition of good work	98%	97%
13) Overall supervisor effectiveness	98%	97%

- The number of responses in 2022 is down from 41 to 37. Almost all of the responses are from OT/PT. No psychologists, social workers, BMS, speech therapists, DHH or Vision itinerants completed the survey either year.
- Level of satisfaction in most areas increased slightly.
- Strengths:
    - all - no areas were below 95% satisfaction.

Overall themes from teachers when asked about areas for improvement:

- Communication
- Shortage/caseload
- Technology support, access to applications

See attached full 2022 survey results for additional information.

Classified Staff Satisfaction Surveys

Working Conditions: Percent of Classified Staff with Satisfied to Very Satisfied Ratings

Please rate your satisfaction with the following working conditions:	2021 (N=65)	2022 (N=40)
1) Assignment(s)	92%	93%
2) Workload	88%	78%
3) Relationship with my supervising teacher	95%	95%
4) Availability of technology (hardware and software)	68%	73%
5) Technology support services (i.e., SASED Technology Department & SASED Technology Help Desk)	78%	78%
6) Communication from SASED Leadership	80%	70%
7) Communication with/to SASED Leadership	83%	68%
8) Communication with my Program Administrator	85%	88%
9) Communication with the related service staff (i.e., OT/PT, Speech Therapist, SIIS, etc)	92%	95%
10) Opportunities for input/feedback regarding operational issues	80%	70%
11) Work space/overall facilities	77%	80%
12) Adequate training to perform my duties	80%	75%
13) Availability of substitutes	63%	25%
14) Access to the Program Administrator (i.e., regular visits to your location)	80%	83%

- The percent of satisfied to very satisfied responses declined in most areas.
- Strengths:
  - Relationship with my supervising teacher
  - Communication with the related service staff (i.e., OT/PT, Speech Therapist, SIIS, etc)
  - Assignment(s)

- Areas for growth:
  - Availability of substitutes
  - Communication with/to SASED Leadership
  - Communication from SASED Leadership

Supervisory Conditions: Percent of Classified Staff with Satisfied to Very Satisfied Ratings

	2021 (N=62)	2022 (N=39)
1) Clarity of expectations for your performance	95%	97%
2) Clarity of expectations for student performance	97%	85%
3) Clarity of chain of command/communication structures	81%	85%
4) Frequency of feedback on your performance	94%	92%
5) Evaluation procedures	95%	90%
6) Problems are resolved in a timely and efficient manner	95%	90%
7) Willingness to consider your recommendations / concerns	95%	90%
8) Support with challenging student issues	95%	92%
9) Communication regarding changes to daily schedules	92%	85%
10) Communication regarding the students' IEPs	85%	69%
11) Consistent and fair treatment	90%	92%
12) Recognition of good work	88%	95%
13) Overall supervisor effectiveness (i.e., supervising teacher)	98%	92%

- The percent of satisfied to very satisfied responses declined in most areas.
- Strengths:
    - Clarity of expectations for your performance
    - Recognition of good work
    - Overall supervisor effectiveness (i.e., supervising teacher)
    - Consistent and fair treatment
    - Support with challenging student issues
    - Frequency of feedback on your performance

- Areas for growth:
    - Communication regarding the students' IEPs

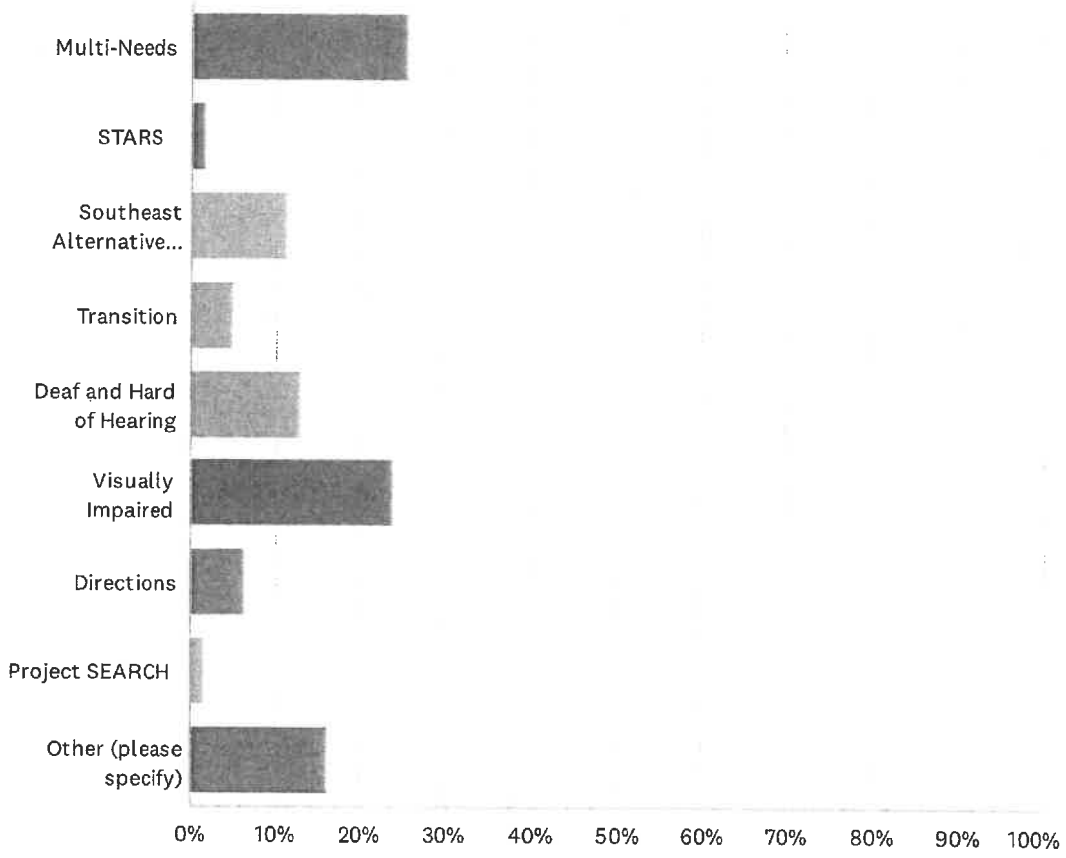
Satisfaction with professional development opportunities declined from 82% in 2021 to 56% 2022.

Overall themes from classified staff when asked about areas for improvement:
- Staff shortage / substitutes
- Providing IEP information, clear expectations
- Computer/device access

See attached full 2022 survey results for additional information.

Q1 SASED Program (ex. Multi-Needs, Vision, etc.):

Answered: 62 Skipped: 0



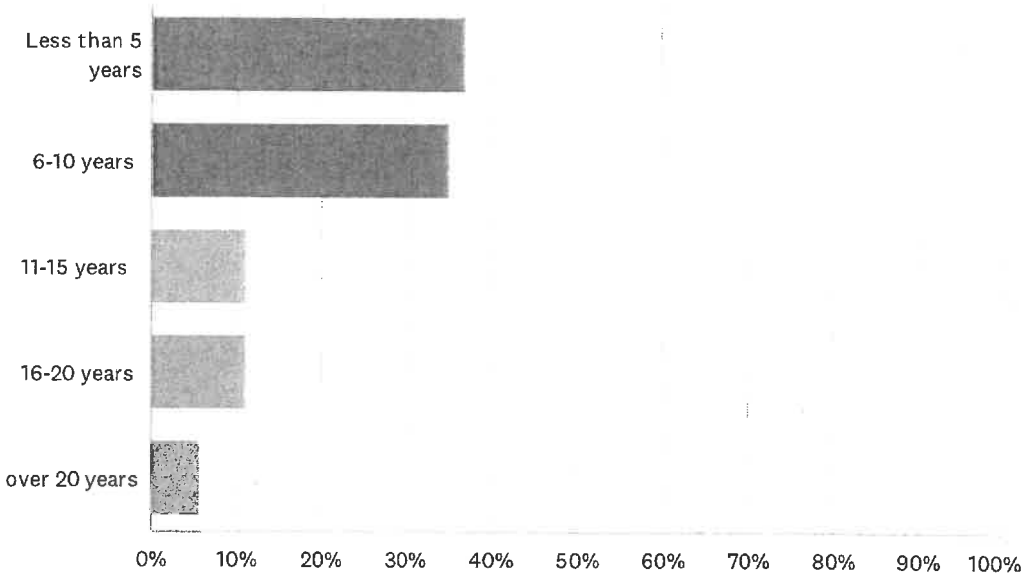
ANSWER CHOICES	RESPONSES	
Multi-Needs	25.81%	16
STARS	1.61%	1
Southeast Alternative School	11.29%	7
Transition	4.84%	3
Deaf and Hard of Hearing	12.90%	8
Visually Impaired	24.19%	15
Directions	6.45%	4
Project SEARCH	1.61%	1
Other (please specify)	16.13%	10
Total Respondents: 62		

#	OTHER (PLEASE SPECIFY)	DATE
1	would rather not indicate	4/20/2022 2:35 PM

2	rather not say	4/18/2022 11:06 AM
3	SIIS/AT	4/11/2022 2:30 PM
4	SIIS	4/7/2022 8:48 AM
5	Would prefer not to share	4/5/2022 1:55 PM
6	SIIS	4/5/2022 11:50 AM
7	SIIS Team	4/5/2022 11:37 AM
8	SIIS	4/5/2022 11:25 AM
9	Do not wish to specify	4/5/2022 11:07 AM
10	SIIS	4/5/2022 10:48 AM

Q2 Regardless of positions held or assignments, how many years, including this one have you worked for SASED? (Response is optional)

Answered: 54 Skipped: 8



ANSWER CHOICES	RESPONSES	
Less than 5 years	37.04%	20
6-10 years	35.19%	19
11-15 years	11.11%	6
16-20 years	11.11%	6
over 20 years	5.56%	3
TOTAL		54

	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
1) Teaching assignment	0.00% 0	2.17% 1	13.04% 6	17.39% 8	67.39% 31	46	4.50
2) Number of students enrolled in your class	4.35% 2	4.35% 2	17.39% 8	26.09% 12	47.83% 22	46	4.09
3) Classroom location	6.52% 3	2.17% 1	17.39% 8	28.26% 13	45.65% 21	46	4.04
4) Classroom facilities and equipment	8.70% 4	10.87% 5	30.43% 14	30.43% 14	19.57% 9	46	3.41
5) Relationships with building administration and staff (host district)	4.35% 2	8.70% 4	17.39% 8	34.78% 16	34.78% 16	46	3.87
6) Instructional materials	6.52% 3	8.70% 4	47.83% 22	28.26% 13	8.70% 4	46	3.24
7) Technology (i.e., SASED provided hardware and software)	2.17% 1	28.26% 13	41.30% 19	15.22% 7	13.04% 6	46	3.09
8) Technology support services (i.e., SASED Technology Department)	6.52% 3	28.26% 13	34.78% 16	21.74% 10	8.70% 4	46	2.98
9) Opportunities for feedback / input into operational issues	17.39% 8	21.74% 10	34.78% 16	15.22% 7	10.87% 5	46	2.80
10) Classroom assistants	2.17% 1	4.35% 2	21.74% 10	26.09% 12	45.65% 21	46	4.09
11) Availability of substitutes	45.65% 21	26.09% 12	19.57% 9	2.17% 1	6.52% 3	46	1.98
12) GLT, PLT and Team meetings	4.35% 2	13.04% 6	30.43% 14	30.43% 14	21.74% 10	46	3.52
13) Communication from SASED Leadership	30.43% 14	17.39% 8	28.26% 13	10.87% 5	13.04% 6	46	2.59
14) Communication with/to SASED Leadership	28.26% 13	8.70% 4	36.96% 17	13.04% 6	13.04% 6	46	2.74

#	COMMENTS: (PLEASE USE THIS SPACE TO EXPAND ON ANY ITEM BUT ESPECIALLY ON THOSE MARKED "NOT SATISFIED".)	DATE
1	8. Technology support services. There has never been a person or support for instructional technology in the classrooms. We are given a small amount of technology and not supported in how to use or utilize effectively in the classroom. The transition to Google was choppy at best. There were some links to self-training but this was not what I experienced when my kids' school transitioned to Google before the pandemic. They had more classes for the community and parents than we were provided as a staff. The common reasons for this has been the pandemic. I think this is a great excuse but not accurate. 9. Opportunities for feedback/input into operational issues. We are given very little information even at the PLT level. There are big changes that happen with "the cabinet" that are never articulated to the programs. We are not asked for input on how we think the program can improve or move forward. At Southeast we were told that Doug Bolton was the answer to- making our program restraint free. We were given several trainings then we were just told that this was not going to continue. We are told that SIIST will support the transition and they come in for a few days then leave. There is no cycle of communication from bottom up or top down. It is very confusing. 11. Availability of substitutes. This I feel is another problem that is being blamed on the pandemic. We have struggled with substitutes for years. This is so interesting given that it is a KNOWN fact how many IEP meetings and sick days are given to teachers. Our programs NEED to be staffed appropriately or kids and staff can get hurt. It is a safety issue. I am not sure why there is not a permanent sub position for each program or shared between programs. I understand that money will always be an issue but sacrificing kids safety for money seems like a horrible	4/25/2022 9:48 AM

	decision. 12. GLT, PLT, and Team Meetings. I don't think upper leadership understand the purpose of these meetings and how they were instituted 10+ years ago. It was meant as a way to build programs and teams that focused on communication and building from the bottom. Ideas were to trickle up as much as down. Since the current "cabinet" has taken over SASED this has been a very top-down process with very little communication going up and impacting change. It's really too bad. The previous administration let the programs run and supported the ideas from within. It was a very "with" philosophy instead of a "to" or "for" philosophy. For all the training we have had to have on restorative practices, I think this "cabinet" could use some on effective leadership and how to work with your teams instead of crushing them into submission. 13. Communication from SASED Leadership. Other than some emails there is little to no communication from central office staff. At Southeast specifically, our program administration spends most of her time in the office. She does not respond to staff calls or even pleads from staff for her to come when there is a major crisis. We have to leave the crisis to find her and are often shooed away because she is in a meeting. I think this is incredibly dangerous. Staff need her support and leadership. A closed-door policy is during the school day is not supportive of communication or effective leadership. 14. Communication with/to SASED Leadership. Communication is not shared to the "cabinet" or even GLT to PLT. This used to be a common practice where each GLT would report out and give a state of what is going on at each grade level. Then discussions at PLT would center around quick problem solving and action planning. If it was a bigger issue it was tabled and handled as soon as we could.	
2	The administration building is not an accessible place to house a transition program. The structure of the building discriminates against students with mobility issues. An outdoor ramp during the winter months forms ice quickly - only allowing the students who can use the indoor stairs to participate in building job skills on the upper level of the building. As an able-bodied adult, I do not feel safe using the ramp during winter months. There is also no access to sidewalk travel from the ramp to the back of the building, where only students in wheelchairs can enter the building. Therefore, a student with mobility issues trying to access the first floor via the ramp, must travel through the parking lot on 2 sides of the building to get to and from the only accessible entrance in the back. There are no pedestrian crosswalks to get from the front of the building to the sidewalk, making it very dangerous for students to walk to any nearby destinations. Typically, transition students will not become drivers. Currently, out of the 30 or so transition students, zero have the ability to obtain a driver's license. Using public transportation in the form of ride sharing (Pace ADA/Paratransit) as a reliable means of transportation is of the utmost importance, as it is required by the federal Americans with Disabilities Act. Since there are 2 entrances to the building, signage has been asked for repeatedly to alert drivers of the back entrance, where all students have access to the building. Typically, drivers pick up and drop off at the main entrance of a building. This causes enormous stress and confusion for a student trying to be picked up on time for work - especially a student with mobility issues trying to get from the back entrance to the front entrance safely. Pace has a new program for ADA-eligible riders in DuPage County offering an Uber ride instead of the antiquated, 24 hour call ahead booking system that has often resulted in students riding around for hours before reaching their destination. Students that are gainfully employed would like to use the DuPage Uber Access Program to get to work, but permission has been denied, regardless of parent/guardian approval.	4/21/2022 9:10 PM
3	We are already extremely short staffed and when subs are needed I have never received a sub. Therefore, leaving the rooms even more short handed leading students safety and educational experience impacted. Communication to staff that supervisors are absent took a long time to be expressed to staff and response was vague. This left much stress and the level of concern increased tremendously through out and therefore lowering the moral a great deal. Concerned with the absence of program supervisors as their knowledge and guidance was always present and helpful. They know the program, staff, students, districts and families. They wore many hats and always had students best interest. With their absence that sense of being part of a collaborative and supportive team is gone. Feel that questions, concerns and ideas are heard and considered up to a certain level of leadership. When those leaders try to go any further they are halted or not even considered or addressed.	4/21/2022 1:53 PM
4	Technology has continued to be an issue this year. Often, getting responses to app requests have been slow or have not happened. Also, I did not get an iPads for use with my students until halfway through the year. Also, we have not had training on any tech topics that were discussed. The communication from the Executive Director has been limited and disappointing. She has not talked to us as a group about the leave that the MN and Transition Directors are on. The stress that has been put on staff this year has not been addressed.	4/21/2022 10:51 AM

	Parents have not been made aware that 2 Directors are on leave which is very unfortunate. The MN and Transition Directors were excellent at communicating with their staff and were always aware of problems and all things going on with their students. Their absence has been very disruptive to all staff, students and programs. Any investigation into their job performance could have been handled without putting them on a leave and causing harm to our programs.	
5	4. Classroom facilities - students in wheelchairs are landlocked in the basement. Ramp is unsafe, traveling to ramp is unsafe. Lack of elevator 7. Technology - when will we receive online Boardmaker training? new computers do not have disc drives to use disc based. 8. Tech Support - what use to happen in 2 minutes when we had an inhouse tech support person now takes; 1. netgear56 to acknowledge your help desk, 2. then they always ask when can we log in, 3. respond when best time is, 4. their response to when for log in, 5. then schedule the log in then, 6. Netgear logging in 9. Opportunities for feedback/input - staff responds and offers input/feedback with never answers given to questions. Questions/input are passed on to Admin. who then asks leadership team. Leadership never answers questions. With a team like MN/Transition you have 20+ certified staff with questions that are presented to Admins who then ask Leadership, then Leadership does not answer questions. for Example - During Dr. Mindy's first fall at SASED, we requested to have our Walkee talkees repaired, broken chargers replaced and feedback reduced by changing channels. We were told it was a 'Safety Committee agenda item' It is now 3 years later, broken Walkees, broken chargers NEVER replaced 13. Communication from Leadership - What communication????? Answers never given or takes over a year (as in the case of putting simple signs up in the PLC stating that there is a vending machine available to participants in trainings. Admins were removed (put on leave) it took 4 working days (not to mention a week of spring break) to inform some of the staff who their admin was, it took others an extra day 14.	4/18/2022 11:32 AM
6	There have been no formal opportunities, aside from this survey, to provide feedback on operational issues this year. SASED made a significant switch from Microsoft to Google. Information where files were stored between the 2 systems has not been available and both systems seem to still be in use for organizational files. This year information from the leadership team has been lacking. Questions are brought to leadership by program administrators and there is a lack of response. For example, I asked my program administrator and program nurse if it was safe to have students brush their teeth with assistance. This question was brought to leadership more than once and never answered. Having to repeatedly ask the same questions is inefficient and frustrating. At the start of this school year information regarding training dates was not provided prior to the start of year. This information could have been emailed to staff for proper planning of work days prior to student arrival. In any year it is necessary for teachers to have time to set up their classrooms for students, but particularly in years that require distancing for student and staff safety it is critical to have time to properly set up the instructional space.	4/18/2022 11:13 AM
7	Staff morale is extremely low. The high turnover of Program Administrators and Certified Staff in recent years is alarming. The SASED Leadership Team appears unfamiliar with the needs of the students within SASED programs.	4/13/2022 8:21 AM
8	More curriculum options for elective HS courses, more time to meet with GLT, PLT, or other committees in order to implement items discussed in these Teams. Utilizing PBIS more appropriately and allowing that to be supported on an administrative level through funds needed to implement PBIS effectively.	4/12/2022 8:23 AM
9	I am not a traditional classroom teacher so many of these questions do not pertain to me since I don't have my own classroom. However, the classrooms and TA's that I have worked with this school year in several of the programs are of the highest quality. Teachers and TAs alike are extremely talented and knowledgeable. Unsatisfactory scores include: #7-8 technology services at SASED is poor (at best). There are far too many obstacles and red tape to obtain support, apps, and equipment. Students and staff are not getting what they need. Net 56 does not seem to understand how the educational system works and my experience with them has been frustrating and unproductive. #9, 13-14 Communication at SASED especially from upper admin down to teachers/support staff is abysmal. I have been working at SASED for almost 2 decades and I have never seen the communication this bad. I feel I am not in the loop about anything that is going on. Decisions are made without any input from teachers and policies are changing constantly. I understand that with Covid, times are more stressful and change is inevitable. However, these changes are not being communicated well (or at all) and frankly is causing a great deal of resentment.	4/11/2022 2:42 PM
10	I do not feel that communication from SASED leadership has been transparent. I do not feel	4/11/2022 11:56 AM

	that there have been any opportunities for staff input into anything that is happening. Even things that our input is 'asked for', it seems that decisions are already made and/or our input is ignored. When we are asked the same thing 6 different times it certainly feels that any input we've already put in has been disregarded. There is no pool of substitutes.	
11	-extensive process to get iPad apps, not many available at my students ' level -inequity of interactive board provided for my classroom compared to district rooms and other SASED programs -small classroom and no access to gym /sensory space in building	4/8/2022 9:11 AM
12	It would be so beneficial to have a rep from technology come to the school when there is an issue and not access remotely since coordinating teaching and technology demands is not realistic. Could there be a schedule at least once a month? I always have to pull from certified assistants if I am in need of a sub which pulls them from their responsibilities.	4/7/2022 8:47 AM
13	Not enough Substitutes. New Equipment for Physical Education. Also new equipment for Goalball team.	4/7/2022 7:40 AM
14	#9, 13, 14 - Communication and opportunities for feedback feel limited and not meaningful. #11 - I understand that finding subs is very difficult right now. #7 & 8 - It has been difficult to get clear answers about what computer programs or services are allowed/available. Requests have not recieved answers or feedback. Limits placed on staff computers has made accessing many educational resources impossible.	4/6/2022 8:55 PM
15	#10 and #11...I've had a couple good assistants this year, but only for a short time. TA retention is a challenge. Pay is an obvious issue...but opportunity for growth is another. TA's will be more likely to stick around if they have access to money for college classes.	4/6/2022 2:43 PM
16	There are no subs available to sub this school year which has been very challenges especially when our classrooms aren't fully staffed. So we start every day understaffed and if someone happens to be absent we are even more understaffed making it difficult to actually do our job to the best of our ability. I feel like communication from SASED upper leadership this year has been non existent or after the fact. The lack of preplanning and set-up of technology in our classrooms at the beginning of the school year was unacceptable. I didn't have access to the internet from my teacher laptop until late September. I would be nervous to provide any feedback to upper leadership. Apparently if you do provide feedback that upper leadership doesn't agree with you are "punished".	4/6/2022 7:54 AM
17	2. The number of students on my caseload is overwhelming based on the number of minutes that I am servicing. The WORKload is entirely overwhelming. I have completed an evaluation on almost every student on my caseload which includes attending multiple meetings, completing the evaluation, and writing the report. This year it has gotten particularly out of control and is unreasonable. 5. Our relationship with the building administration and staff is strained. I feel we are looked at as a nuisance. Any relationships I have with individual teachers is because I, personally, have reached out and established relationships with those individuals. There have been no additional steps taken by SASED administration or the hose school to help integrate us and make us more welcome. 9. We give our feedback and where does it go? What actions are taken? There is very little follow up regarding any surveys or feedback given. 10. This year has been a constant stream of classroom assistants. They range anywhere from "ok" to "warm body". It can be frustrating when someone is hired and there is little effort put into their training. I would rather be understaffed than have a staff member who is not qualified or ill equipped to complete their most basic job duties. 11. Related service members do not get substitutes. However, particularly this year, many related service members are being asked to cover leaves which have pushed WORKloads to their breaking point. 12. PLT is fine. GLT is mostly on the PLT members to coordinate which makes it difficult as I am the only member of my GLT that serves on PLT.	4/5/2022 9:21 PM
18	Gina H is awesome and such a great help. Net 56 stinks. They never resolve my problem and I always end up having to wait and end up going to the district people to fix the issue which is usually connectivity. Also, what I really needed in my class this year but never got and I don't think anyone else got, was a student laptop. The iPads in the class are useless for anything that I want to do using an overhead projector. When I am out, I really need a classroom laptop that I've always had every year that I have worked at SASED and I don't know why we don't have one this year when we really need it. I think I speak for many people about the recent disappearance of our immediate supervisors Christine and Tina. I find it very troubling that no information was sent out to staff letting us know when they might return or who we should talk to if we need assistance with anything. Instead we are left in the dark having to handle things on our own and dealing with issues we shouldn't have to be dealing with!	4/5/2022 4:25 PM

19	No big news but the non availability of subs has been really hard. Having our class cover for absent people with no extra compensation has been a big "gossip" factor for TA's. They are doing work of another person, yet SASED pockets the sub money instead of splitting it between TA's in attendance who complete the work. I have been here for many years and really feel my ability to teach and engage with students has moved backwards. I know its a SOPPA thing, but so many useful motivating apps and programs are no longer available for use. I cant even use ELSB on the computer any more. We bought the ELSB curriculum, but are not allowed to use it. My students progress has slowed significantly since this was taken away. I still do not have a smart board in my room, only a projector. I would also like to be able to have time for GLT's whenall teachers can attend. We are told to do it during school time, yet no subs so many teachers can not attend. I feel very supported by my immediate supervisors, but I feel bad that they are so overwhelmed right now. They used to be able to be more present and helpful on a daily basis. Now they are spread so thin I feel bad asking for their help. Anytime I do ask-they are wonderful, but I ask less than I used to. They do not seem to be able to help without getting approval from others so the process is so slow. I'm not sure what procedures have changed, but they are much less available and limited in their ability to help. As far as leadership goes I feel very disconnected. I do not want more emails and access to info. I want to be led. I do not feel leadership has any idea what it is like to be in my classroom for a full day, teaching, managing behaviors, giving emotional support, supporting parents, and supporting TA's. Random thank you emails are nice, but it doesn't seem sincere from someone who has never been in my room.. I do not feel like SASED is being led anymore. I feel like the whole system has been immobilized by lawyers and too many people micro managing every aspect of each persons responsibility. . The focus on the kids feels like it is gone.	4/5/2022 3:05 PM
20	Classroom assistants and subs do not apply to my role since I'm an itinerant teacher. I checked satisfied since the survey wouldn't let me continue without making a selection.Tara is AMAZING. Very kind and knowledgeable. Always willing to listen to and offer suggestions.	4/5/2022 2:57 PM
21	SASED leadership (not necessarily program admin, but those higher up and who work primarily at central office) has done an abysmal job of communicating throughout the pandemic. It was/continues to be just chaos of constantly changing information and unclear guidelines, such as "strongly recommend"... just say 'optional'. The SASED leadership has seen an insane amount of turnover and it says a lot when so many administrators and other integral staff members have quit or mysteriously left within the last couple years aka when leadership changed.	4/5/2022 2:05 PM
22	We receive emails and notices, including the HUB and word from people on planning committee, but we feel as though we can't really communicate how we're feeling or what we need because it is either unwelcome or ignored. Also, there often is a second story behind things when Leadership tells us something. Recently I learned of an incident where people wanted to talk about a worker who was fired and they were not allowed to be heard. That's not right at all.	4/5/2022 1:34 PM
23	This year I feel like there has not been the clearest communication regarding initiatives such as the way equity will be supported, details of the contract and payroll issues. Also when questions are asked the responses at times have an emotional undertone to them.	4/5/2022 12:40 PM
24	School building is not appropriate for students within early childhood education. Students do not have any access to general education peers. The playground is not enclosed, and the equipment/jungle gym is not physically appropriate for children of their size/age. Host district/building administrators are not very inclusive to our students. No certified d/hh educator substitutes are available. Interpreters or teaching assistants fill in when needed.	4/5/2022 12:30 PM
25	#4: The classrooms are adequate, but the opportunities beyond the classroom are limited and students are relinquished to their rooms basically all day. How is this the least restrictive environment if students aren't able to access the gym or computer lab and any P.E. class is happening in the same classroom they are in for the remainder of the day. Opportunities for inclusion are virtually non-existent and it's disheartening to be so self-contained and secluded from the rest of the school. #6: I am commenting on the availability of instructional material, namely the availability of technology supports in the classroom as universally available. The use of technology in our classrooms to work on digital skills isn't utilized, iPads are typically used for free time when they are powerful tool for learning-so much is locked and unavailable for students. Computer access is extremely limited for students, too and most of our students are going to have to use alternate means for writing, but don't get taught those skills. #9,13,14: There also needs to be more time for collaboration, planning and training among the team. Communication from leadership has been communicated from team members rather than by	4/5/2022 11:47 AM

	leadership. Thankfully GLT is helpful in clarifying any issues that arise. Time for collaboration has not been prioritized among the team and it is essential that collaboration is valued among all team members to plan for student success.	
26	Internal subbing creates a time struggle for all involved. Increasing the sub pool (perhaps by increasing the hourly rate) would lesson the load on the classroom teacher or TAs	4/5/2022 11:45 AM
27	We have spent a lot of time searching for curriculum that would work to teach Social Skills for our Multi-Needs population. We have come to terms with the fact that it is best for us to create our curriculum in order to meet our students' specific needs. There have been many days where a TA from one classroom is going to another classroom in order to help sub.	4/5/2022 11:08 AM
28	It is very hard to find subs! On the days where staff is absent, it is extremely stressful with a class of multi-needs students.	4/5/2022 10:46 AM

Q4 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your working conditions? (Identify the item number and any suggestions on how to improve this, in the box below)

Answered: 33 Skipped: 29

#	RESPONSES	DATE
1	11. Availability of substitutes. This must be a main issue that SASED addresses. It has been a systemic problem. SASED can no longer hide behind the pandemic. Our students require appropriate classroom staffing to remain safe. If safety is not a priority, I'm not sure what would be. Communication. I am not sure why there is such a disconnect. I think that the turn over at the "cabinet" meant that there was no existing relationships to build on while change was implemented. This was a misstep in leadership. The current "cabinet" should have observed and learned the culture, climate, and practices of the programs before coming in with a sledgehammer to implement change. Go back to the GLT-PLT-Steering Committee format. Listen. Let programs suggest ideas before taking over and telling them what to do.	4/25/2022 9:48 AM
2	#3 Classroom Location The basement of our current building houses the transition program. The basement level does provide a well-lit area of ceiling lights; however, fluorescent lighting has led to migraine headaches in some staff and students. Without any access to windows, from a mental health standpoint, it has had a negative effect on both staff and students in various degrees. Until a more compliant building is found, outdoor space designated for transition students to eat lunch, do a physical activity, or collaborate around picnic tables would allow staff and students to get much needed fresh air.	4/21/2022 9:10 PM
3	# 1 & 2 - Related service staff have high caseloads and often travel to different buildings. This year it was hard to staff some of these positions and then that put more work on already overloaded staff. Mental health needs of students and staff are are getting higher and higher especially since the pandemic. If our job is to support students we need to be supported as well. Mental health professionals are getting burnt out to the point they need to leave the field at a time when we need them more then ever.	4/21/2022 6:30 PM
4	Technology continues to be an area in which all staff need training and better support. The Executive Director needs to do a better job of communicating with staff and families.	4/21/2022 10:51 AM
5	COMMUNICATION. There needs to be a clear vision and processes delineated. Way too many things have changed over the last 3 years without a clear understanding of the new processes/standards. Questions are left unanswered or there is way too much red tape to get through in order to get problems solved. Upper admin needs to do a better job of delegating roles and responsibilities to the admin working underneath them, it appears much too authoritarian at this time and ultimately affects the staff that is on the front lines (teachers, therapists, paras, etc.)	4/20/2022 3:14 PM
6	New leadership - at the Top the removal of beloved leaders, the lack of communication and proper decision making has made SASED a place where people need to leave. the word is out to member districts and other cooperatives is that SASED might be a sinking ship. There is no camaraderie, no feeling of family and no feeling of support from the top	4/18/2022 11:32 AM
7	Items 13 & 14 would be most critical in improving working conditions. There is no method for communicating information to staff, at all levels.	4/18/2022 11:13 AM
8	Availability of substitutes. Not only are substitutes unavailable, they are often unfamiliar with the students, program, or have difficulty with carrying out the tasks. It would be ideal to have Southeast staff as substitute TEACHERS and have outside staff as substitute TAs as tasks can be delegated by teachers to them.	4/13/2022 1:07 PM
9	More time to meet as a team - build that within a day or week more efficiently. Allow for late starts, or more early dismissals and use that time to meet as Teams.	4/12/2022 8:23 AM

10	Communication and technology We needs more responsive and productive technology support We need leadership that communicates well with everyone and respects the professional experience and knowledge of their staff. From where I sit, this is not happening.	4/11/2022 2:42 PM
11	I would hope that all leadership can get on the same page and allow program administrators to lead their teams successfully. I feel that there is so much red tape from the top down that we are not able to be doing our jobs without eyes on us at all times and it has become extremely difficult.	4/11/2022 11:56 AM
12	There is a need to have more substitutes available, along with teaching assistants throughout programs to support student needs.	4/8/2022 3:18 PM
13	#4. Classroom with enough space for students to learn, play, and self-regulate. Also enough space for equipment and physical position changes. Coordinate use of a sensory space and gym for students.	4/8/2022 9:11 AM
14	8. Can a technology representative come to the school when there are issues instead of trying to remote in to problem-solve? Or maybe assign a floater who goes out at least once a month to schools. 11. Can we hire a floating certified staff member who subs in the buildings regularly?	4/7/2022 8:47 AM
15	Physical Education Equipment.	4/7/2022 7:40 AM
16	#13 & 14 - build relationship with programs and staff, demonstrate that there is a clear understanding of the work being done and the challenges faced	4/6/2022 8:55 PM
17	Pay is an obvious issue...but opportunity for growth is another. TA's will be more likely to stick around if they have access to money for college classes.	4/6/2022 2:43 PM
18	It is very vague on what websites students have access to, and when trying to teach multiple classes, it can be hard to see what students will be able to have as far as research and writing. We do use research essays, and different types of alternative assessments that include the students having to research and often websites are blocked (including when we were researching different chocolate chip cookie recipes for our family and consumer sciences).	4/6/2022 7:58 AM
19	Preschoolers need a preschool building	4/6/2022 7:57 AM
20	8. SASED technology should be in every school building prior to orientation day to unsure teacher have technology in place prior teachers first work day. SASED gives teachers VERY little time in us in our classrooms before the first day of school and it shouldn't be spent dealing with technology issues.	4/6/2022 7:54 AM
21	Consider taking a WORKload perspective for related service members. I know that administration is already looking at the amount of work on a related service members caseload. When will this be put into action? When will this information be shared with administrators? When can we expect to see positive change to our WORKloads?	4/5/2022 9:21 PM
22	The first thing would be to go back to giving every teacher a student laptop. That would alleviate the problem when the teacher is out and uses a SmartBoard or overhead projector all day long. Keep staff informed of administrative leaves so we know who to talk to with problems. Not saying anything makes us feel like no one really cares about our program and what we do.	4/5/2022 4:25 PM
23	The most important factor would be leadership getting more connected to what it is they are leading and letting our supervisors do their jobs without feeling their hands are tied at all times. Fix the system. Trust your employees to do their job.	4/5/2022 3:05 PM
24	The hot spots are such a huge benefit from working in multiple buildings. I now have to option of working on updates, a report, or checking emails rather than driving all the way back to the office since my schools are clustered in Westmont, Darien, and Downers Grove. It is so much more time efficient especially with gas prices so high!	4/5/2022 2:57 PM
25	Trust your employees to be the professionals that they are. Your TAs, teachers, program admin, therapists, itinerants, and other employees are well-trained and have the students' best interests at heart. It is the center of everything they do. Trust in them!! Get to know who the employees are who work tirelessly in the trenches. Get to know our student populations. We're supposed to be helping admin have 'self-awareness', but in my opinion, that is not where the problems lie.	4/5/2022 2:05 PM

26	Let staff know what is going on when you do. Don't keep us in the dark or wait too long to inform us of what is happening with our pay check or other important matters.	4/5/2022 1:34 PM
27	#'s 13/14 related to communication from leadership. It is important to take questions and feedback in a neutral calm manner. All staff at SASED work very hard but at times there may be questions or issues that arise and staff need to be able to feel comfortable to seek support from administration. Staff also would appreciate updates from the steering committee regarding the vision of the organization and strong follow through. It can be hard to have multiple new administrators in a short period of time, relationships still have to built. I do appreciate your willingness to seek our feedback and as educators we need to be open to feedback and have a willingness to grow. Thanks you for this opportunity to share feedback.	4/5/2022 12:40 PM
28	SASED early childhood programs/classrooms should be housed within an early childhood center/school building.	4/5/2022 12:30 PM
29	Within this type of program, substitutes are hard to line up. In the past I have used Parents Alliance Employment Project to support my role if I am out for the day. However, since that agency is also currently short staffed, my administrator as been the one to come to my program's site and act as the education piece of the programing. My administrator does have her own role to fill, including paperwork, meetings, problem solving, etc., which may (down the road) have an impact on if we have staff on site. This is also not necessarily been a new issue. This also occurs within the programs across the globe.	4/5/2022 12:07 PM
30	Better tech	4/5/2022 11:51 AM
31	#9,13,14: Better communication, more emphasis on team collaboration and opportunities for planning and training would be essential.	4/5/2022 11:47 AM
32	Item 6) We're doing the best we can in order to create our own materials to meet our students' needs.	4/5/2022 11:08 AM
33	It would be nice to have more classroom materials (e.g., communication tools, dividers, storage).	4/5/2022 10:56 AM

	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
1) Clarity of program expectations	6.82% 3	9.09% 4	31.82% 14	18.18% 8	34.09% 15	44	3.64
2) Clarity of performance expectations	4.55% 2	4.55% 2	36.36% 16	20.45% 9	34.09% 15	44	3.75
3) Clarity of chain of command/communication structures	9.09% 4	13.64% 6	36.36% 16	11.36% 5	29.55% 13	44	3.39
4) Visibility of your supervisor in the classroom / regular classroom visits	4.55% 2	15.91% 7	34.09% 15	9.09% 4	36.36% 16	44	3.57
5) Frequency of communication with your supervisor (i.e. face-to-face, phone calls, emails to check-in with you)	2.27% 1	11.36% 5	27.27% 12	13.64% 6	45.45% 20	44	3.89
6) Problems are resolved in a timely and efficient manner	6.82% 3	9.09% 4	43.18% 19	9.09% 4	31.82% 14	44	3.50
7) Evaluation procedures	0.00% 0	9.09% 4	38.64% 17	15.91% 7	36.36% 16	44	3.80
8) The amount of staff meetings and how they are scheduled	6.82% 3	13.64% 6	25.00% 11	18.18% 8	36.36% 16	44	3.64
9) Communication regarding IEP / Annual Review schedules	0.00% 0	9.09% 4	31.82% 14	13.64% 6	45.45% 20	44	3.95
10) Clarity of procedures for IEP / Annual Reviews	0.00% 0	2.27% 1	38.64% 17	18.18% 8	40.91% 18	44	3.98
11) Willingness to consider changes / recommendations / concerns	0.00% 0	4.55% 2	29.55% 13	27.27% 12	38.64% 17	44	4.00
12) Support with challenging parent and/or student issues	0.00% 0	6.82% 3	15.91% 7	27.27% 12	50.00% 22	44	4.20
13) Consistent and fair treatment	0.00% 0	6.82% 3	25.00% 11	15.91% 7	52.27% 23	44	4.14
14) Recognition of good work	4.55% 2	6.82% 3	18.18% 8	15.91% 7	54.55% 24	44	4.09
15) Overall supervisor effectiveness	0.00% 0	11.36% 5	25.00% 11	18.18% 8	45.45% 20	44	3.98

#	COMMENTS: (PLEASE USE THIS SPACE TO EXPAND ON ANY ITEM BUT ESPECIALLY ON THOSE MARKED "NOT SATISFIED".)	DATE
1	1. Clarity of Program Expectations. There are no clear program expectations or guidelines. The Southeast program has been dismantled due to the "cabinet" sending in a highly paid expert who had his own interests and I suspect some prior relationship with the executive director. The research he noted was faulty and not based on our population. We service our SASED districts with students that need a supportive environment to learn and grow in social emotional skills. The idea that we hurt or use physical management as a compliance tool is preposterous. Please spend just one day observing and give feedback of how often that occurs. I can attest that seasoned; tenured staff do not do this. It is the new staff that you forced in the building that are making tons of errors and causing injuries. It is ridiculous to have made this decision without any guidance from the PLT. 4. Visibility of your supervisor in the classroom / regular classroom visits. There are days we don't even see the administrator except at morning and afternoon bus line. This includes days when there are no IEP meetings. It also includes days when there are multiple staff calls and calls for her specifically to come and assess a crisis situation. It also pertains to discipline issues with major office referrals. We are repeatedly told that we should figure it out. Staff should not oversee major office referral discipline. That is an administrative decision. We also should not oversee staffing the	4/25/2022 10:10 AM

	building safely. When there is a crisis, specifically at the end of the day into afterschool hours, the teachers are told to find someone who can stay. That is not a responsibility of staff. 8. The number of staff meetings and how they are scheduled. There are no staff meetings at Southeast. Our day starts when the kids are walking in the building, and we leave 15 minutes after most kids have left. There have been a few days that the administrator will call a meeting right before busline. It is the most ineffective time when staff are literally walking in the building or before their contracted time. The time we should have for staff meetings has been consumed by lack luster trainings and ineffective team meetings. There has been little time to train and reinforce new staff in learning skills. This has impacted our program and has had many safety mistakes made. Our team needed these staff meetings throughout the year.	
2	# 2, 5, 14 - A more regular and frequent opportunity to discuss students new to staff and acknowledgement of hard work and successes would help a lot.	4/21/2022 6:37 PM
3	Areas indicated above are directed toward my direct program supervisors	4/21/2022 3:19 PM
4	The Director for the Vision Program and the Directors of the MN & Transition Programs have done an excellent job during the entire year. I wanted to work in SASED because of people like Amy, Tina and Christine. They handle their day to day job duties in an extremely professional and hands-on manner. If Tina and Christine do not come back from their leave, there will be many employees who will consider going elsewhere for employment.	4/21/2022 10:55 AM
5	Tina was my direct supervisor. All 'Very Satisfied' s were about her. 3. Chain of command was clear but broken. passing questions and concerns up to Tina would be not taken care of by the Leadership team. Instead of allowing Admins to handle the problems/questions that they should have, all issues go to Dr. Mindy where no answers are given or it takes a year before it is addressed 6. Continuous issues with doors entering Transition space. Lack of 2 egress' for students in wheelchairs. Lack of safe access to the upstairs. These are issues that Dr. Mindy has been aware of for years.	4/18/2022 12:26 PM
6	It has been very difficult to get answers to questions this year. Questions are brought to program administrators and then to leadership with no acknowledgement of the question and no response.	4/18/2022 11:13 AM
7	Tina and Christine are supportive program administrators, they are familiar with our students and families and know their needs.	4/13/2022 8:24 AM
8	School wide communication needs to improve, especially regarding program expectations	4/12/2022 8:29 AM
9	MIchele Capio is a wonderful supervisor who has been supportive, visible, and dedicated. She has gone above above and beyond and treats the whole team with respects and fairness. I feel that I can go to her with my concerns and/or feedback and not feel judged or dismissed. It has been a pleasure working with her. She is an outstanding supervisor and supportive mentor.	4/11/2022 2:48 PM
10	It would be incredibly helpful to have an administrator on site FULL TIME.	4/7/2022 8:53 AM
11	Need to have some outside training.	4/7/2022 7:42 AM
12	SUpervisor has been doing the job of 2 people all year. Based on that reality, she has done all she could.	4/6/2022 8:58 PM
13	Southeast School has been impacted by a lot of internal and external forces over the last few years. Where does that leave us?	4/6/2022 3:08 PM
14	8. It's tough not having any opportunity to meet with the multi-needs team as a whole. During the spring institute day both sessions I went to talked about the importance of collaboration within a program and they said that if it was important to an organization the organization would make it happen. Instead, SASED took away all of our whole program opportunities to collaborate, train, and become better educators. I do like having the monthly GLT meetings at least we get to meet as a grade level team on a regular basis. This year has been a challenge with communication in general.	4/6/2022 8:05 AM
15	Tina and Christine are great! I feel so glad to have them as my supervisors.	4/5/2022 3:07 PM
16	I cannot stress how awesome Tara is with our team. I sure hope she continues to grow and be our wonderful leader. With regard to meetings, some districts will create a Google doc with upcoming IEP/3 year meetings and not send the invite out until the week prior or some times a day or 2 before. Since we don't always have access to that information, we will have to work after work hours to make sure we are ready for the meetings. My districts are getting better	4/5/2022 3:01 PM

	now that we are back to a more traditional school year, but this becomes problematic when there is a turnover in staff.	
17	Tara has done an excellent job. She is supportive.	4/5/2022 1:35 PM
18	Supervisor does not visit classroom regularly,	4/5/2022 1:10 PM
19	My program supervisor Michele Capio is extremely knowledgeable and supportive of her staff. She always has open communication with her staff about what is happening with our team as well as open to collaborating with each team member. I feel very comfortable going to Michele for support. She has amazing follow through, if she says she will do something she does. I can always trust and count of her for guidance and support. Michele takes the time to get to know her staff and cultivate a positive work environment.	4/5/2022 1:04 PM
20	It is easy to forget that this is Tara Corral's first year in a supervisory role. She is calm and unflappable in even the most stressful situations. She is encouraging and supportive to ALL staff members. Her communication is stellar. I am VERY impressed with her leadership style and skill.	4/5/2022 11:47 AM
21	Over the years I have been incredibly blessed to have administrators who are compassionate, caring, and easy to work with. Both of my administrators have the best interest of our student's in mind and treat Multi-Needs staff and students with dignity and respect.	4/5/2022 11:11 AM
22	Tara has been a true leader for the DHH program this year. She started at a rough time in "society" and education and she has prevailed. She is extremely supportive and always professional with work or personal issues. We have had a lit of change in supervisors the past 10 years and that has been tough on staff and detrimental to students. I hope SASED Leadership recognizes that this change is not ideal overall and does everything possible to keep Tara as a DHH supervisor so that the DHH program can have consistency, stability and see long-term growth for both staff and students.	4/5/2022 10:59 AM

Q6 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your relationship with your supervisor? (Identify the item number and any suggestions on how to improve this, in the box below)

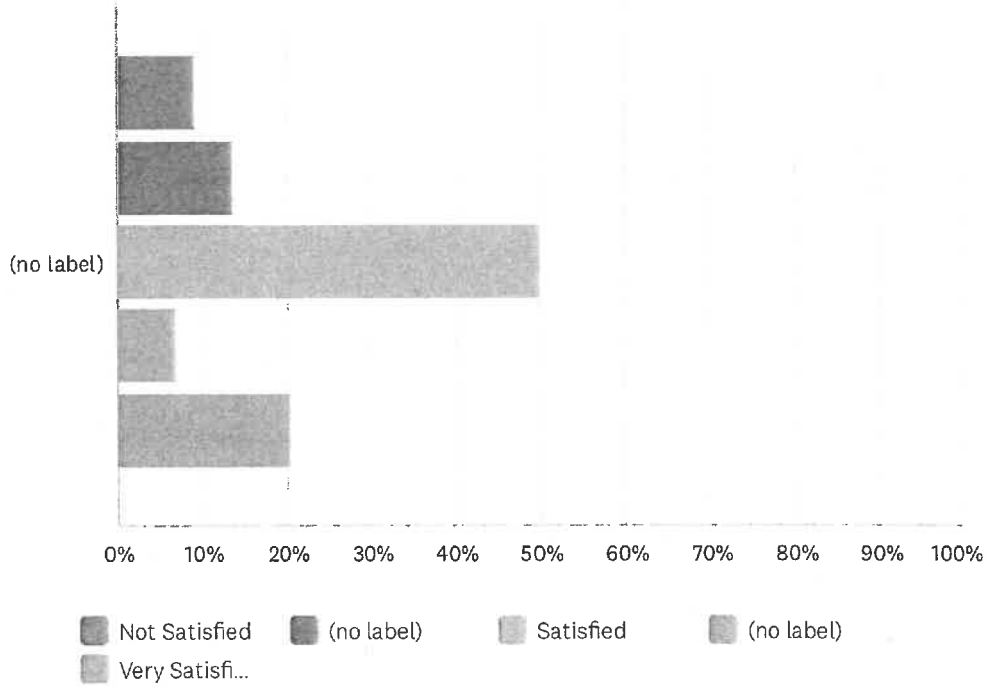
Answered: 17 Skipped: 45

#	RESPONSES	DATE
1	Staff Meetings-Give staff time to meet. Our students have complicated IEP plans that require that all staff understand the legal requirements. We also need time to train on the legal mandates regarding Physical Restraint paperwork and the numerous changes that have happened this school year. Previously we would have meet monthly to get feedback on the physical restraint process and how to reduce physical managements based on a structure that supports students social emotional needs. Program Expectations-Staff need expectations as much as students. It is no different. The whole program was dismantled with very little forward planning on how to change it. Change is good. Disorganized change is dangerous. Build from within the program by identifying the leaders in the PLT. Have them give input on what is working and what can be improved. Listen. Hear the input. Have a "How can I help" philosophy rather than a "it needs to change but I have no clue how to do that" philosophy.	4/25/2022 10:10 AM
2	Continue to employ Amy, Tina and Christine, so our departments can continue to function well.	4/21/2022 10:55 AM
3	1. Dr. Mindy needs to allow the people under her to make decisions on their level. All decisions at SASED are not Executive Director decisions. Repairing walkee talkee chargers is NOT an Executive Director decision.	4/18/2022 12:26 PM
4	There is visibility of my supervisor within the program however there is little to no visibility of leadership within my program. This becomes frustrating when leadership does not seem to understand how programs work day to day and the critical roles different staff play within instruction.	4/18/2022 11:13 AM
5	Having more visibility, guidance, and feedback would be helpful.	4/13/2022 1:10 PM
6	More time to meet as school teams and individualized teams	4/12/2022 8:29 AM
7	Michele is wonderful. During this unpredictable year, she has created a sense of productive routine and well being amongst our team.	4/11/2022 2:48 PM
8	Our program administrators are so overloaded with various tasks, IEP meetings, meetings with upper administration, etc that they don't seem to have the time to make any classroom visits outside of observations. I wish they could see more of what we do on the day to day basis.	4/11/2022 12:00 PM
9	Have an administrator on site full time.	4/7/2022 8:53 AM
10	Go see other programs.	4/7/2022 7:42 AM
11	We are a school designed to work with students with behavioral and emotional needs. What is our programmatic response to challenging behavior in school? Is this response aligned with our student handbook, daily practices, and current legal environment.	4/6/2022 3:08 PM
12	8. Bring back the 1/2 in-services multi-needs use to have to provide staff development. If you can't do it every month at least do it once a quarter.	4/6/2022 8:05 AM
13	Laura Capparelli has done an excellent job with everything this year. She is clearly stretched thin and we need other administrators here to help her.	4/6/2022 8:00 AM
14	Maybe less leadership meetings so she can be collaborating with us and in the schools more.	4/5/2022 3:01 PM
15	None. When I need something, Tina is there to help.	4/5/2022 12:10 PM

16	N/A	4/5/2022 11:11 AM
17	My supervisor has been supportive, organized and attentive all year. I do not have any suggestions.	4/5/2022 10:48 AM

Q7 Please rate your satisfaction with the Professional Development/Training/Coaching opportunities you have had this school year.

Answered: 44 Skipped: 18



	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	9.09% 4	13.64% 6	50.00% 22	6.82% 3	20.45% 9	44	3.16

#	COMMENTS (PLEASE USE THIS SPACE TO EXPAND YOUR RESPONSE, ESPECIALLY IF MARKED "NOT SATISFIED".)	DATE
1	Professional development needs to relevant and motivating just like with students. The number one thing that all teachers are encouraged to do is make learning fun. For some reason, this is lost in adult learning. I think remembering your audience and knowing the "why" you are in the professional development is key. When the "why" is that your administrator or "cabinet" thinks you need to learn this, there is low relevancy and motivation.	4/25/2022 10:25 AM
2	I have liked most of the PD this hear. I think it would help to survey staff each year asking what they feel would be most beneficial.	4/21/2022 6:40 PM
3	I am satisfied with the specific trainings I have received, but more needs to be provided.	4/21/2022 10:55 AM
4	The CIIST team has been awesome this year. They have coached and assisted, problem solved and been available for consults and checkins. thank you Michelle and your team	4/18/2022 12:27 PM
5	Technology coaching has been lacking. Boardmaker online was pushed onto staff with no training, until nearly the end of the year.	4/18/2022 11:13 AM
6	I have had the opportunity to attend a variety of valuable PD's. SASED does a wonderful job in this area.	4/11/2022 2:49 PM

7	Is there anyway we can have vision-based PD?	4/7/2022 8:50 AM
8	Need some outside training from other programs.	4/7/2022 7:43 AM
9	Professional Development has been disconnected from what is happening within the programs. For examlple, a day and a half was spent in training on math materials that then were not received until a couple of months later and there was no time for staff to spend together at the beginning of the year. On-line required trainings were excessive and then changed. Those who completed early spent hours that were then not necessary and things were added when some people thought that they were finished.	4/6/2022 9:08 PM
10	There are many great opportunities to learn...but little time to block off to allow it to happen. Our school day is booked with students from start to finish. A shorter school day would allow built in time for routine professional development.	4/6/2022 3:11 PM
11	What opportunities for professional development? SASED loves to through new technology/software at teachers and provides little training but only after people complain.	4/6/2022 8:10 AM
12	We need more opportunities for regular PD and opportunities for program collaboration. The all-program opportunities we had before covid were so nice because we could see each other, catch up, and meet/welcome new-hires. I miss the family feel of SASED.	4/5/2022 2:10 PM
13	I know it's difficult, but many time the PD is not really about our students. The PD from ISRC is more directed toward us specifically and is helpful, but teachers and staff cannot easily attend. The PD from other SASED employees is better.	4/5/2022 1:37 PM
14	I feel our team and supervisor is open to PD opportunities to support our professional growth. I would however like to see as an organization we all receive training on specific topics, such as trauma, equity, and restorative practices, etc... as a whole not just a team or individual. I would love to see SASED partner with CASEL and the ROE to strengthen our organizations SEL systems for the unique profile of students we serve. They do partner with districts and I think that would be an amazing opportunity for the organization as a whole! I hope someone would consider looking into this on our behalf.	4/5/2022 1:10 PM
15	The March 4th trainings were seemingly unrelated to our population and I did not find them very effective. Again, that time could have been used for collaboration on curriculum and students.	4/5/2022 11:50 AM
16	The Professional Development offered was helpful. I wish there were more opportunities specifically for working with students who have significant cognitive impairments.	4/5/2022 11:16 AM
17	This is just an observation, but I feel we had more more coaching support in the past (IST) and I found that to be extremely helpful. As a related service provider, I wish we had more opportunities for professional development and coaching both as a program and as SASED related service providers.	4/5/2022 11:07 AM

Q8 Please identify the specific areas of Professional Development/Training/Coaching you believe would positively impact your job performance.

Answered: 19 Skipped: 43

#	RESPONSES	DATE
1	Coaching "with" instead of "to" or "for". I can not emphasize this enough. Also, ask the staff what training or support they need. This seems the most economical way.	4/25/2022 10:25 AM
2	Curriculum development, managing staff and behavioral approaches.	4/21/2022 9:11 PM
3	Staff relationships and how to stay current about how student culture is changing.	4/21/2022 6:40 PM
4	Technology	4/21/2022 10:55 AM
5	Boardmaker training - onlice	4/18/2022 12:27 PM
6	Boardmaker online, smart board	4/18/2022 11:13 AM
7	n/a	4/13/2022 1:10 PM
8	Transition planning and adult services	4/13/2022 8:24 AM
9	AT related PD	4/11/2022 2:49 PM
10	Early Childhood	4/11/2022 12:00 PM
11	Physical Education for vision impaired students.	4/7/2022 7:43 AM
12	Use of technology in the classroom...best practices.	4/6/2022 3:11 PM
13	The upcoming online Boardmaker meeting.	4/5/2022 3:02 PM
14	additional training for new TAs	4/5/2022 2:10 PM
15	Equity/culturally responsive teaching Continued trauma PD More assistive technology training and technology PD	4/5/2022 1:10 PM
16	social emotional health related	4/5/2022 12:11 PM
17	More training opportunities to truly use a collaborative process for planning for students. How to work as a team. Defining roles and responsibilities for each team member.	4/5/2022 11:50 AM
18	Social Skills training for students who are non verbal and have significant cognitive impairments	4/5/2022 11:16 AM
19	I would like to see related service teams provide training/coaching/in-services to our teams (teachers and assistants). So much of what we do in therapy can be easly transfered and practiced in the classroom or social settings. In the past we have had more time for this and I feel the past few years we have been more isolated. (I recognize and understand the impact of Covid.)	4/5/2022 11:07 AM

Q9 What do you enjoy most about your position with SASED?

Answered: 36 Skipped: 26

#	RESPONSES	DATE
1	I LOVE what I do. I LOVE this population of students. It was once said by a "cabinet" member that a teacher or related service person should be able to do their job anywhere. Although yes the job can be done, the motivation to work in the grade, population, or building creates satisfaction in workers. Satisfaction in workers creates more efficient work and positive outcomes. It is that simple.	4/25/2022 10:31 AM
2	I enjoy working with and spending time with the children in the program. I love that SASED provides CPI training and is looking into possibly having sign language classes next year.	4/25/2022 7:44 AM
3	My students and my classroom team.	4/22/2022 8:37 AM
4	Working with a great team of people who are student focused.	4/21/2022 9:12 PM
5	The students	4/21/2022 6:41 PM
6	my co workers within my program. The drive and dedication staff has for each student.	4/21/2022 3:22 PM
7	I enjoy the students, staff and programs that I work in.	4/21/2022 10:58 AM
8	The students	4/18/2022 12:30 PM
9	The student population I work with and working with families in planning for their child's future	4/18/2022 11:19 AM
10	supportive staff, seeing the kids make progress	4/18/2022 6:49 AM
11	my co-workers and program team	4/13/2022 8:25 AM
12	Colleagues and students	4/12/2022 8:30 AM
13	My fellow co-workers. They are highly knowledgeable and their professional integrity and insight are extremely valuable. I only hope upper admin realize how lucky they are to have such highly skilled staff.	4/11/2022 2:55 PM
14	The students and families we are blessed to work with.	4/11/2022 12:00 PM
15	Having a great team of people to effectively problem solve and help students gain skills	4/8/2022 9:16 AM
16	Love working with the students in the classroom and supporting teachers, staff, and families. The caseload is also very manageable	4/7/2022 2:38 PM
17	when I am able to collaborate with my colleagues about topics related directly to my work.	4/7/2022 2:33 PM
18	Being a former high school math teacher, I get to teach math to the visually impaired. I find my job very rewarding!	4/7/2022 8:52 AM
19	All the different schools and educators.	4/7/2022 7:46 AM
20	The students and my co-workers	4/6/2022 9:12 PM
21	I like the rewards and challenges of working with our students...great location for the school too!	4/6/2022 3:18 PM
22	I love working with my students and co-workers.	4/6/2022 8:07 AM
23	Building the relationships with the students, staff, and parents in our member district schools. It is important that we stay in the districts we have developed relationships so staff is comfortable reaching out with questions and concerns.	4/5/2022 3:05 PM
24	I love being in a position to watch students accomplish more than what many in our society think they can. I love collaborating with colleagues about different strategies.	4/5/2022 2:15 PM
25	My co-workers, the students, the vision of SASED supporting special needs students.	4/5/2022 1:40 PM

26	My students.	4/5/2022 1:14 PM
27	The opportunity to work with all of our districts, The unique opportunities I have to work with teachers, students and districts to support SEL/behavior at all three tiers.	4/5/2022 1:14 PM
28	In my roll I get to see the success of my students as they gain employment.	4/5/2022 12:14 PM
29	the middle school students and the strength of my team/coworkers and their ability to maintain a positive, student-focused culture.	4/5/2022 11:57 AM
30	I love my position at SASED. It is challenging but not overwhelming. I feel very supported by my supervisor and coworkers.	4/5/2022 11:52 AM
31	The staff and students with whom I work.	4/5/2022 11:52 AM
32	Selfishly, I love the staff I work with. They are like my second family. We support eachother, laugh together and genuinely enjoy eachother. I also enjoy the population I serve, both disability and age group.	4/5/2022 11:31 AM
33	Making a difference in the lives of our students, seeing them be happy, and able to accomplish skills for the first time.	4/5/2022 11:20 AM
34	The students.	4/5/2022 10:58 AM
35	The students! Seeing them grow and progress.	4/5/2022 10:49 AM
36	Flexibility, schedule, the people I work for/with	4/5/2022 10:47 AM

Q10 What thoughts do you have about how your program could be improved to better serve students?

Answered: 26 Skipped: 36

#	RESPONSES	DATE
1	Build the framework and guidelines for staff to follow. This was done before and the program was able to support many students. It was economical and safe.	4/25/2022 10:31 AM
2	I have none at this time	4/25/2022 7:44 AM
3	Speed up the decision making process!!!!	4/22/2022 8:37 AM
4	Communication and collaboration between the SASED leadership team and the teachers/staff.	4/21/2022 9:12 PM
5	More planned out team meetings and time to collaborate with staff about students which is difficult when you are in multiple buildings.	4/21/2022 6:41 PM
6	The programs are running well, but there are always improvements that can be made. We need more assistance with job coaching in Transition. We need more paraprofessionals in the Vision Program.	4/21/2022 10:58 AM
7	Better physical access to Transition space and the building. Hire job coaches to provide voc experiences	4/18/2022 12:30 PM
8	Our program needs a vocational team to find opportunities and support students in meeting their transition goals. Additionally we would benefit from dedicated staff to assist families with the transition out of school into adult services. In Illinois it is extremely difficult to find adult services support and placement. This becomes more difficult with the unique and significant needs of many of our students. While we cannot change what programming options are available for our students outside of school, we can provide families with support in understanding what is available and creating opportunities tailored to the abilities of each student.	4/18/2022 11:19 AM
9	universal language for emotional regulation (ex. zones),	4/18/2022 6:49 AM
10	communication about expectations and needs	4/12/2022 8:30 AM
11	Early childhood extended day versus full day	4/11/2022 12:00 PM
12	accountability to ensure that all staff are completing their most basic duties of their positions and an administrator onsite full time.	4/7/2022 2:33 PM
13	So many different levels and at times behaviors to manage that instruction feels limited.	4/7/2022 8:52 AM
14	Visit other programs. some new equipment	4/7/2022 7:46 AM
15	Adequate and stable staffing	4/6/2022 9:12 PM
16	Adapt to the needs our students and our districts. Later start for HS, incorporate blended classes, weekly or monthly remote days, small class sizes.	4/6/2022 3:18 PM
17	I think we should go back to having one social worker in each level of our program.	4/6/2022 8:07 AM
18	I think our team is wonderful. Wish there were some more programs that we can access electronically to use with our students since we have such little prep time in between and need to carry everything with us. There are many iPad apps that we can use without saving student data, but getting it all set back up will be a huge undertaking.	4/5/2022 3:05 PM
19	It's so difficult and untenable to have many different levels in the same classroom. The kids are not going to be taught well and the teachers are going to burn out and quit.	4/5/2022 1:40 PM
20	I wish that our tech. team could better collaborate with the district's tech teams so when we are out in district our technology would work effectively when we deliver PD and are part of district meetings.	4/5/2022 1:14 PM

21	This is an international program whose founders have done a great job setting up and laying out the program guidelines, suggestions, and policies.	4/5/2022 12:14 PM
22	I believe the most essential way to improve our program would be to lower the teacher/student ratio, with students grouped in less diverse ability groupings, and not solely based on class size/numbers. Having a single 6-8 class, with pre-readers and nearly grade-level readers grouped together is extremely challenging, and I do not believe either end of the range is receiving the best quality of SPECIAL education they deserve. I believe it is SASED's role to provide EXCELLENCE in our product (which is individualized education for student's with unique learning needs), and I feel these changes are severely restricting our ability to provide that high level of quality service.	4/5/2022 11:57 AM
23	smaller class sizes	4/5/2022 11:52 AM
24	I do wish there was just more time for collaboration and planning for all the students, but also training on HOW to collaborate since everyone has different expectations on what a "team" is and what roles/responsibilities are for each member.	4/5/2022 11:52 AM
25	I would like leadership to truly understand what related services providers do on a daily, weekly and monthy basis. To often we are seen as the number of kids on our caseload and the number of minutes (or Medicaid billable minutes = $). In some settings outside of education this scheduling method works. But in education, we do SO much more outside of numbers seen on paper. I believe this is related to staff shortages, increasing student demands and our inate desire to be supportive at all times. In addition, the paperwork requirements have increased and I don't believe that is taken into account. In the end and in my personal experience, the quality of time directly servicing students related to specific IEP goals has decreased. I have less time to consult with staff and family. At times I more worried about paperwork (related service logs) than the actual therapy I am providing. I hope by me addmitting this is insightful and not punitive, I am being honest. In addition I am performing in other roles outside of my profession to keep things moving by reducing setbacks. I am NOT complaining about this, I love to be needed and enjoying helping but this takes away from what I believe Leadership believes we do based on numbers they see.	4/5/2022 11:31 AM
26	When I first started with SASED, every Multi-Needs classroom had an SIIST (then IST) person assigned in order to help with behavior. I thought that it was incredibly helpful to have someone who was always available.	4/5/2022 11:20 AM

Q11 What can SASED provide for you to improve student learning?

Answered: 29 Skipped: 33

#	RESPONSES	DATE
1	Rethink the "cabinet". The rebuilding of central office staff has been laughable. The idea that the board thought all adminstrators leaving at the same time was such an error. So much knowledge was lost and is irreplaceable. The turn over is so high over there. No one can answer even basic procedural questions.	4/25/2022 10:31 AM
2	I have all the resources I need	4/25/2022 7:44 AM
3	A vocational team is of the utmost importance to serve the transition students as well as the abundant number of high school students that are receiving little, if any, job development or coaching.	4/21/2022 9:12 PM
4	More technology training for staff	4/21/2022 6:41 PM
5	I think each licensed staff member should have a given amount of money to spend on needed supplies. I buy many of my own items.	4/21/2022 10:58 AM
6	Hire job coaches or work with parents alliance for job coaches. Hire full time Voc person on Teacher salary	4/18/2022 12:30 PM
7	We need a vocational team to help students with job development in their home communities for opportunities when school is finished.	4/18/2022 11:19 AM
8	more curricular materials	4/18/2022 6:49 AM
9	technology and curriculum	4/12/2022 8:30 AM
10	I feel the issues that are hurting SASED right now start at the top. Better communication is needed at the upper admin level so staff can feel safe and supported. It would be helpful if upper admin trusted the professional judgement of the teachers and support staff so they can do their jobs without all the obstacles and red tape.	4/11/2022 2:55 PM
11	improve teacher morale and staff satisfaction	4/11/2022 12:00 PM
12	Appropriate technology programs and leveled instructional materials	4/8/2022 9:16 AM
13	smaller caseload that my workload actually decreases. My students suffer due to the amount of the paperwork that is required for my position.	4/7/2022 2:33 PM
14	People, but I know we are short on this resource.	4/7/2022 8:52 AM
15	New equipment. Send me to visit other programs that have a high success rate.	4/7/2022 7:46 AM
16	Timely decisions and responses	4/6/2022 9:12 PM
17	An better option for disruptive students that will be good for that student and allow for instruction to the on-task students to continue uninterrupted.	4/6/2022 3:18 PM
18	Staffing our classes and building (including a full time SLP).	4/6/2022 8:07 AM
19	I feel that they need to regear their thinking to truly focus on student outcomes.... not push general education curriculums just to say that we 'provide it'. We exist for a reason! Gen ed curriculums DON'T work for our students, and so that's why we hire highly trained teachers, therapists, and TAs to adapt it so that students can access new concepts and topics.	4/5/2022 2:15 PM
20	I think hiring an itinerant is a good idea and could be helpful, but why not just hire another teacher?	4/5/2022 1:40 PM
21	SASED wide trainings and better tech support	4/5/2022 1:14 PM
22	More technology and easier access to tech and apps that can impact the classroom in a positive way. Also, I had 4 ipads purchased through Sara Tatham, DRS, that I had been using.	4/5/2022 12:14 PM

	I turned them in with my tech last Spring and never received them back.	
23	more than one teacher at the middle school level.	4/5/2022 11:57 AM
24	More opportunities for collaboration and how to collaborate	4/5/2022 11:52 AM
25	Staff needs more time to prep, plan, and evaluate student growth. I also feel that after the past 2 years the students are burnt-out, some are depressed and some don't know/forgot howbto be students. Students and well as staff need REAL support going "back to normal." Individual programs (not SASED as a whole) need consistent curriculum from EC-12. Teachers/staff need to be well trained on the program, provided with strategies to teach and differentiate, and time to collaborate and evaluate student growth. I would also like to see students given TRUE interventions like gen ed students would receive. Really look at their specific areas of challenge, evaluate these challenges interms of what is needed for long term growth and directly target these skills with a research based method everyday. Then reevaluate the intervention and make adjustments.	4/5/2022 11:31 AM
26	SEL training on how to work with students who have significant cognitive impairments	4/5/2022 11:20 AM
27	More communication tools (e.g., TouchChat on teacher iPad).	4/5/2022 10:58 AM
28	Provide/purchase more curriculum that is more tailored to multi-needs students	4/5/2022 10:49 AM
29	Poor curriculum training and collaboration	4/5/2022 10:47 AM

Q12 Other feedback?

Answered: 9 Skipped: 53

#	RESPONSES	DATE
1	Share this feedback with the Board. I feel it is a waste of time when staff give feedback and the Board never sees it. I think that is highly unethical.	4/25/2022 10:31 AM
2	No , thanks!	4/25/2022 7:44 AM
3	I am so proud of our team that continues to make the best of a very tumultuous year. Staff shortages including a classroom teacher, teaching assistants and the loss of the only vocational staff/job coach for a transition program of 30 students, have been extremely frustrating and outright embarrassing when speaking with parents. With the increased anxiety, stress, and workload, it is hard to maintain optimism that work conditions will improve.	4/21/2022 9:12 PM
4	I hate writing such negativity, but I know I am not alone. Most staff at SASED put the blame or the shitshow we are in on Dr. Mindy and no one else	4/18/2022 12:30 PM
5	There seems to be a real lack of communication this year within the organization. Member districts have added weekly professional development time to their calendars but SASED is not providing this for their own programs. Classrooms and grade level teams need regular time to collaborate to provide the best instruction for students. I hope SASED will consider including these regular times/early dismissal for the SASED sites. Also as part of a program that is spread across many districts there is a lack of all program meeting time that has been very impactful. The opportunity to be with other teachers, assistants and therapists from across the program for trainings a few times a year not only provided valuable learning opportunities but also an incredible boost to staff morale. Seeing staff you previously worked in a classroom with, hear about the success of students you used to teach and learning what other great ideas other classrooms have is so important. It is our connection to one another and our connection to the organization. I hope SASED will prioritize finding solutions to allow programs across districts to have time during the year to be together a teams.	4/18/2022 11:19 AM
6	The students are Great.	4/7/2022 7:46 AM
7	Lets decide what kind of program we want to run and put the theory into practice...and make sure this is an enriching and safe environment for students and staff.	4/6/2022 3:18 PM
8	Tara, thanks for all you do for our team/program. We are so lucky to have you.	4/5/2022 3:05 PM
9	Decisions by admin and board can significantly affect morale. It's difficult enough teaching right now, please be aware of all that you ask of teachers and when you add something to their plate, take something away as well. Ask teachers (as you are now) what they are required to do that is actually helpful and if it's not, try to get rid of it.	4/5/2022 1:40 PM

ANSWER CHOICES	RESPONSES	
Psychologist	0.00%	0
Social Worker	0.00%	0
Speech Therapist	0.00%	0
Counselor	0.00%	0
AT	0.00%	0
OT	71.74%	33
PT	21.74%	10
Nurse	2.17%	1
SI/IS	0.00%	0
BMS	0.00%	0
O&M	4.35%	2
Audiologist	0.00%	0
Itinerant Teacher (VI or DHH)	0.00%	0
Movement Specialist	0.00%	0
Music, Art , Recreation Therapist	0.00%	0
Other (Please specify your title/position)	0.00%	0
TOTAL		46

#	OTHER (PLEASE SPECIFY YOUR TITLE/POSITION)	DATE
	There are no responses.	

	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
1) Assignment(s)	0.00% 0	12.82% 5	33.33% 13	17.95% 7	35.90% 14	0.00% 0	39	3.77
2) Caseload	10.26% 4	30.77% 12	23.08% 9	20.51% 8	15.38% 6	0.00% 0	39	3.00
3) Space to meet with students in assigned locations	5.13% 2	17.95% 7	38.46% 15	10.26% 4	28.21% 11	0.00% 0	39	3.38
4) Relationship(s) with building administration and staff (host district)	0.00% 0	7.69% 3	23.08% 9	20.51% 8	48.72% 19	0.00% 0	39	4.10
5) Availability of resources, material and equipment	0.00% 0	5.13% 2	17.95% 7	30.77% 12	46.15% 18	0.00% 0	39	4.18
6) Technology (SASED provided hardware and software)	2.56% 1	10.26% 4	46.15% 18	23.08% 9	17.95% 7	0.00% 0	39	3.44
7) Technology support services (through the SASED Technology Department)	12.82% 5	7.69% 3	48.72% 19	15.38% 6	12.82% 5	2.56% 1	39	3.08
8) Communication from SASED Leadership	12.82% 5	25.64% 10	38.46% 15	7.69% 3	15.38% 6	0.00% 0	39	2.87
9) Communication with/to SASED Leadership	15.38% 6	17.95% 7	46.15% 18	0.00% 0	17.95% 7	2.56% 1	39	2.87
10) Communication regarding scheduling of IEP/Annual Reviews and/or other related meetings	5.13% 2	15.38% 6	33.33% 13	23.08% 9	23.08% 9	0.00% 0	39	3.44
11) Communication with my peers	0.00% 0	7.69% 3	17.95% 7	20.51% 8	51.28% 20	2.56% 1	39	4.18
12) Input into Program or Service Improvement Plans	0.00% 0	17.95% 7	43.59% 17	23.08% 9	7.69% 3	7.69% 3	39	3.22
13) Input into workload/caseload development	10.26% 4	17.95% 7	33.33% 13	25.64% 10	12.82% 5	0.00% 0	39	3.13
14) Personal work space (i.e. desk space at SASED Admin. Center or elsewhere)	5.13% 2	7.69% 3	33.33% 13	28.21% 11	23.08% 9	2.56% 1	39	3.58
15) GLT , PLT and Team meeting	0.00% 0	5.13% 2	48.72% 19	15.38% 6	12.82% 5	17.95% 7	39	3.44

#	COMMENT: (PLEASE USE THIS SPACE TO EXPAND ON ANY ITEM BUT ESPECIALLY ON THOSE MARKED "NOT SATISFIED".)	DATE
1	I was given several assignments that I specifically said I did not want- I understand I may have to have assuagements that are non-preferred but I would have like notice that I was going to be assigned to these building. I did not feel completely supported when I expressed that I was overwhelmed with my caseload. MN does not give sufficient notice for annual reviews- especially when they are scheduled a month ahead of the regular schedule. MN administrators do not communicate changes via email for most changes - for example a student's annual review as moved from September to April, but the only notice of this change was a calendar invite. I would like to see more collaboration among some of the MN teams- some teams are good about consistent team meetings, but others rarely have a team meeting- I think would be	4/14/2022 10:12 AM

	good platform to not just talk about issues but to talk about ways to better support the students and work together and focus on long term goals.	
2	Communication from and with SASED leadership needs to be improved. I would like to be made aware from leadership if there are significant happenings with program administrators that impact my classrooms and programs. It is disappointing to not be made aware directly about how issues are being handled - who to contact with questions, who will run meetings, etc.	4/13/2022 10:56 AM
3	SASED OT/PT department has great communication and support with their peers and with their immediate supervisors. In regards to caseload, each district has different levels of needs which requires increased time that does not necessarily mean direct services minutes. Increased meetings and workload add to increase working hours beyond the paid working day. Communication regarding scheduling IEP meetings varies for each building; for building who procedures are not clear or consistent IEP meetings are schedule without notifying therapist. There can also be increase meetings with students with more needs.	4/12/2022 8:56 PM
4	I suggest improving the workload to caseload. There is not enough time in the day to do paperwork, IEP meetings, meet with students, make materials for students, plan student interventions and consult based on the caseload/expectations. The no work from home policy (in regards to paperwork) does not support the many additional work hours that are put in/ family work life balance. I am consistently doing work on the weekend nights/weekends. The work/life balance that is stressed is difficult to attain due to caseloads/expectations. This year has been exceedingly difficult. Working in the hallways can be difficult and is not conducive for privacy for IEP meetings (that are done via zoom)/ paperwork. There should be more transparent communication/effort to take in consideration staff's inquiries/needs- especially in regards to salaries.	4/11/2022 9:14 PM
5	There have been multiple instances this year in which I was informed of an IEP the day before paperwork is due. This makes it extremely challenging for me to have the time to have a thorough understanding of the student's current performance/baseline.	4/11/2022 7:57 AM
6	Would it be possible for us to have a group email so that we can communicate to all the OT's?	4/8/2022 12:26 PM
7	My caseload along with the amount of evaluations I did this year was very challenging especially as a first year OT. I was offered help and assistance from the OT/PT department but I am just hoping that next year I will have less kiddos on my caseload. I also had so many RTI questions	4/6/2022 1:51 PM
8	Our direct supervisor is great but communication with administration regarding salary concerns has been poor and disappointing.	4/6/2022 12:24 PM
9	Caseload is too high to serve students in an ideal manner. Caseloads should be 35-45 students and therapists should have one school or one district in order to be a part of the team. With caseloads so high, all therapists can do is meet minutes and write reports and make meetings. There is not time for extras and not time to service students in the way they deserve. Also, the salary is terrible for the amount of work we do. We are aware how much districts are paying for us (because sometimes they tell us!) and equally aware that we are not the ones seeing that revenue. We have no union protection to fight for reduced caseloads, better salary, or better benefits. It's a shame. Also, Sased took a hard line and prohibited us from working at home. Does Sased leadership know that many of us don't have offices? I, personally, have a closet at my main school! So guess where I had to do remote Sased meetings when I was told I could no longer do them from home? Yep, I sat in a closet for 3 hours. Terrible, terrible working conditions. I am sure that is an OSHA violation. We were told, oh, just come to Sased and do the meetings. But, I live and work far from Sased - I have meetings in my building on that day and so either I would be late to my department meetings or if I didn't have a meeting that day, I would be stuck at Sased until 4:00 on Friday when my district teachers can go home at 3:00. Not fair at all! So, I chose to sit in the closet because it seemed the least of the evils. Either way, leadership must consider that many of us don't have private spaces to work in, gas cost is sky high, and it isn't fair to make us drive to Sased or sit in our buildings for remote meetings. During the week, I also have to use my closet to call parents or have Zoom IEP meetings. School OT is a tough gig and even tougher with no space. Therapists should be allowed to serve their students and schools and then leave the building, as itinerants. It is not fair and should not be legal to force us to sit in a building on hard chairs or in closets or hallways just so we can clock daytime hours. Especially when we are logging many hours evenings/ weekends. Does leadership know the number of hours that therapists put in once the school day is over? If leadership understood that a huge part of my	4/5/2022 8:55 PM

	job takes place after hours and evenings/weekends (all my documentation and most of my intervention planning), maybe leadership would be generous enough to let us work from home for a remote meeting on a Friday. Is Sased serious about work/life balance? Does Sased realize that most employees have families? Does Sased value families? It sure doesn't seem like it from the way we are treated.	
10	I think communication with Administration at SAC has been poor this year. The OT/PT staff have expressed their dissatisfaction with the lack of a raise since 2017-2018 school year and we have yet to hear back from administration. It's very frustrating! As for workspace, the schools are packed and there isn't even a place to put my coat/purse/backpack. I literally lay them on the floor at every school I go to.	4/5/2022 5:24 PM
11	Space to meet with students is always an issue. The bigger issue to finding space to do zoom IEP meetings especially when several occur on the same day or at the same time. However, I have really appreciated having zoom meetings as an option since I am scheduled in 3 different districts.	4/5/2022 2:20 PM
12	One of my district schools is amazing and I love working there/with the team. They are very collaborative and communicative. However, the other district school I'm at is very difficult to work with and it's uncomfortable at times. I have also had a lot of tech issues with my laptop this year both from district issues and our own SASED issues.	4/5/2022 12:56 PM
13	Working with Net 56 has been a total pain this year! It took several weeks to get set-up to print in several of my buildings this fall so I had to print things I needed at home. Our OT caseloads are consistently high year after year. There is no humanly possible way that we can get all of our work done in the hours allotted. I frequently work in the evenings and on weekends and know that other therapists do as well.	4/5/2022 12:07 PM
14	Technology support with Net56 is very underwhelming - timing and attitude of support personnel is disappointing. Caseload size and changes have been very difficult this year with a lot of added tasks that are unaccounted for minute-wise. Communication with OT/PT supervisor is wonderful. Communication on a higher-up administrative level is very disappointing. Multiple related service personnel have reached out about HR/salary/caseload information and have gotten very mixed messages or have been ignored by administration.	4/5/2022 11:32 AM
15	I think the communication placed on the HUB is helpful. I feel that requests presented to administration are often glossed over or put on the back burner. Decisions made regarding use of OT/PT space are made without OT/PT input. Tech requests are slow to respond and usually inadequate or do not solve the problem.	4/5/2022 11:24 AM
16	-not enough Google training -no desk space or private space for belonging or to see students	4/5/2022 11:14 AM
17	I'm very dissatisfied with SASED leadership. Previously we have not had to worry about having enough CEUs as that was provided. Now I do not have enough for my license renewal or my NBCOT renewal. I am very disappointed in the lack of support we have received from Mindy and SASED for all the extra work and stress that has occurred during the pandemic. I feel undervalued and underappreciated. The lack of SASED admin looking out for us and following through is disappointing. I thought Mindy was going to meet with a small group and then she was out that week. The communication is lacking. I have no idea what is going on with that. There was also an issue with HR seletecting way to many Global Compliance Network items and telling us we have to do them only to have them changed so I wasted quite a bit of extra time completing items that were not necessary. It would be great if they could be more organized and do this ahead of time prior to starting back so we can get started. My district is able to do this, I'm not sure why SASED has not been able to.	4/5/2022 11:10 AM
18	Continuous evaluations this school year and time to complete them.	4/5/2022 10:56 AM

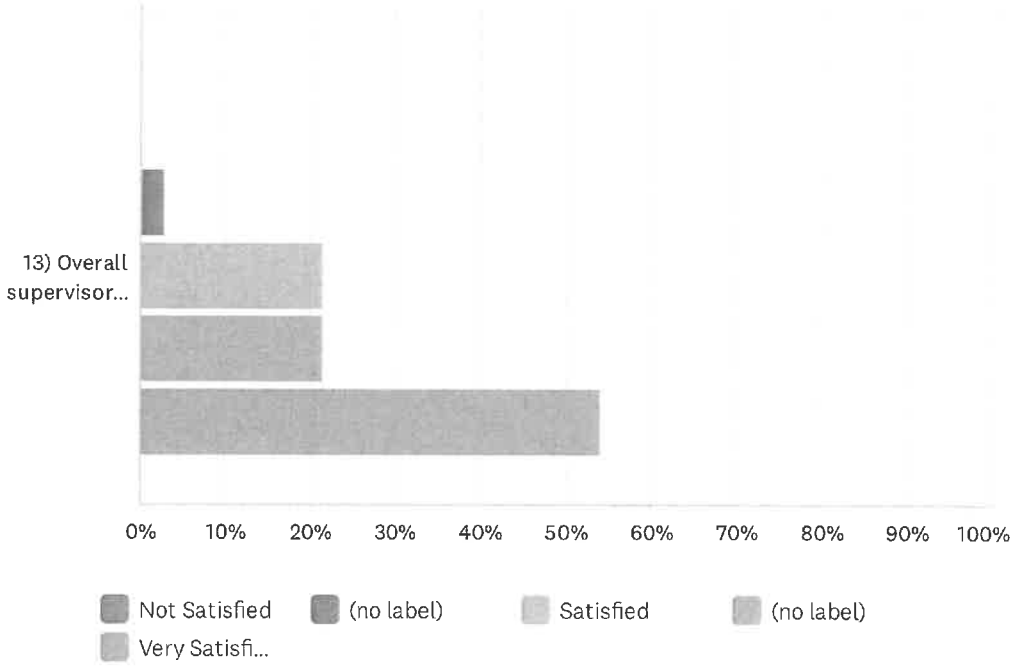
Q3 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your working conditions? (Identify the item number and any suggestions on how to improve this, in the box below)

Answered: 26 Skipped: 20

#	RESPONSES	DATE
1	Individual caseload numbers are too high leaving us struggling to adequately meet the needs of our students. Not accounted for on these caseload minutes are the increasing number of students being identified and added to our caseloads (more so now post-covid than ever) as problem solving and RtI's. With minutes so high, there is little to no time to spend on developing interventions, write reports and creating materials during working hours. Secondly, the sheer volume of meetings we are requested to attend is out of control; PLT, GLT, team meetings, goal meetings, etc. These take a tremendous amount of time and take away from seeing students and meeting minutes.	4/18/2022 2:47 PM
2	Noted above regarding leadership communication. As a PT, I would like transparency about salary, raises, who advocates for our PT/OT group, etc.	4/13/2022 10:56 AM
3	SASED could make improvements with the following: Review and update the salary schedule/competitive rates. fair percentage increase/fair raise each year comparable to teachers. fair look into caseload/workload for each district as each district has different needs. Clear compensation package Increase in lanes in the salary schedule Allow to bargain after 3 years just like teachers/needs to be documented.	4/12/2022 8:56 PM
4	2- Decrease caseload expectations to help with workload, allow to work from home for paperwork 3- Communicate with schools on where therapists/ type of space therapists would be working in	4/11/2022 9:14 PM
5	#13- The caseload I have experienced this year (up until recently because I was able to dismiss a handful of students) has made it impossible to finish paperwork at work. I have had to finish reports numerous times at home in the evening. I would propose adding more therapists to the districts with high minutes and high eval rates.	4/11/2022 12:56 PM
6	In regards to communication about IEPs, I believe there should be guidelines provided about when the team should be informed. For example, if the team does not have at least 1 week to complete paperwork, then a different meeting time should be established.	4/11/2022 7:57 AM
7	The process that SASED currently has in place to get software/hardware is too cumbersome and takes too long. Materials that are popular should be readily available for trial.	4/8/2022 12:26 PM
8	#6 My laptop's screen gives me a headache if I work at it for a long time. My home computer doesn't.	4/7/2022 12:05 PM
9	A work space that is appropriate in size for itinerant staff, most especially in SASED self-contained classrooms.	4/6/2022 4:12 PM
10	I know its hard to find workers but I just feel like the best thing would be hiring more OTs. I felt so much support from the department. I do feel like our compensation is a lot less than we deserve, especially after the year we had and how hard we worked and how much we did. I worked at home after work A LOT and I just feel like my pay does not reflect my value.	4/6/2022 1:51 PM
11	In the past once the teacher's contract was negotiated the OT/PTs would get a raise also. In the past I felt like we were considered and taken care of. With this new administration it feels as though we are being taken advantage of because we are not union and this new administration tried to just ignore us. When we did meet with admin, none of the questions they were given prior to the meeting were addressed. We asked for a written out list of things that were rattled off and we never received it. In the past the therapists did not feel the need to unionize because we felt as though administration took care of us. Now we do not feel that	4/6/2022 12:24 PM

	way. Maybe more open and honest conversations with administration would be helpful. Not conversations where people talk in circles but never give any real or specific answers would improve the relationships and help us trust administration again. OT/PTs as well as other professionals in SASED such as itinerants who travel between multiple buildings are not being treated as professionals. As more meeting are remote the expectation that we should never work from home is unrealistic. We travel between places and many places we do not have a specific place to be. But the expectation that we should not have our 3 our OT/PT meeting from home has been crazy. We are professionals but we are not treated as such. I understand going forward we are FINALLY being allowed to meet in person but the damage of not being treated professionally is already there.	
12	Hire more staff. Listen to staff. Salary improvements.	4/6/2022 7:36 AM
13	-caseloads must be reduced in order to ensure best practices and best services to our member districts' students -also, reducing caseloads will address the work/life balance issue and show therapists that Sased really does value working parents and their families -work from home for therapists is very different than for teachers; it should be allowed, knowing how hard we work in general and the lack of a comfortable, private space in districts (and, you can't tell districts to just find us space - they won't do it or if they do, it will be like in my last district where I was give a student desk and a preschool wobble stool in a storage room. They called that "my space" and it is where I had to do remote teaching. Not comfortable, not ergonomic, and would not be accepted if I was in a union. -Sased must prioritize increasing salaries for therapists. It's not OK and people are going to leave in droves. I myself am looking elsewhere, but hoping that Sased will come through to show they value their talented and hard-working therapists.	4/5/2022 8:55 PM
14	I think great improvements were made this year. We are still lacking some technology for students access and accessibility issues.	4/5/2022 6:57 PM
15	Lack of communication by SASED Administration MUST be addressed ASAP!	4/5/2022 5:24 PM
16	Caseload reduction is key.	4/5/2022 1:56 PM
17	#2. Obviously caseloads have been very high this year with the shortage of replacement OTs from previous OTs who have left or are on leave, as well as an increase in evaluation requests, however it has been somewhat unmanageable and it felt like there was not much relief or support from SASED. My entire winter (December-February) I had a total of 16 evaluations to complete. I know that might not sound like a lot but each evaluation takes anywhere from 6-8 hours to complete including testing the student, scoring the results, writing the reports/intervention plans, attending team planning meetings and the actual meeting itself which usually runs an hour and a half to two hours each. That's on top of servicing minutes for IEP and 504 students and running RTI groups. There were many weeks I was working until 10-11 pm at night on a daily basis, on top of my hours at work to keep up with reports and documentation, etc.	4/5/2022 12:56 PM
18	I think SASED needs to look at OT/PT caseloads and what is feasibly possible in terms of the size of a caseload and hours in the day. We need our caseloads to be smaller to have enough time within the school day to complete evaluation and re-evaluation reports so that we don't have to write them in the evening or on weekends or somehow cut down on our paperwork requirements. Most days I work through my lunch so that I can utilize my time better so that I don't stay late. I would love to have Dr. McGuffin observe us for a full day to see how much we are running from one student, to the next student, to writing a report, to documenting in Embrace DS, to consulting with a teacher, to running a group, to checking email, to responding to email, etc. It is go go go everyday! It never stops! We are overworked and overwhelmed and underpaid. This needs to stop!	4/5/2022 12:07 PM
19	I think that cost of living raises need to be reviewed. I love my job but need to look at alternatives, especially when my student loans resume. I would love to see SASED reaching out to support staff financially since we do not get merit-based raises.	4/5/2022 11:54 AM
20	Assignments & Caseloads Communication from SASED Leadership	4/5/2022 11:32 AM
21	Improve speed and quality of tech. response to problems.	4/5/2022 11:24 AM
22	-insist hosting districts provide desk space/work space	4/5/2022 11:14 AM
23	At times a disconnect is felt between the OT/PT department and the rest of SASED	4/5/2022 11:11 AM
24	Provide us with enough CEUs, value therapists, and improve communication from SASED	4/5/2022 11:10 AM

	admin.	
25	Caseload distribution to meet demands of referrals and increased student needs from COVID	4/5/2022 10:58 AM
26	2) Look at how to better balance evaluations when also short-staffed. Improving compensation to meet increasing work demands.	4/5/2022 10:56 AM



	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
1) Clarity of program and performance expectations	0.00% 0	0.00% 0	32.43% 12	24.32% 9	43.24% 16	37	4.11
2) Clarity of chain of command/communication structures	0.00% 0	0.00% 0	37.84% 14	16.22% 6	45.95% 17	37	4.08
3) Visibility of the supervisor (i.e. site visits)	0.00% 0	0.00% 0	29.73% 11	16.22% 6	54.05% 20	37	4.24
4) Availability of the supervisor (ability to meet as needed)	0.00% 0	0.00% 0	13.51% 5	24.32% 9	62.16% 23	37	4.49
5) Frequency of communication with your supervisor (i.e. face-to-face, phone calls, emails to check-in with you)	0.00% 0	0.00% 0	13.51% 5	35.14% 13	51.35% 19	37	4.38
6) Problems are resolved in a timely and efficient manner	0.00% 0	2.70% 1	21.62% 8	32.43% 12	43.24% 16	37	4.16
7) Evaluation procedures	0.00% 0	0.00% 0	29.73% 11	27.03% 10	43.24% 16	37	4.14
8) Scheduled faculty/program meetings and/or team meetings	5.41% 2	0.00% 0	29.73% 11	32.43% 12	32.43% 12	37	3.86
9) Willingness to consider changes / recommendations / concerns	0.00% 0	2.70% 1	24.32% 9	37.84% 14	35.14% 13	37	4.05
10) Support with challenging issues (i.e., district, parent, student etc.)	0.00% 0	2.70% 1	21.62% 8	24.32% 9	51.35% 19	37	4.24
11) Consistent and fair treatment	0.00% 0	0.00% 0	27.03% 10	27.03% 10	45.95% 17	37	4.19
12) Recognition of good work	0.00% 0	2.70% 1	37.84% 14	18.92% 7	40.54% 15	37	3.97
13) Overall supervisor effectiveness	0.00% 0	2.70% 1	21.62% 8	21.62% 8	54.05% 20	37	4.27

#	COMMENTS: (PLEASE USE THIS SPACE TO EXPAND ON ANY ITEM BUT ESPECIALLY ON THOSE MARKED "NOT SATISFIED".)	DATE
1	Friday Meetings go until 4 pm- with workload/expectations/ school personnel are done at 3:15 on Fridays.	4/11/2022 9:18 PM
2	Would be helpful if difficult situations we were provided more intervention and support instead of more ideas for us to try.	4/6/2022 4:14 PM
3	Sherilyn has been amazing and she has supported me since day one. I could not have gotten through this year without her and Maria.	4/6/2022 1:52 PM
4	Sherilyn is nothing but supportive, full of ideas for problem solving, works with you as needed, accommodating, and really listens to her staff.	4/6/2022 7:38 AM
5	Sherilyn is wonderfully supportive of her therapists. She celebrates our successes and encourages us to support our buildings. The only thing I take issue with is meetings until 4pm on Fridays. Districts leave earlier than that and we are tired and most of us have more hours to put in over the weekend for reports. We need a break!	4/5/2022 8:55 PM
6	My supervisor has done a great job. She's helped to clean up some long term issues. She's supportive and responsive.	4/5/2022 7:01 PM
7	Sherilyn has been very responsive to concerns on caseload or difficult situations in districts/programs.	4/5/2022 2:23 PM
8	Sherilyn is doing a great job under the challenging circumstances.	4/5/2022 1:57 PM
9	Sherilyn is an exceptional OT/PT director.	4/5/2022 11:55 AM
10	Again, we need our CEUs. I mentioned I was going to be short on them and nothing was discussed to fix this.	4/5/2022 11:10 AM
11	I love my OT/PT leadership team! They are always available to me and make me feel supported in my job.	4/5/2022 10:58 AM
12	Sherilyn is very organized and considerate as a supervisor and is doing a terrific job! Maria is also very helpful and knowledgeable. She is also doing a terrific job!	4/5/2022 10:56 AM

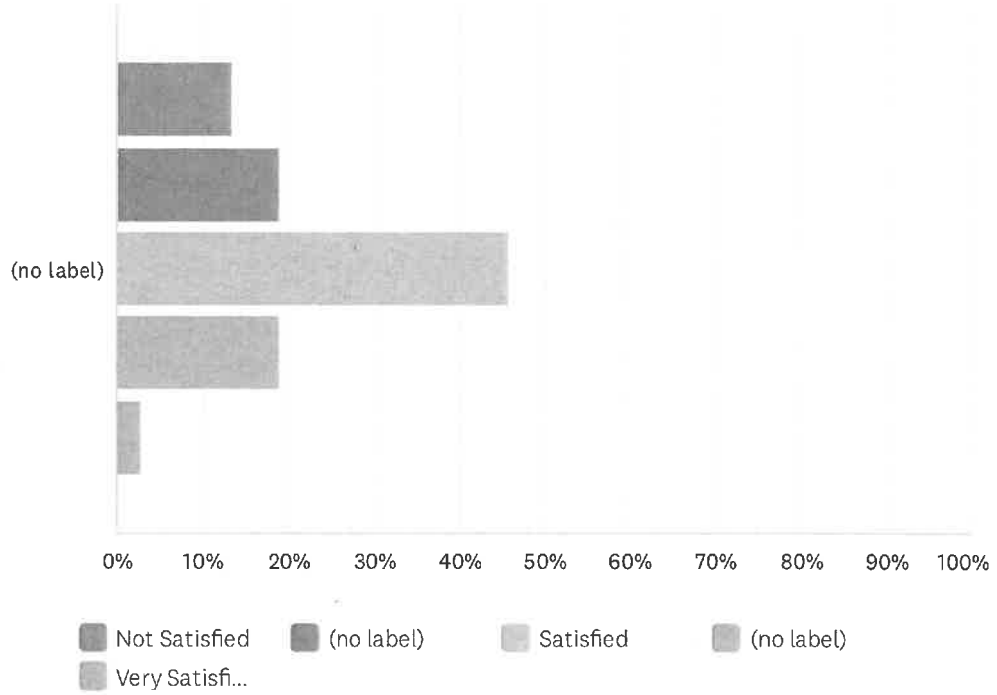
Q5 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your supervisory relationships? (Identify the item number and any suggestions on how to improve this, in the box below)

Answered: 7 Skipped: 39

#	RESPONSES	DATE
1	Sherilyn (SASED leadership) has been so great this year in providing guidance and necessary information. Sherilyn and the OT mentors are SO helpful in solving issues in a timely manner. I have only great things to say about the OT/PT department.	4/11/2022 7:59 AM
2	None, my supervisor is AMAZING.	4/6/2022 1:52 PM
3	With so many new changes this year, it seems there's not enough time to collaborate as a team to handle the adjustments. I.e. the transition program	4/5/2022 7:01 PM
4	10. Make sure that various programs/districts understand the role of therapy in the school. That there are entrance and exit guidelines and not every student requires a related service from 3-22 years old. I think if the program administrators understood that, it would be easier to do my job.	4/5/2022 2:23 PM
5	The only thing I can think of is possible looking into the amount of CEUs we are getting during professional development meetings. I have not calculated everything but it seems that we are not getting the amount needed to renew our licensure, like we used to. Which will cause us to have to take more professional development to reach our needed CEUs. Would there be a way of looking more into that for next year?	4/5/2022 12:59 PM
6	Plan on how many CEUs we need and provide them to use.	4/5/2022 11:10 AM
7	2) chain of command on a larger SASED level. More transparency with leadership beyond my department.	4/5/2022 10:58 AM

Q6 Please rate your satisfaction with the Professional Development /Training /Coaching opportunities you have had this year.

Answered: 37 Skipped: 9



	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	13.51% 5	18.92% 7	45.95% 17	18.92% 7	2.70% 1	37	2.78

#	COMMENTS: (PLEASE USE THIS SPACE TO EXPAND ON YOUR RESPONSE, ESPECIALLY IF MARKED "NOT SATISFIED".)	DATE
1	I would have liked more professional developmental opportunities.	4/14/2022 10:14 AM
2	Would be nice if we had more professional development hours available to cover mandated national and state requirements.	4/11/2022 9:19 PM
3	Things such as Spring Institute are not applicable to OT field.	4/6/2022 3:54 PM
4	I had to pay for continuing education courses to get enough CEUs for my license renewal this year. Usually SASED makes sure we have enough.	4/5/2022 9:39 PM
5	I have really felt the PD was too general and/or geared towards beginners in the topics. Would love to see them rated and diversified to reach more experienced practitioners.	4/5/2022 8:55 PM
6	We need more CEÚ opportunities for OT/PT Department. We are required to have 40 CEUs every two years and we used to be able to make that on just SASED hours. We didn't even come close this renewal cycle.	4/5/2022 5:26 PM
7	Spring Institute speakers had nothing to do with my role or were very basic with their information.	4/5/2022 2:25 PM
8	Professional development / continuing education has been very limited in usefulness in relationship to the time it takes up for a number of years.	4/5/2022 2:00 PM

9	I know we are able to take additional classes provided by SASED on top of the professional development meetings we have scheduled as part of the OT/PT department to help us reach our total needed CEUs for the year. But honestly, I don't have extra time to schedule professional development times on top of keeping up with the caseload this school year.	4/5/2022 1:00 PM
10	Our Spring Institute was not very beneficial. I would love to see more targeted PD opportunities, especially for OT.	4/5/2022 11:56 AM
11	The sessions at Spring Institute were not helpful. Ask us what we need more training in and provide advanced training for those of us who have decades of experience.	4/5/2022 11:14 AM
12	Suggestions to consider would be more relevant fall/spring institutes that are relevant to OT topics/advanced level vs. general CE's	4/5/2022 10:59 AM
13	I am satisfied with coaching opportunities. I would like more professional development related to occupational therapy services in the school setting during institute day.	4/5/2022 10:59 AM

Q7 Please identify the specific areas of Professional Development/Training/Coaching you believe would positively impact your job performance.

Answered: 14 Skipped: 32

#	RESPONSES	DATE
1	Ability to have a professional development specific to our profession.	4/12/2022 8:57 PM
2	visual processing and visual motor content	4/11/2022 12:57 PM
3	I felt like the Spring Institute was more beneficial for other professionals (teachers, psychologists/social workers). The courses I took were either too advanced or too simple for my area of practice. I would recommend working with the OT department to bring a course for spring institute that could be beneficial for our practice. I marked satisfied for this area because there were other opportunities for professional develop that have been very interesting and appropriate for the school setting.	4/11/2022 8:02 AM
4	It would be helpful to receive good continuing education opportunities that would help meet licensure requirements especially since we haven't seen a raise in more than 4 years and the cost of living continues to rise exponentially.	4/6/2022 4:16 PM
5	We used to get the needed CEU to maintain our license through Fall and Spring Institute and CEU for meetings we attended. The last few years possibly due to COVID, but we have not been getting enough CEUs and I do not think many people realized this. While yes it is out responsibility ultimately to make sure we have CEUs but Cheryl was really good at making sure we got enough through what we do.	4/6/2022 3:54 PM
6	I would like sensory processing and emotional regulation for more severe kiddos.	4/6/2022 1:52 PM
7	Have more PD specific for different fields. Provide sessions that offer clear take aways or applicable information.	4/6/2022 7:41 AM
8	Data collection; handwriting interventions; a review of the new research in education/OT	4/5/2022 8:55 PM
9	Executive Functioning Social-Emotional / Mental Health	4/5/2022 2:25 PM
10	More practical PD for experienced therapists in a workshop format so that therapists can create materials during PD so the day's productivity isn't lost.	4/5/2022 2:00 PM
11	Fall Institute used to provide wonderful learning opportunities. I would like to see that resurrected.	4/5/2022 11:56 AM
12	Incorporating techniques to identify and support visual difficulties, more advanced training for working with students with autism	4/5/2022 11:14 AM
13	OT needs more field specific opportunities at the spring institute	4/5/2022 11:12 AM
14	More specific school-based OT PD during institute day.	4/5/2022 10:59 AM

Q8 What do you enjoy most about your position with SASED?

Answered: 33 Skipped: 13

#	RESPONSES	DATE
1	I appreciate belonging to a large department of therapists. It's supported my growth and development. I love the vast resources available to the OTPT department and professional development opportunities.	4/18/2022 3:18 PM
2	Working with students	4/14/2022 10:15 AM
3	My coworkers and the variety of students that I work with.	4/13/2022 10:57 AM
4	I enjoy working with my co-workers and working with my students. I appreciate the support I received from my co-workers and my immediate supervisors.	4/12/2022 9:02 PM
5	I like the collaboration/network that is available with other therapists.	4/11/2022 9:20 PM
6	The resources we are given and support system within the OT/PT department	4/11/2022 1:03 PM
7	I enjoy the flexibility within my schedule, such as deciding the times I will see students, complete paperwork, etc. I also am very appreciate of all the resources provided, such as supplies (at the administrative office) and mentorship opportunities.	4/11/2022 8:11 AM
8	Working in a different districts	4/7/2022 12:09 PM
9	relationships with the kids and staff	4/7/2022 12:07 PM
10	I love all of the support I receive.	4/7/2022 10:48 AM
11	I enjoy the building I am placed in, as well as all of the staff and students I work with.	4/6/2022 10:19 PM
12	Seeing students progress and make progress over the years.	4/6/2022 4:16 PM
13	The kids I work with and the other OT/PT staff collaboration	4/6/2022 3:59 PM
14	The collaboration and support in the OTPT department	4/6/2022 7:45 AM
15	I love my caseload and district.	4/5/2022 9:40 PM
16	working with kids - I am only here for the kids, because the salary and the working conditions are terrible!	4/5/2022 8:56 PM
17	Our students and our team	4/5/2022 7:08 PM
18	I enjoy my co-workers (SASED & district) and the children I work with.	4/5/2022 5:29 PM
19	The teams/buildings I work in.	4/5/2022 4:00 PM
20	the variety of kids and the relationships with teams	4/5/2022 2:27 PM
21	My students, coworkers, and SASED staff. Helping vulnerable families.	4/5/2022 2:01 PM
22	I love our team and the other therapists. I know the morale is a bit down now because we have not been back in person in some times but I love that we can all email each other for support or guidance.	4/5/2022 1:03 PM
23	I enjoy the staff I work with. As a whole, they are an outstanding bunch who usually go above and beyond to help students reach their best.	4/5/2022 12:40 PM
24	I enjoy my team members that I work with and the support and resources within the OT/PT department.	4/5/2022 12:32 PM
25	My team.	4/5/2022 11:58 AM
26	coworkers and resources	4/5/2022 11:40 AM
27	Working with students and collaborating with different disciplines	4/5/2022 11:28 AM

28	kids and colleagues	4/5/2022 11:28 AM
29	Working with the students and making a difference	4/5/2022 11:12 AM
30	I love having an OT/PT department and a supervisor that is an OT. I enjoy working for the district I am assigned to and the students I service. I love being able to be part of their growth!	4/5/2022 11:11 AM
31	Helping my students and the relationships with my students and co-workers	4/5/2022 11:02 AM
32	The students and the people I work with.	4/5/2022 11:02 AM
33	assignment location peer and leadership support resources	4/5/2022 11:00 AM

Q9 What thoughts do you have about how your program or service could be improved to better serve students?

Answered: 20 Skipped: 26

#	RESPONSES	DATE
1	Focus on employee morale	4/14/2022 10:15 AM
2	The caseloads need to be re-evaluated.	4/12/2022 9:02 PM
3	More manageable caseloads	4/11/2022 1:03 PM
4	My caseload has been quite high making it challenging to assist with problem solving situations in a timely manner.	4/11/2022 8:11 AM
5	smaller caseloads	4/7/2022 12:07 PM
6	I think that the best thing would be to attempt to lighten caseloads for next year.	4/7/2022 10:48 AM
7	In order to better serve students, OT and PT caseloads could be more balanced and allow for additional room for growth and allow more time to support the building aside from serving IEP minutes.	4/6/2022 10:19 PM
8	Less required paperwork such as Intervention Plans or uploading attendance into embrace after we already put it in embrace.	4/6/2022 3:59 PM
9	Reduce the caseload - I cannot serve my kids the way I would like to. I want more time to devote to each student and to supporting my buildings at large through problem solving and Rti.	4/5/2022 8:56 PM
10	The transition program needs some work.	4/5/2022 7:08 PM
11	???	4/5/2022 5:29 PM
12	More "time" to be available within my buildings where I am not directly scheduled to be with students so that I can attend meetings with my team members about my students. The amount of meetings have quadrupled this school year and the district has made allowance for their special services team memebers to have 1 day during the week to meet for IRT/problem solving/IEP/504 meetings, etc where subs are obtained for teachers etc. our caseloads are so high that there is not enough flexibility to be able to attend all these meetings while meeting the IEP minute expectations. Let alone provide RTI services in a way to be effective for those tier 1 2 and 3 to decrease the amount of referrals.	4/5/2022 4:00 PM
13	Lower caseload would be key.	4/5/2022 2:01 PM
14	I don't think there is anything	4/5/2022 1:03 PM
15	Access to curriculum for therapists.	4/5/2022 12:32 PM
16	We need more time to collaborate and support teams. The amount of evaluations has become overwhelming, impacting work-life balance.	4/5/2022 11:58 AM
17	Promotion of the value of OT/PT services to other districts	4/5/2022 11:28 AM
18	less caseload to focus on direct students and planning and less paperwork as a result	4/5/2022 11:28 AM
19	Managing evaluations with caseloads so I can more effectively have time to serve students. My district allows staff to clock in an additional hour per IEP for work from home. Having a similar option would allow me to have more time during my work day to better serve students on my caseload.	4/5/2022 11:11 AM
20	The needs more district consistent protocols from school to school regarding special education and the process of identifying students and moving then through the process.	4/5/2022 11:02 AM

Q10 What can SASED provide for you to improve student learning/outcomes?

Answered: 15 Skipped: 31

#	RESPONSES	DATE
1	Professional development that meets my student's needs.	4/12/2022 9:02 PM
2	One way to improve student outcomes would be to find a way for SASED employees to become more integrated into the districts. There have been many instances where institute days occur at the district I service, but I'm unable to attend due to other meetings/minutes I have at a different school.	4/11/2022 8:11 AM
3	I think that the best thing would be to attempt to lighten caseloads for next year.	4/7/2022 10:48 AM
4	Additional continuing education opportunities that have a more specific focus to our field. Spring institute sessions could offer sessions geared to occupational therapists specifically.	4/6/2022 10:19 PM
5	See prior answer	4/6/2022 4:16 PM
6	Applicable options at Spring Institute	4/6/2022 3:59 PM
7	see #9!	4/5/2022 8:56 PM
8	???	4/5/2022 5:29 PM
9	Lower caseload and more productive PD time.	4/5/2022 2:01 PM
10	I don't think there is anything	4/5/2022 1:03 PM
11	Decreasing caseloads in order to better serve students (i.e. spend more direct time with them, spend adequate time on IEPs, etc.)	4/5/2022 12:32 PM
12	I would like to see SASED increase financial support for staff learning.	4/5/2022 11:58 AM
13	Advocate for OT/PT value as a complete package to improve student outcomes	4/5/2022 11:28 AM
14	More specific school-based occupational therapy professional development opportunities during institute.	4/5/2022 11:11 AM
15	I think it is just a district issue.	4/5/2022 11:02 AM

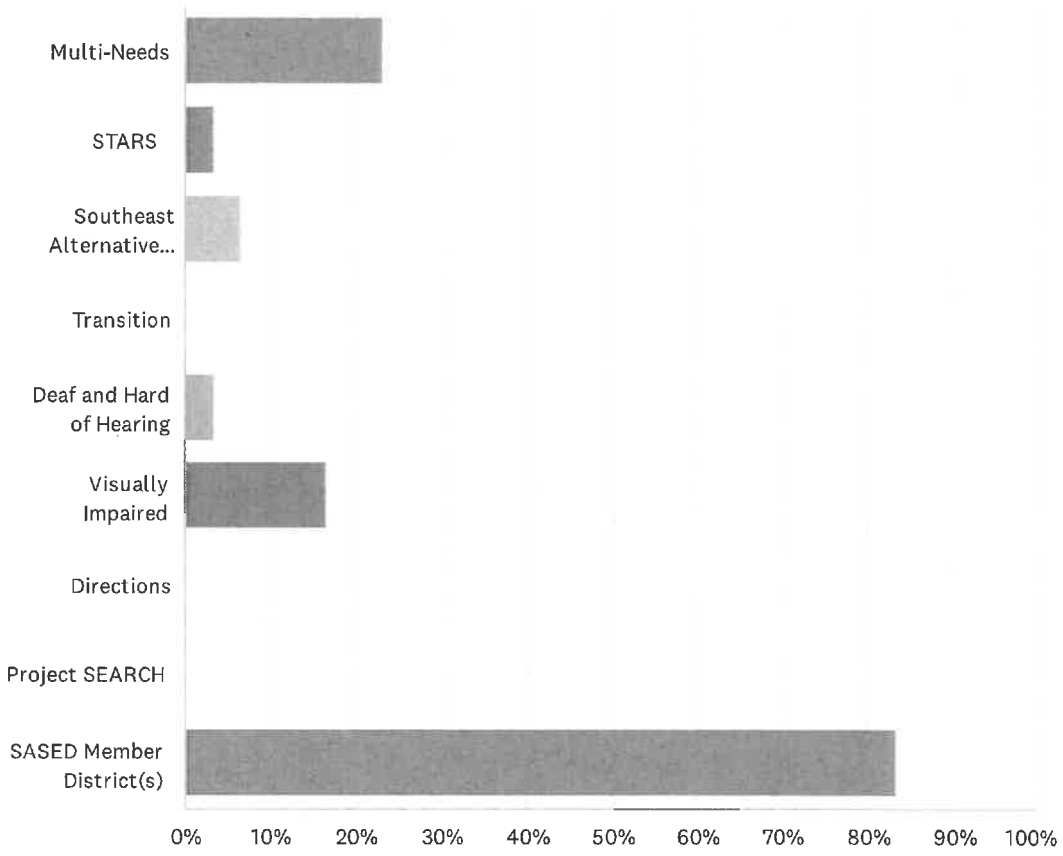
Q11 Other feedback?

Answered: 10 Skipped: 36

#	RESPONSES	DATE
1	1) I don't like having to spend my own money to purchase materials, supplies, etc for my therapies. Not all districts allow OTPT to purchase items with district money. It would be nice if each therapist could be reimbursed for therapy purchases or was allowed a certain amount to spend each year on therapy materials. 2) We are grossly underpaid for therapists. We have received a less than 1% increase in salary per year since 2017 however health insurance costs have increased annually by more than 1%. This leaves me with less take home money each year, even though I am growing with experience and knowledge. There has been no salary adjustments even as cost of living and inflation rises. As therapists we don't feel included in salary negotiations, we don't feel appreciated and valued by SASED.	4/18/2022 3:18 PM
2	I began my career with SASED very comfortable with my salary but as the years have passed I find my compensation has not been sufficient for raises in price of living increases and insurance increases. I would appreciate lanes within the salary ladder so that I can continue my education while receiving the appropriate compensation for this time, energy, and knowledge.	4/11/2022 1:03 PM
3	SASED could be more proactive and better advocate for pay of related service staff. Pay could be more equitable between OT/PT and the rest of SASED certified staff. Additionally, other opportunities to advance on the salary schedule would be a good way to retain staff and encourage staff to advance their education without having to receive a doctorate (for example, adding in MA + lanes). It would be appreciated if additonal consideration would be given to the OT/PT pay scale, especially considering pay compared to other service providers within the SASED member districts, as there seems to be a pay gap between SASED staff and district employees and SASED OT/PT staff.	4/6/2022 10:19 PM
4	While I love working for SASED and the students I see I feel that the overall morale of the staff at SASED is poor. Many people are unhappy and not just the OT/PT staff with significant salary concerns. This is the first time I have heard people complain this much and talk negative about SASED. It makes me think if SASED is going in such a negative direction do I want to stay?	4/6/2022 3:59 PM
5	I loved Sased when I first started. Now, I just feel overworked, underpaid, and unappreciated. I am exhausted.	4/5/2022 8:56 PM
6	The OT/PT departments work very hard and we deserve to be rewarded with a raise. Cost of living has gone up substantially over the past 4 years and we haven't received any cost of living adjustment. This needs to be rectified ASAP.	4/5/2022 5:29 PM
7	Competitive pay. Creative pay increases for those who are not able to rise through the tiered system but are making efforts to improve their skills and knowledge through other options such as specialty certifications.	4/5/2022 4:00 PM
8	Working in multiple districts, for several years, I feel that I am more appreciated by district admin than SASED admin.	4/5/2022 11:28 AM
9	I am concerned about the lack of compensation increase for my department over the past 5 years.	4/5/2022 11:11 AM
10	Improve salary schedule/steps to align with other SASED employees	4/5/2022 11:00 AM

Q12 Program(s)/Assignment(s) (Check all that apply)

Answered: 30 Skipped: 16



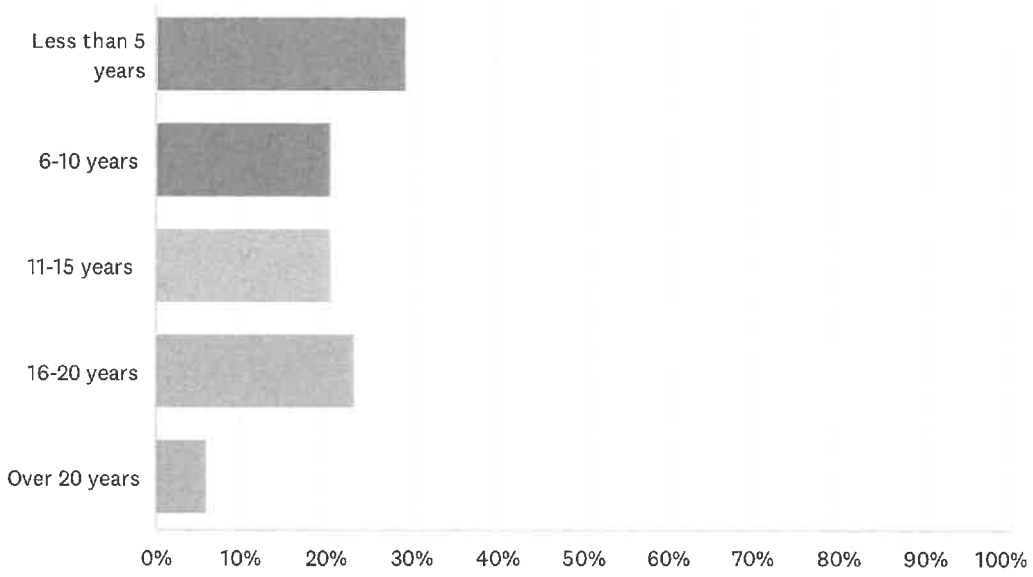
ANSWER CHOICES	RESPONSES	
Multi-Needs	23.33%	7
STARS	3.33%	1
Southeast Alternative School	6.67%	2
Transition	0.00%	0
Deaf and Hard of Hearing	3.33%	1
Visually Impaired	16.67%	5
Directions	0.00%	0
Project SEARCH	0.00%	0
SASED Member District(s)	83.33%	25

Total Respondents: 30

#	OTHER (PLEASE SPECIFY)	DATE
1	District school	4/12/2022 9:03 PM

Q13 How many years (including this school year) have you worked for SASED? (regardless of positions held or assignments)

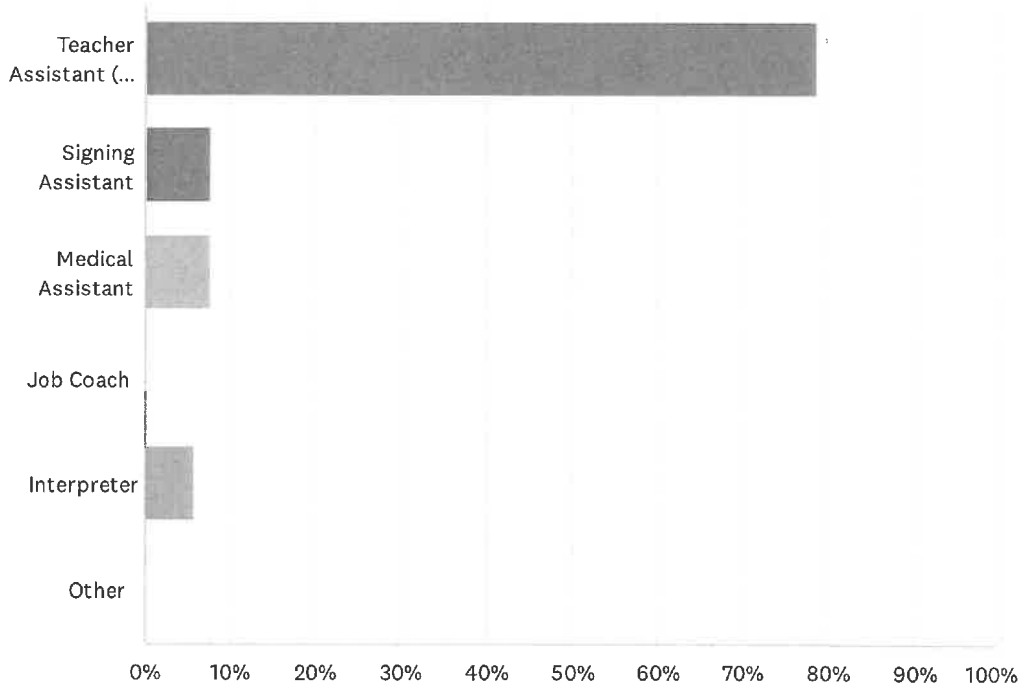
Answered: 34 Skipped: 12



ANSWER CHOICES	RESPONSES	
Less than 5 years	29.41%	10
6-10 years	20.59%	7
11-15 years	20.59%	7
16-20 years	23.53%	8
Over 20 years	5.88%	2
TOTAL		34

Q1 Position:

Answered: 52 Skipped: 0



ANSWER CHOICES	RESPONSES	
Teacher Assistant (Classroom Aides, 1-1 Aides, Aide/Driver, etc.)	78.85%	41
Signing Assistant	7.69%	4
Medical Assistant	7.69%	4
Job Coach	0.00%	0
Interpreter	5.77%	3
Other	0.00%	0
TOTAL		52

Staff Satisfaction Survey 2022

	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
1) Assignment(s)	0.00% 0	7.50% 3	32.50% 13	20.00% 8	40.00% 16	40	3.92
2) Workload	10.00% 4	12.50% 5	35.00% 14	12.50% 5	30.00% 12	40	3.40
4) Relationship(s) with my supervising teacher	2.50% 1	2.50% 1	17.50% 7	7.50% 3	70.00% 28	40	4.40
5) Availability of technology (hardware and software)	10.00% 4	17.50% 7	45.00% 18	2.50% 1	25.00% 10	40	3.15
6) Technology support services (ex. SASED Technology Help Desk)	7.50% 3	15.00% 6	55.00% 22	10.00% 4	12.50% 5	40	3.05
8) Communication from SASED Leadership	10.00% 4	20.00% 8	40.00% 16	7.50% 3	22.50% 9	40	3.13
9) Communication to/with SASED Leadership	12.50% 5	20.00% 8	40.00% 16	7.50% 3	20.00% 8	40	3.02
10) Communication with my Program Administrator	5.00% 2	7.50% 3	35.00% 14	12.50% 5	40.00% 16	40	3.75
11) Communication with the related service staff (i.e., OT/PT, Speech Therapist, SI/IS, etc.)	0.00% 0	5.00% 2	35.00% 14	12.50% 5	47.50% 19	40	4.03
12) Opportunities for input/feedback regarding operational issues	12.50% 5	17.50% 7	40.00% 16	7.50% 3	22.50% 9	40	3.10
13) Work space/ overall facilities	5.00% 2	15.00% 6	37.50% 15	7.50% 3	35.00% 14	40	3.52
14) Adequate training to perform my duties	10.00% 4	15.00% 6	37.50% 15	10.00% 4	27.50% 11	40	3.30
15) Availability of substitutes	47.50% 19	27.50% 11	20.00% 8	2.50% 1	2.50% 1	40	1.85
16) Access to the Program Administrator (i.e., regular visits to your location)	7.50% 3	10.00% 4	37.50% 15	15.00% 6	30.00% 12	40	3.50

#	COMMENTS (PLEASE USE THIS SPACE TO EXPAND ON ANY RESPONSE BUT ESPECIALLY THOSE MARKED "NOT SATISFIED"):	DATE
1	Workload- We are understaffed in our classroom. If we are having behavioral issues we have 1 staff member for the other students. It also makes it hard to have our Sased students join in general education classes because we do not have enough staff members to cover all the students. Communication from Sased leadership and Communication to/with Sased leadership- Our program administrators have communicated with us throughout the year. My "not satisfied" response does not reflect my direct program administrators. The "not satisfied" response pertains to the leadership that goes beyond them. Also when there have been changes there is no directive from the upper leadership for guidance or new protocols. Opportunities for input/feedback regarding operational issues- All inservice opportunities have been taken away. Inservices provided an opportunity for the program to come together as a whole to learn new strategies or discuss concerns we may have in the classroom. Adequate training to perform my duties- All inservice opportunities have been taken away. This year there was not any cpi training to start the year. For those of us that have students with behavioral issues, this tied our hands when the students were acting out. We had to pull TAs from other (understaffed) classrooms to our classroom to be on standby in case we needed to go hands on when our student was amped up during the day. Availability of substitutes- We do not get substitutes when one of the staff members is off or in a meeting. Fortunately one of our	4/22/2022 2:30 PM

	TAs is certified to run the class when our lead teacher is off or in a meeting. We do not get a substitute to cover the TA that becomes the certified substitute in that case.	
2	The work space needs attention. Classroom doors do not lock from the inside which is not good if there is an intruder. The bathrooms with multiple stalls do not have any locks or anyway to barricade the door to stop an intruder.	4/21/2022 12:05 PM
3	Many classrooms are short staffed. Hope more staff can be hired.	4/11/2022 8:41 PM
4	Understaffed but expectations are the same as previous years.	4/11/2022 7:02 PM
5	rough year with staff coverage . get pulled everywhere.	4/7/2022 1:53 PM
6	It is very frustrating that we are not able to print from our devices.	4/6/2022 8:42 PM
7	Assistance were ask to do materials work for the classroom and when we were done we did not have access to any printers	4/6/2022 9:35 AM
8	We are missing teachers in our program, and when a substitute is requested it is usually handled internally or the position is left empty because we are not getting subs.	4/6/2022 8:23 AM
9	I understand the shortage of substitutes. We just don't have them. I would like to say something about OT, PT, and SLP. Our SLP. Kate, is incredible. She always shows up, twice a week, and does the most educational, awe inspiring lessons. Kate is always helpful with all of the students. She never admonishes them, or tells them "not to touch her". Kate helps the assistants with whatever needs they have. She is "one-in-a million"!	4/6/2022 8:20 AM
10	Communication is a struggle need responses to email with no response back	4/5/2022 8:01 PM
11	Lack of communication. Was not notified of change to Google over summer. No access to care plans, no training, and unable to get forms to create the care plans. No notice of Chromebooks. They just showed up with no explanation. As of today no training on Chrome book or application we are to use. What's the name of this app? Under staffed classrooms. This leads to Staff injury, exhaustion, and an uneasy feeling that you really don't care. How about zero communication from Administration. What is going on? You guys keep putting new kids in classrooms that were already under staffed. What are you thinking? Creating new classrooms for next year? We are already under staffed! Whose going teach, short nurses, and Assistants!	4/5/2022 5:06 PM
12	I have yet to get a key fab, and I filled out the form a week before starting my job.	4/5/2022 4:43 PM
13	Southeast is severely lacking in communication. I feel as though I never know what is going on regarding changes to rules made by the principal, meetings, what is expected of me, etc. I constantly am hearing things from coworkers instead of Principal Capparelli. She barely communicates with her employees and is rarely available for us. Each time I have tried to go into her office to talk to her, she shushes me away while pointing at her computer signaling that she is busy. It is rare to see Principal Capparelli out of her office. She does not respond to staff calls when students are in crisis. I have only seen her do this a handful of times the whole year. Instead of leaving her office and responding to calls, she will say on the walkie "all staff please respond to calls" instead of helping us out. My students did not even know who Principal Capparelli was until after winter break because she does not leave her office. I have seen her even yelling at a student in crisis who did not know who she was. A student said "I don't even know who you are" to which Capparelli said, "You don't know who I am? I am the principal of this school!" how would the student know her if she never comes into any classes and never leaves her office? Our school also severely lacks consistency. There is no consistent rules on how we should be responding to crisis's. For example, Capparelli allows certain students to elope out of the building and she does not call the police, (she allows them back into class right after) but for others she calls the police right away. This should not be different depending on the student. When students elope out of the class, staff needs clear direction on what is to be done - this is something that has not been given to us all year and it leads to a lot of confusion and frustration.	4/5/2022 2:54 PM
14	I feel we are short of staff a lot and in need of available substitutes that can cover those areas.	4/5/2022 2:31 PM
15	I enjoy the place and people. I enjoy my job. The lack of communication between the people that are supposed to tell me what to do. I feel like email would do wonders when I am randomly told not to do something that I was just told to do by someone else.	4/5/2022 2:17 PM
16	Feeling content.	4/5/2022 2:15 PM

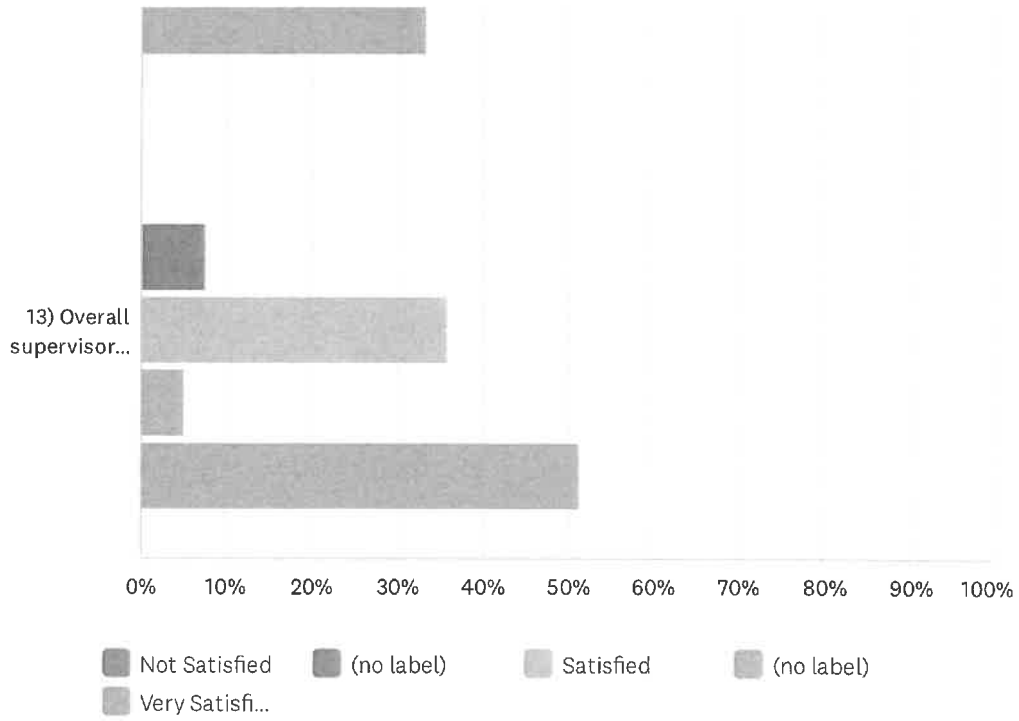
17	Tara Corral has been an amazing administrator! I am so grateful for her support and encouragement of our staff. I love when she comes to North and takes time to check in with us.	4/5/2022 2:09 PM
18	# 4 This is the 3rd teacher this year. The current teacher needs lots of help, support, guidance and direction! #6 Password problems on 17b computer on the desk since September #14 Little to no training besides GCN's. #15 There are No substitute pool, just pulling from other programs.	4/5/2022 11:12 AM
19	I don't know what can be done about substitutes for TA or teachers but something needs to be worked out. TA subbing for the teacher still leaves the classroom short an adult. I also question the placement of some students in a program. I understand that student behaviors in all programs are more common. However, I have seen extreme behaviors that put the safety of other students in jeopardy. And then placing them in an appropriate program takes too long. The teaching of the other students is effected.	4/5/2022 11:08 AM

Q3 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your working conditions? (Identify the item number and any suggestions on how to improve this, in the box below)

Answered: 22 Skipped: 30

#	RESPONSES	DATE
1	Improvements in communication would be appreciated. We have been left without guidance and protocols in the event of an emergency. There also should be improvements in training. The staff and students should not be put in situations where the staff cannot adequately keep them safe.	4/22/2022 2:30 PM
2	To have enough help in the rooms, and 1:1 children remain a 1:1. There is such a shortage in most classrooms and when the Teacher is out for an IEP / meeting, they never send a sub for the TA who is teaching, thus leaving us even more short handed in the classroom. If a TA takes off sick, there's never a sub abd the classroom and children suffer.	4/18/2022 4:09 PM
3	Hiring more teaching assistants.	4/11/2022 8:41 PM
4	#8,9,16) Administrator staff and SASED leadership need to be present to see what is going on in our understaffed space. They are uninvolved.	4/11/2022 7:02 PM
5	Workload: Hire more qualified staff that can actually work with our students.	4/11/2022 4:14 PM
6	more staff	4/7/2022 1:53 PM
7	5. Our classroom is fortunate to have an extra laptop for the assistants to use but the same laptop is also used by the teacher so sometimes it is difficult to access when it is necessary for us to print for the students.	4/6/2022 8:42 PM
8	For teacher assistance to be able to print in order to complete our projects without the need to wait for one of the teachers computers to be open to be use.	4/6/2022 9:35 AM
9	15) We need to hire additional staff.	4/6/2022 8:23 AM
10	Technology for an older person, who did not grow up with this, always have issues. I, myself have been lucky in that whoever I contacted, like Rocio Rojas, and Patricia Villanueva, have always helped me with the utmost of patience, which allowed me to be successful at whatever I was trying to do.!	4/6/2022 8:20 AM
11	Going back to in-person SASED in-services	4/6/2022 6:51 AM
12	Keep is simple. Once something is in place and working don't change it. Ask before you try new things we can help decide if it would work or not.	4/5/2022 9:07 PM
13	HIRE! Raise starting salaries! Want good people? Got to pay!!! Many flipping hamburgers and not changing diapers, getting battened, or hit. Same salary. Could use lifting techniques. Off the floor to chair, 2 man, etc.	4/5/2022 5:06 PM
14	None	4/5/2022 4:43 PM
15	New leadership would greatly improve the day to day work life at Southeast.	4/5/2022 2:54 PM
16	14.More training for all staff but especially for new staff and substitutes would be a big help. 15. I think it would make a huge positive difference in our program if we had enough staff to cover all classrooms/areas.	4/5/2022 2:31 PM
17	COMMUNICATION BETWEEN ALL TEACHERS AND STAFF. It would also be cool if assistants were allowed to join committees and contribute ideas that have to do with our students.	4/5/2022 2:17 PM
18	1 & 2 - I enjoy interpreting in mainstream classrooms however the ability for my assignment to	4/5/2022 2:15 PM

	include more of this type of work is dependent on student need and not really in the control of SASED.	
19	It would be helpful if professional development days occasionally addressed interpreting as a profession.	4/5/2022 2:09 PM
20	For material preparation, it would be much more time efficient to have multiple computers with Tiger, Duxburry, etc. installed.	4/5/2022 11:59 AM
21	# It would be nice to have some team building with coworkers, Sharing of ideas-and materials	4/5/2022 11:12 AM
22	North School is cold ! No pun intended some rooms are freezing...children and staff wearing coats this makes for a stressful work environment . Please resolve	4/5/2022 10:49 AM



	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
1) Clarity of expectations for your performance	0.00% 0	2.56% 1	38.46% 15	17.95% 7	41.03% 16	39	3.97
2) Clarity of expectations for student performance	2.56% 1	12.82% 5	38.46% 15	17.95% 7	28.21% 11	39	3.56
3) Clarity of chain of command/communication structures	7.69% 3	7.69% 3	33.33% 13	17.95% 7	33.33% 13	39	3.62
4) Frequency of feedback on your performance	2.56% 1	5.13% 2	48.72% 19	12.82% 5	30.77% 12	39	3.64
5) Evaluation procedures	5.13% 2	5.13% 2	53.85% 21	12.82% 5	23.08% 9	39	3.44
6) Problems are resolved in a timely and efficient manner	5.13% 2	5.13% 2	48.72% 19	20.51% 8	20.51% 8	39	3.46
7) Willingness to consider your recommendations / concerns	5.13% 2	5.13% 2	35.90% 14	10.26% 4	43.59% 17	39	3.82
8) Support with challenging student issues	2.56% 1	5.13% 2	46.15% 18	10.26% 4	35.90% 14	39	3.72
9) Communication regarding changes to daily schedules	2.56% 1	12.82% 5	35.90% 14	10.26% 4	38.46% 15	39	3.69
10) Communication regarding the students' IEPs	5.13% 2	25.64% 10	41.03% 16	10.26% 4	17.95% 7	39	3.10
11) Consistent and fair treatment	2.56% 1	5.13% 2	46.15% 18	7.69% 3	38.46% 15	39	3.74
12) Recognition of good work	2.56% 1	2.56% 1	38.46% 15	23.08% 9	33.33% 13	39	3.82
13) Overall supervisor effectiveness (i.e., supervising teacher)	0.00% 0	7.69% 3	35.90% 14	5.13% 2	51.28% 20	39	4.00

#	COMMENTS (PLEASE USE THIS SPACE TO EXPAND ON ANY RESPONSE BUT ESPECIALLY THOSE MARKED "NOT SATISFIED").	DATE
1	All of my very satisfied comments are regarding my supervising teacher and direct program admin. I have had very little to no contact with leadership beyond that.	4/22/2022 2:47 PM
2	NA	4/11/2022 8:42 PM
3	Short on staff	4/7/2022 2:57 PM
4	do to lack of staff and subs you get shuffled alot very last minute.	4/7/2022 1:55 PM
5	This was a difficult school year then is understandable some of the over look of some of the above issues.	4/6/2022 9:42 AM
6	I have been working with the same assistant and teacher for 13 years, and though we have had occasional disagreements, we have always been able to come up with a solution that worked for everyone.	4/6/2022 8:28 AM
7	I feel like the feedback I'm getting from my head teacher and other therapists has been really good and it helps me learn more about each of the students	4/5/2022 4:45 PM
8	I have felt that there is more recognition of good work this year than in past years from my administrator/supervisor. I wish I would be able to see students' IEPs so that I know what kind of accommodations and needs exists.	4/5/2022 2:18 PM
9	I appreciate interpreters learning the goals for students in mainstream classroom environments, as we do not see IEPs.	4/5/2022 2:11 PM
10	Interpreters are not privy to IEP's therefore can ,by no fault , work against goals..etc or not given the opportunity to work towards goal...	4/5/2022 10:53 AM

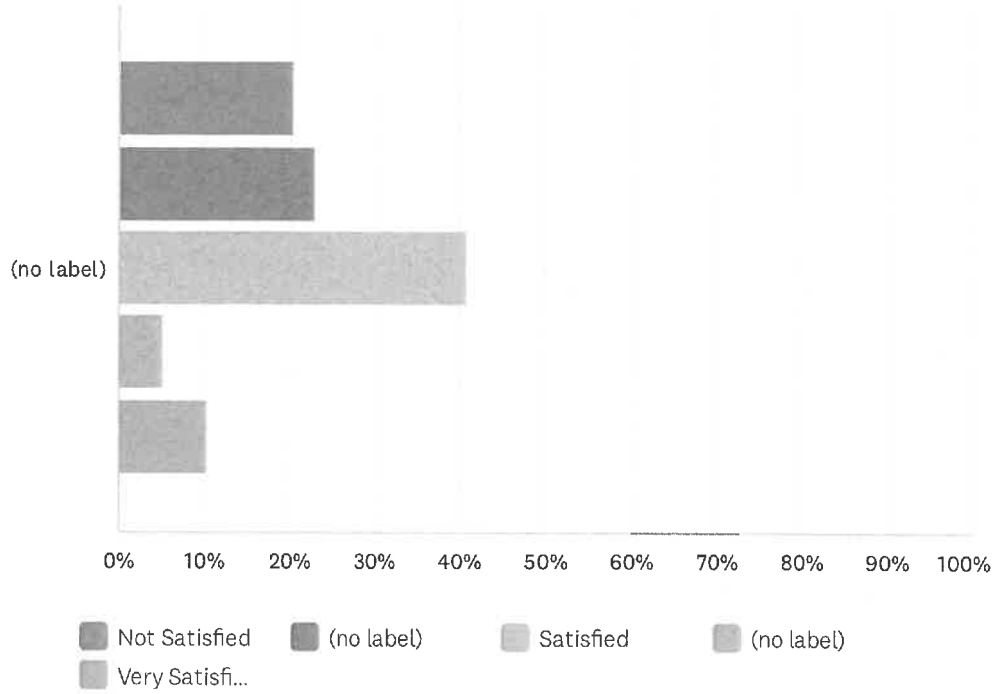
Q5 If SASED were to make improvements in the areas listed above, which item do you think should be emphasized over the next year in order to make an impact on your relationship with your supervisor(s)? (Identify the item number and any suggestions on how to improve this, in the box below)

Answered: 9 Skipped: 43

#	RESPONSES	DATE
1	Communication	4/22/2022 2:47 PM
2	13. Overall Effectiveness: My teacher did an amazing job considering how short staffed we were majority of the year. I feel I could not even do this segment correct and fair in regards to how often we were short staffed and in survival mode.	4/11/2022 4:21 PM
3	If it was possible a better coverage on subtitudes staff.	4/6/2022 9:42 AM
4	Supervisors above the teacher I work with have always been available by text, email and or phone. Questions and problems have always been answered in a timely manner. I really don't have any complaints.	4/6/2022 8:28 AM
5	Have TA be involved with the IEP's. With help on understanding them.	4/5/2022 9:08 PM
6	I would say giving a general idea to the teaching assistants about what is on each students IEP	4/5/2022 4:45 PM
7	show me the IEP's	4/5/2022 2:19 PM
8	Regular and personalized expressions of appreciation help staff moral.	4/5/2022 2:18 PM
9	Include entire student team in IEP	4/5/2022 10:53 AM

Q6 Please rate your satisfaction with the Professional Development/Training opportunities you have had this school year.

Answered: 39 Skipped: 13



	NOT SATISFIED	(NO LABEL)	SATISFIED	(NO LABEL)	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	20.51% 8	23.08% 9	41.03% 16	5.13% 2	10.26% 4	39	2.62

#	COMMENTS: (PLEASE USE THIS SPACE TO EXPAND ON YOUR RESPONSE, ESPECIALLY IF MARKED "NOT SATISFIED".)	DATE
1	There have been no opportunities for professional development/training. There was only the CPI training because classrooms were left unsafe due to student behaviors and staff not being certified to go hands on to keep the student and others safe.	4/22/2022 2:49 PM
2	I have not had any professional development/training	4/21/2022 12:09 PM
3	We have not been able to have a nursing meeting yet this year !!! This is sad, especially when we have many new nurses and a lot of agency nurses.	4/18/2022 4:12 PM
4	Not sure what professional development is really provided. CPI training, bus driver certification and doing the long list of GCI's are all the training I can think of right now.	4/11/2022 7:07 PM
5	think we need more time as a team to discuss issues and solutions about kids then all Dev. trainings for those who have been here a long. we never get to all meet as q group to share ideas or hear about issues with the students.	4/7/2022 2:00 PM
6	I wish training was available in the evening. Recently we were asked if we would be interested in attending a workshop to learn sign language. I replied I was interested, but the training has been scheduled during my school day so I cannot attend.	4/6/2022 8:30 AM
7	In my position, I got 0 hours of training when I first started in May of 2021. I was thrown directly into the classroom and I knew nothing about the students, the teacher, my	4/6/2022 8:18 AM

	expectations as a TA, or what I was supposed to do. There has not been that much training this year, I feel like I have had to learn most things on my own or from other coworkers instead of superiors or professional training.	
8	Keep Nurses aware of new techniques in Seizures, Respiratory Distress, Diabetes.	4/5/2022 5:11 PM
9	While some professional development addresses the wider staff or student population, it is not typically targeted toward interpreters.	4/5/2022 2:12 PM
10	If the TAs are trained in working with students with behaviors, I hope the teachers get the same training so we are all on the same page.	4/5/2022 11:12 AM
11	Most workshops are not applicable to interpreters albeit interesting	4/5/2022 10:53 AM

Q7 What do you enjoy most about your position with SASED?

Answered: 35 Skipped: 17

#	RESPONSES	DATE
1	Our students and classroom staff	4/22/2022 2:55 PM
2	The students and the team I work with !	4/21/2022 4:41 PM
3	Working with the students	4/21/2022 12:10 PM
4	Coworkers and working with the students	4/18/2022 5:25 PM
5	The kids	4/18/2022 4:13 PM
6	That I work with a great team.	4/12/2022 8:48 PM
7	SASED has a wonderful program to service its students and staff.	4/11/2022 8:45 PM
8	the people I work with & the children	4/11/2022 7:27 PM
9	Students	4/11/2022 7:08 PM
10	The students	4/11/2022 4:30 PM
11	Most of the time	4/7/2022 2:57 PM
12	the students	4/7/2022 2:02 PM
13	I have made many friends working at Sased. I love watching the children learning and growing!	4/7/2022 12:53 AM
14	Classroom and related services staff, students, schedule, the school we are located in and their staff and inclusion staff and students.	4/6/2022 8:50 PM
15	Love to work with the students	4/6/2022 9:46 AM
16	I enjoy working with kids and helping them improve their skills	4/6/2022 8:44 AM
17	The students!!!	4/6/2022 8:34 AM
18	I enjoy working with the kids and learning more about how to support them.	4/6/2022 8:20 AM
19	I enjoy working with the staff and students	4/6/2022 6:53 AM
20	Kids/staff	4/5/2022 9:09 PM
21	Working with the students	4/5/2022 8:04 PM
22	The kids!	4/5/2022 7:58 PM
23	I enjoy helping the kids learn a new task that helps improve their life.	4/5/2022 7:42 PM
24	I really enjoy interacting with my coworkers and getting to know each of the students in the classroom	4/5/2022 4:47 PM
25	The staff and students	4/5/2022 3:56 PM
26	Watching the students learn and communicate.	4/5/2022 2:57 PM
27	I enjoy working with my coworkers.	4/5/2022 2:43 PM
28	The students	4/5/2022 2:24 PM
29	working with the students and watching them grow	4/5/2022 2:18 PM
30	My colleagues and the kids!	4/5/2022 2:13 PM
31	Students	4/5/2022 1:18 PM

32	I enjoy the students and teaching them skills for life. I cherish when students understand and can share that knowledge with other students.	4/5/2022 11:48 AM
33	Watching the students learn/understand something new and the friendships made with other staff.	4/5/2022 11:19 AM
34	Enjoy working with students daily.	4/5/2022 11:00 AM
35	Kidd	4/5/2022 10:54 AM

Q8 What thoughts do you have about how your classroom (or program) could be improved to better serve students?

Answered: 25 Skipped: 27

#	RESPONSES	DATE
1	More opportunities to be included in the buildings we are hosted in. We currently cannot participate as much due to being short staffed. Also more professional development opportunities or opportunities to meet with the program as a whole.	4/22/2022 2:55 PM
2	There was no clear guidance what we needed to focus on.	4/21/2022 12:10 PM
3	More staff	4/18/2022 5:25 PM
4	Fix Transportation issues, more aides	4/12/2022 8:48 PM
5	Hire additional teaching assistants	4/11/2022 8:45 PM
6	more time for community trips.	4/11/2022 7:27 PM
7	Hire more staff and SASED leadership becomes more involved.	4/11/2022 7:08 PM
8	Adequate staff and services	4/11/2022 4:30 PM
9	clear ABS program. more time for staff to share information,	4/7/2022 2:02 PM
10	We need more assistants and nurses for each class. Many rooms are under staffed.	4/7/2022 12:53 AM
11	I feel that our classroom staff has frequent discussion about our classroom and students in which we continually work to better serve the students.	4/6/2022 8:50 PM
12	Focus on the moment and make the best of it.	4/6/2022 9:46 AM
13	We work with students who have sever and profound intellectual disabilities. We could use another assistant.	4/6/2022 8:34 AM
14	More organization and clear expectations for the students. More clear academic curriculum for things like social studies or science.	4/6/2022 8:20 AM
15	n/a	4/6/2022 6:53 AM
16	More TA	4/5/2022 9:09 PM
17	Bigger!	4/5/2022 7:58 PM
18	None	4/5/2022 4:47 PM
19	At least one more computer with material prep software would allow us keep up with the demands of the mainstream classes.	4/5/2022 3:56 PM
20	We need more clear program expectations and more overall consistency.	4/5/2022 2:43 PM
21	My classroom is good.	4/5/2022 2:24 PM
22	student behaviors are disruptive and exhausting.	4/5/2022 2:18 PM
23	N/A	4/5/2022 1:18 PM
24	Communication, teamwork, respect and	4/5/2022 11:48 AM
25	Behavioral plans	4/5/2022 10:54 AM

Q9 What can SASED provide for you to improve student learning/outcomes?

Answered: 19 Skipped: 33

#	RESPONSES	DATE
1	see above	4/22/2022 2:55 PM
2	More aides	4/12/2022 8:48 PM
3	The curriculum is very good.	4/11/2022 8:45 PM
4	More staff and staff that actually care about our students	4/11/2022 4:30 PM
5	more activities for them to look forward to.	4/7/2022 2:02 PM
6	Sased really needs to pay assistants a living wage. Especially the ones , like myself , who have teaching degrees and LBS 1 endorsements.	4/7/2022 12:53 AM
7	The provide the appropriate technology for the students	4/6/2022 9:46 AM
8	We could use more staff, we have open positions that if filled would provide better support for students.	4/6/2022 8:44 AM
9	Another assistant so we can do more one-on-one which are students really need.	4/6/2022 8:34 AM
10	n/a	4/6/2022 6:53 AM
11	Student laptop	4/5/2022 7:58 PM
12	None	4/5/2022 4:47 PM
13	The expected learning learning goals	4/5/2022 3:56 PM
14	We need more training for veteran staff, new staff and substitutes. We also need more support staff.	4/5/2022 2:43 PM
15	IEP info and more time	4/5/2022 2:24 PM
16	I see the lack of a student case manager as a problem. One of the students I work with appears to be more in touch with the gen ed teacher than SASED staff. I see room for improvement and communication here.	4/5/2022 2:13 PM
17	N/A	4/5/2022 1:18 PM
18	A good Transitional VI Teacher	4/5/2022 11:48 AM
19	Information on student goals	4/5/2022 10:54 AM

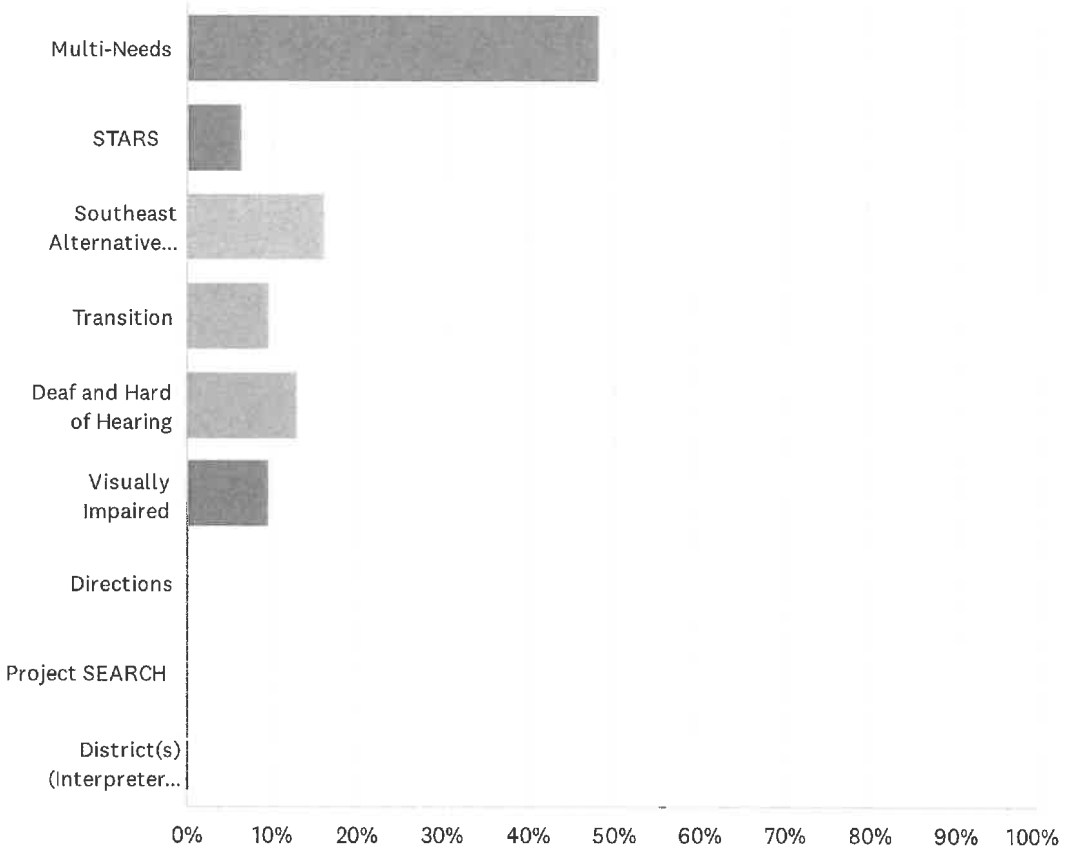
Q10 Other feedback?

Answered: 6 Skipped: 46

#	RESPONSES	DATE
1	Online trainings would be more useful if they were not during hours that the students attend school.	4/22/2022 2:55 PM
2	Not the best year	4/11/2022 4:30 PM
3	I have been working for SASED for fifteen years and love what I do. I even went back to school so I could become a teacher. I have had several setbacks, but plan on finishing up to hopefully continue with this organization. I am happy here.	4/6/2022 8:34 AM
4	n/a	4/6/2022 6:53 AM
5	None	4/5/2022 4:47 PM
6	I wish we had more meetings as a whole staff. We keep being separated by when we started and it has made me feel cut off or like I don't fit in with the cool kids. It's lame.	4/5/2022 2:24 PM

Q11 Program(s)/Assignment(s) (i.e., Multi-Needs, Vision, Alternative School, etc.):

Answered: 31 Skipped: 21



ANSWER CHOICES	RESPONSES	
Multi-Needs	48.39%	15
STARS	6.45%	2
Southeast Alternative School	16.13%	5
Transition	9.68%	3
Deaf and Hard of Hearing	12.90%	4
Visually Impaired	9.68%	3
Directions	0.00%	0
Project SEARCH	0.00%	0
District(s) (Interpreters only)	0.00%	0
Total Respondents: 31		

#	OTHER (PLEASE SPECIFY)	DATE

SASED Teaching • Leading • Believing ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

To: Board of Control
From: Mindy McGuffin, Executive Director
Date: June 22, 2022
Re: Emergency Operations Plan Review

Purpose: To provide information for discussion with action regarding updates to SASED's Emergency Operations Plan

Background: Policy 4:170 requires review by either the board or the Executive Director of SASED's emergency operations plan on an annual basis.

SASED has completed a review of its emergency operations plan via SASED's safety committee. The revised plan:

- Streamlines the plan between the SASED Administrative Office and Southeast School
- Updated to reflect the format as presented by the DuPage Regional Office of Education
- Addition of the functional annexes for each area

Next Steps: The safety committee will continue to collaborate with the ROE, local police and fire and our member districts to review and refine the plan components and procedures.

School Emergency Operations Plan

Southeast School, Transition Center, Administrative Center
June, 2022

DUPAGE REGIONAL OFFICE OF EDUCATION SASED SCHOOL EMERGENCY OPERATIONS PLAN

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Appendix I: 4:170-AP1 - Comprehensive Safety & Security Plan
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Appendix P: 4:190-AP2, E5 - Exhibit – Threat Assessment Case Management Strategies
Appendix Q: Documentation for Threat Assessment & Student Threat Assessment and Response Report

Appendix R: Minimum Component Checklist
Appendix S: Annual Review Report Form
Appendix T: School Closure: E-Learning Plan
Appendix U: Reunification Form
Appendix V: Approval and Implementation/Record of Changes

Committee:

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Matt Rich
Board of Control President

Mindy McGuffin
Executive Director

John Zaruba
DuPage County Sheriff

Mark Puknaitis
Naperville Fire Department, Chief

Maureen Kidd
Programs & Services Director

Beth Concannon
Human Resources Director

Christine Martin
Assistant Director, P&S

Tina Cerney
Transition Center Administrator

Laura Capparelli
Southeast Administrator

Sean McKay
Lisle Police Department

Doug Mulford
Lisle Fire Department

BASIC PLAN

I. Introduction

Families and communities expect schools to keep their children and youth safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school Emergency Operations Plan. This section, the basic plan, addresses the overarching activities the cooperative undertakes regardless of the function, threat, or hazard.

A. Purpose

This Basic Plan outlines the SASED approach to emergency management and operations. It has been developed to assist the protection of its students and staff during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery and ensures coordination and cooperation with local and County government.

The basic plan, along with functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents.

B. Scope of the Plan

The SASED Emergency Operations Plan outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery. The plan applies to all school employees and emergency responders.

1. ***Definitions***

   Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

   Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

2. ***School Board Policy Statement***

   The School Emergency Operations Plan that follows is the official policy of the cooperative, including the self-operated buildings/schools Southeast School, Transition Center, and Administrative Center. It is a result of a comprehensive review and update of school policies in the context of its locations in Naperville and Lisle, Illinois and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

C. Situation Overview/Hazard Analysis Summary

Location	Address	General Population -All Special Needs	Approx. # Students	Approx. # Staff	Approx. # Administrators
SASED Administration Center	2900 Ogden Ave. Lisle, IL 60532	SASED Administration and Office Staff and Audiology clinic located in lower level	0	60 including Administrators	
SASED Transition Center	2900 Ogden Ave. Lisle, IL 60532	18-22 year old students with developmental, orthopedic/medical ,disabilities, and/or blind/low vision, many utilize wheelchairs	15-20	15-20	1
Southeast Alternative School	6S331 Cornwall Rd. Naperville, IL 60540	Kdg. - 12th gr. students with emotional/behavioral disabilities	77	40	2

1. ***School Population – Special Needs Population***

The school's current enrollment is as follows:

Transition Center has approximately 40 students located on the lower level of the SASED Administrative Center. All students currently enrolled have special needs, including students with cognitive or emotional disabilities, mobility/physical disabilities, blind/low vision, and medically fragile health.

The school's staff is comprised of:

- 4 teachers
- 1 administrator
- 10 office/support staff including 2 nurses
- 8 aides
- 0 cafeteria staff
- 0 custodial staff

Southeast School has approximately 90 students located in one, one-story building on campus. All students currently enrolled have special needs, including students with cognitive, autism, or emotional disabilities.

The school's staff is comprised of:

- 17 teachers
- 2 administrators
- 14 office/support staff
- 14 aides
- 1 cafeteria staff
- 1 custodial staff

A master schedule of where classes and staff are located during the day in each school is provided to each classroom and is available at the main desk. A sample master schedule also is located in Appendix A as a reference.

Classrooms containing students who require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the

master schedule. Staff members have been trained and assigned to assist the special needs populations during drills, exercises, and incidents.

2. ***Building Information***

See above.

3. ***Hazard Analysis Summary***

Transition Center – A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for the SASED Transition Center. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by: Winter Storms, Tornado, Fire, Accidents, and Medical Emergencies.

Southeast School – A summary of the major hazards is provided in Figure 2. A complete hazard analysis and security audit has been completed for Southeast School. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by: Winter Storms, Tornado, Fire, Accidents, Medical Emergencies, and Civil Disorder.

Figure 1: HAZARD SUMMARY – Transition Center

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

Figure 2: HAZARD SUMMARY – Southeast School

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					

CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
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MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
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WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Preparedness, Prevention, and Mitigation Overview

SASED will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

- Hazard Analysis – identifying, recording, and analyzing hazards
- Mitigating/preventing hazards
- Monitoring hazards
- Security audit

SASED is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff.

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

a. Providing emergency equipment and facilities
b. Emergency planning, including maintaining this plan, its annexes, and appendices

c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities
d. Conducting periodic drills and exercises to test emergency plans and training
e. Completing an After Action Review after drills, exercises and actual emergencies
f. Revise plan as necessary

SASED fosters preparedness at all levels including students, parents, teachers, and staff.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows SASED to deviate from the plan if certain assumptions prove not to be true during operations. The Emergency Operations Plan assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for directions from local response agencies. Action is required immediately to save lives and protect school property
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses
- Maintaining the EOP and providing frequent opportunities for stakeholders to exercise the plan
  can improve the school's readiness to respond to incidents
- A spirit of volunteerism among school staff, students, and families will result in their providing assistance and support tot incident management efforts

2. Limitations

No guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, SASED can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine

functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

This plan applies to all school employees and emergency responders

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS
implementation, SASED participated in the local government's NIMS preparedness program and believes it is
essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

SASED recognized that staff and student will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

SASED works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS)
- All staff and students who assume roles described in the plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete the NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.

The Incident Commander at SASED and its schools will be delegated the authority to direct all incident

activities with the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situations to the principals or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The program administrator or his/her designee is responsible for activating the School Emergency Operations Plan, including common and specialized procedures as well as hazard-specific incident plans. The program administrator or designee will assign an Incident Commander based on who is most qualified for that type of incident.

III. Organization and Assignment of Responsibilities

The program administrators are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles will be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Program Administrator & Designated Cabinet Member

The program administrator at Southeast School and a cabinet member at Administrative Center/Transition Center may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the administrator still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the administrator to focus on policy-level activities and interfacing with other agencies and parents. The program administrator shall coordinate between Central Office and/or the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management responses as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the program administrator and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.
Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warnings, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured student(s) from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

Instructional Assistants

Responsibilities include assisting teachers as directed.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.
Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

School Nurse/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conversation, use, and distribution of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the program administrator and Policy/Coordination Group.

- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

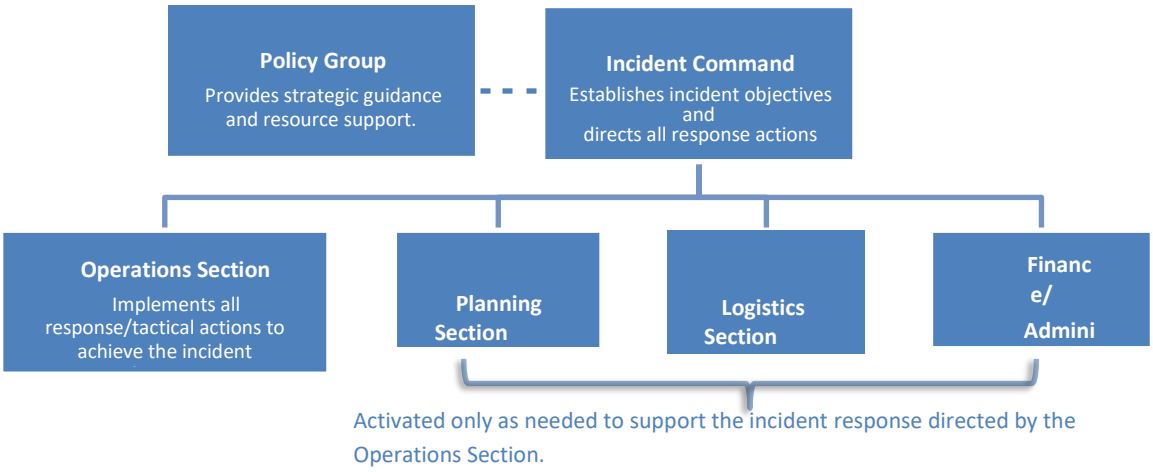
IV. Direction, Control, and Coordination

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi- incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 3: Incident Management Team



The ICS is organized into the following functional areas:

1. ***Incident Command (Leadership Team)***: Directs the incident management activities using strategic guidance provided by the Policy Group.
   Responsibilities and duties include:
   - Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed
   - Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders)
   - Coordinate media relations and information dissemination with the program administrator. Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
   - Document all activities

2. ***Operations Section (Program Administrator, Maintenance Supervisor, & HR)***: Directs all the tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.
   Responsibilities and duties may include any or all of the following as indicated by the incident:
   - Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan
   - Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditions) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility
   - Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section, if applicable
   - Provide and access psychological first aid services for those in need, and access the SASED Crisis Team, EAP provider, and local/ regional providers for ongoing crisis counseling for students, staff, and parents
   - Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section, if applicable
   - Document all activities

   As needed, the types of teams described in the following table may be established within the

Operations Section.

Evacuation & Reunification Care Team	The evacuation care team accounts for students and staff, and provides weather protection and food/water/sanitation needs. Responsibilities include: ● Accounting for whereabouts of all students, staff, and visitors & providing reports of missing or injured persons ● Establishing secure areas to assemble and to reunite ● Managing shelter and sanitation operations ● Managing food and water ● Authorizing student releases
First Aid Team	The first aid team provides physical and psychological first aid services. Responsibilities include: ● Setting up first aid area ● Assessing and treating injuries ● Completing master injury report
Crisis Team	The first aid team provides onsite mental health support. Responsibilities include: ● Monitoring well-being of students, staff, and responders ● Providing informational and interactive processes to manage stress of critical incident ● Determining need for outside agency assistance
Facility Team	The facility team responsibilities include: ● Locating/turning off utilities, if needed ● Securing/isolating fire/HazMat ● Notifying officials of fire/HazMat ● Conducting perimeter control

3. ***Planning Section (Assistant Director & Director of Programs & Services)***: If needed, the planning section collects, evaluates, and disseminates information regarding the scope, size, and seriousness of an incident and plans appropriate incident management activities. The Threat Assessment Team may serve as the Planning Section in the event of a potential threat from a student, staff, or community member. See *Annex 11: Student Threat Assessment* for specific information related to the Threat Assessment Team information and responsibilities. Responsibilities may include:
   - Assist the incident commander in the collection and evaluation of information related to an incident as it develops (e.g., site map, area map), including assessment and classification of a threat by the Threat Assessment Team
   - Assist with ongoing planning efforts, including identification by the Threat Assessment Team of appropriate responses to a threat based upon its level
   - Maintain incident time log
   - Document all activities, including when appropriate Threat Assessment Documentation

4. ***Logistics Section (CSBO, Communications, Technology Coordinator, & Maintenance):*** If needed, the logistics section assists by securing, providing, and coordinating needed personnel/volunteers, equipment, facilities, services, and resources, and/or facilitating communication among incident responders.

   Responsibilities may include:
   - Securing, providing, and coordinating personnel/volunteers, equipment, facilities,

services, and/or resources needed
- Facilitating communication among incident responders
- Establish and oversee communications center and activities
- Coordinate after hours phone tree
- Create and maintain classroom/school preparedness kits
- Coordinate distribution of supplies
- Monitor inventory of supplies and equipment
- Document all activities

5. ***Finance/Administration Section (CSBO)***: If needed, oversees all financial activities related to an incident. Responsibilities may include:
   - Purchasing necessary materials
   - Tracking incident costs and financial losses (e.g., photograph or videotape damage to property)
   - Arranging contracts for services
   - Timekeeping for emergency responders
   - Submitting documentation for reimbursement
   - Recovering school records

B. Coordination with Policy/Coordination Group

In some complex incidents, a policy/coordination group may be convened at the SASED administrative center. The Threat Assessment Team may serve as the Coordination with Policy/Coordination Group in certain circumstances. The program administrators and Incident Commander will keep the Policy/Coordination Group informed.
Responsibilities may include:
- Support to the Incident Commander
- Providing policy and strategic guidance
- Identifying and resolving issues common to all organizations
- Ensuring availability of adequate resources
- Keeping the board and member districts informed of the situation and decisions
- Providing information to internal and external groups

C. Community Emergency Operations Plan (EOP)

This plan has been created using the common DuPage County Emergency Operations Plan template in case of a large-scale incident. The Emergency Operations Plans for all three SASED-run sites (i.e., SASED Administrative Center, Transition Center, and Southeast School) are coordinated and contained in this one EOP to support efficiency in preparing for, preventing, and responding to incidents.

D. Coordination with First Responders

SASED has entered into interagency agreements with various county agencies to aid in timely response to incidents. The agreements specify the type of communication and services to be provided by one agency to another. If an incident is within the authority of a first responder, command will be transferred to that agency upon their arrival. A transfer of command briefing shall occur, and the school Incident Commander may assume a role within the greater unified command structure.

SASED currently has interagency agreements with the following agencies:
- Lisle Fire Department

- Lisle Police Department
- DuPage County Sheriff Department
- Naperville Fire Department

E. So*urce and Use of Resources*

SASED sites will use their own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: insert organization & contact
- Cots and bedding supplies will be provided by: American Red Cross, insert contact
- Food/water supplies will be provided by: insert organization & contact
- Security will be provided by: insert organization & contact
- Counseling services will be provided by: insert organization & contact

V. Information Collection, Analysis, and Dissemination

During an emergency, a well-defined, operational information collection capability is essential. Information collection provides situational awareness to leadership and promotes informed decision making. Accordingly, the organization has designated a process to collect, analyze, and disseminate information during an emergency to both internal and external response partners as well as the public.

A. Information Collection

Information will be collected from a variety of sources. The Planning Section at each operational location will be charged with collecting information. The following lists a few examples of potential sources of operational information:

- On-scene responders
- Section- Activity Logs
- Public agencies and non-governmental organization partners
- Television, radio, and print media
    1. Weather reports
    2. Law enforcement alerts
    3. National Oceanic and Atmospheric Administration radio alerts
    4. Crime reports
- Social media
- Victims of the emergency or the general public
- Subject matter experts

B. Analyze Information

After information has been collected, it must be analyzed to determine its operational relevance. Emergency management personnel, Planning Section personnel, or Threat Assessment Team personnel will analyze information that is received and prepare intelligence reports for leadership.

C. Media Monitoring and Rumor Control

SASED will establish a media monitoring and rumor control element in its Emergency Operation Plan. During an emergency, the potential for dissemination of false or misleading information is high. This can lead to operational difficulties for responders and confusion among the public. Misleading information can be produced from several sources including television, radio, print. Media monitoring for public dissemination will be conducted in close coordination with the responder agencies.

D. Dissemination

Message dissemination is categorized into internal messaging and public messaging. Internal messaging refers to messages crafted for responders and partners, while public messaging refers to messages crafted for public dissemination. See contact information for key departments and agencies (Functional Annex I – Communication/SASED Notification and Reporting Numbers) and mental health/relief agencies (IV.Direction, Control, & Coordination/E.Sources & Use of Resources) for additional information.

VI. Training and Exercises

SASED will schedule training and ISBE drills at the required intervals.

A. **ISBE Required Drills** (105 ILCS 128 Section 20. Number of drills; incidents covered; local authority participation)

a) Three evacuation drills. Schools must conduct a minimum of 3 school evacuation drills to address and prepare students and school personnel for fire incidents during each academic year.

1) Fire department or fire district participation. One of the 3 school evacuation drills shall require the participation of the appropriate local fire department or district.

A) September 1. Each local fire department or fire district must contact the appropriate school administrator or his or her designee no later than September 1 of each year in order to arrange for the participation of the department or district in the school evacuation drill.

B) September 15. Each school administrator or his or her designee must contact the responding local fire official no later than September 15 of each and propose to the local fire official 4 dates within the month of October, during at least 2 different weeks of October, on which the drill shall occur. The fire official may choose any of the 4 available dates, and if he or she does so, the drill shall occur on that date.

C) Any other date. The school administrator, his or her designee and the local fire official may also, by mutual agreement, set any other date for the drill, including a date outside of the month of October.

D) Participation waived but strongly encouraged. If the fire official does not select one of the 4 offered dates in October or set another date by mutual agreement, the requirement that the school include the local fire service in one of its mandatory school evacuation drills shall be waived. Schools, however, shall continue to be strongly encouraged to include the fire service in a school evacuation drill at a mutually agreed-upon time.

E) Certify participation. Upon participation of the local fire service, the appropriate local fire official shall certify that the school evacuation drill was conducted.

F) Waive B), C) and D). When scheduling the school evacuation drill, the school administrator or his or her designee and the local fire department or fire district may, by mutual agreement before September 14, choose to waive the provisions of subparagraphs B), C) and D) of the paragraph 1).

2) Additional evacuation drills. Schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation suspicious items or bomb threats.

b) One bus evacuation drill. Schools must conduct a minimum of one bus evacuation drill. This

drill must be accounted for in the curriculum in all public schools and in all other educational institution in this State that are supported or maintained, in whole or in part, by public funds and that provide instruction in any of the grades k-12. This curriculum shall include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills. All drills shall be conducted at each school building that houses school children.

c) Law enforcement drills. Within 90 days after the first day of each school year, schools must conduct a law enforcement drill to address a school shooting incident. Such drills must be conducted according to the
school districts or private school's emergency and crisis response plans, protocols, and procedures, with the participation of the appropriated law enforcement agency. Law enforcement drills must be conducted on days and times when students are normally present in the school building and must involve participation from all school personnel. Administrators or school support personnel may exempt students from the drill at their discretion.
3) Criteria. A law enforcement drill must meet all of the following criteria:

A) Local law enforcement participation. During each academic year, the appropriate local law enforcement agency shall contact the appropriate school administrator to request to participate in a law enforcement drill and may actively participate on-site in a drill.

A-5) The drill shall require an on-site participation of the local law enforcement agency. If a mutually agreeable date cannot be reached between the school administrator and the appropriate local law enforcement agency, then the school shall still hold the drill without the participation from the agency.

B) Certify participation. Upon participation of a local law enforcement agency in a law enforcement drill, the appropriate local law enforcement official shall certify that the law enforcement drill was conducted.

2) Additional law enforcement drills. Schools may conduct additional law enforcement drills.

d) One severe weather and shelter-in-place drill. Schools must conduct a minimum of one severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents and may conduct additional severe weather and shelter-in-place drills to account for other incidents, including without limitation earthquakes or hazardous material.

B. **Training:** In addition to exercises/drills, training will include the following:

- All staff and student who assume roles described in the plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete the NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- All staff who assume roles on the Threat Assessment Team will receive threat assessment training, including the principles of threat assessment from a threat assessment expert.
- Staff, students, parents/guardians, and other members of the school community will be trained to recognize and report possible threats by conducting presentations, broadly
disseminating relevant information, and ensuring access to consultation from the Threat Assessment Team (TAT).
- Members of the school community who can take reports of possible threats will be identified and trained.
- Members of the EOP will participate in local government's NIMS preparedness program and

incorporate the school plan into the community EOP.

- The SASED Crisis Team will maintain their International Critical Incident Stress Foundation training
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

VII. Administration, Finance, and Logistics

Agreements and Contracts

Should SASED resources prove to be inadequate during an emergency; requests will be made for assistance from local jurisdictions, and other agencies in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel, and should follow these guidelines:

- All agreements will be entered into by authorized officials and should be in writing whenever possible.
- Agreements and contracts should identify the local officials authorized to request assistance pursuant to those documents.

Incident Costs

Each administrator will maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future department budgets.

Emergency or Disaster Costs

For major emergencies or disasters, all administrators participating in the emergency response will maintain detailed records of costs for emergency operations, including:

- Personnel costs, especially overtime costs.
- Equipment operational costs.
- Costs for leased or rented equipment.
- Costs for contract services to support emergency operations.
- Costs of specialized supplies expended for emergency operations.

Note: These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Reports

Hazmat Spill Reports:

- If SASED is responsible for a release of hazardous materials of a type or quantity that must be reported to state and federal agencies, the agency shall make the required report.
- An initial emergency report is a short report that should be prepared and transmitted by the appropriate EOC when an ongoing emergency incident appears likely to worsen and assistance from other local governments or the state may be needed.
- A daily situation report should be prepared and distributed by the appropriate EOC during major emergencies or disasters.

Record Keeping for Emergency Operations

Each incorporated area and the county are responsible for establishing the administrative controls

necessary to manage the expenditure of funds, and must provide reasonable accountability and justification for expenditures made to support emergency operations within the respective area. This will be done in accordance with the established local fiscal policies and standard cost accounting procedures. Records will be preserved as outlined in Functional Annex 7 – Continuity of Operations.

Activity Logs

The EOC/affected departments will maintain accurate logs recording key response activities including:

- Activation or deactivation of emergency facilities.
- Emergency notifications to other local governments and to state and federal agencies.
- Major commitments of resources or requests for additional resources.
- Issuance of protective action recommendations to the public and/or evacuations.
- Casualties.
- Significant changes in the emergency situation, containment/termination of the incident.

III. Plan Development and Maintenance

The SASED Emergency Operations Planning Team is responsible for the overall maintenance and revision of the SASED School Emergency Operations Plan (EOP). The program administrators and Programs and Services department are responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations regarding revisions or enhancements to the plan.

The Board of Control and Executive Director are responsible for approving and promulgating the plan. Community law enforcement and fire approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The Board of Control along with the Executive Director and Program Administrators will approve and disseminate the plan and its annexes following these steps:

- Review and validate the plan
- Present the plan for comment or suggestion
- Obtain plan approval
- Distribute the plan

1. Record of Changes

   Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the SASED Emergency Operations Planning Team.

2. Record of Distribution

   Copies of the plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, and/or acceptance of the plan. The SASED Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, and the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Board of Control.

B. Plan Maintenance

SASED annually provides each agency and department with updated electronic and/or hard copies for review and comment. The electronic backup file of this plan allows for timely reproduction of copies upon request or at the onset of an event. The Basic Plan and its annexes will be reviewed annually by the Emergency Operations Planning Team and emergency management agencies using the Appendix S: ISBE Annual Review Report Form and Appendix R: Minimum Component Checklist. The program administrator will establish a schedule for annual review. The SASED EOP will be updated based on needs determined by the annual review and exercises, and when changes in resources, school structure, capabilities, or threat hazards occur. Training cycles will be conducted as outlined in VI. Training and Exercises.

IX. Authorities and References

Public Act 094-0600 (105 ILCS 128) School Safety Drill Act, was signed into law August 16, 2005. Its purpose is to have public and private schools review their school safety plans with first responders and to conduct specific school safety drills. PA 094-0600 School Safety Drill Act. I. Establishes the minimum requirements and standards for schools to follow when conducting school safety drills and reviewing school emergency and crisis response plans and to encourage schools and first responders to work together for the safety of children. Communities and schools may exceed these requirements and standards. Title 29 Part 1500 Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency and Crisis Response Plans.Establishes the requirements for the annual review and updating of the protocols and procedures in each school's emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128/25], including the review of each school's compliance with the school safety drill requirements established in Section 15 of the Act [105 ILCS 128/15]. (https://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx)Establishes the requirements for the annual review and updating of the protocols and procedures in each school's emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128/25], including the review of each school's compliance with the school safety drill requirements established in Section 15 of the Act [105 ILCS 128/15]. (https://www.isbe.net/Pages/School-Emergency-and-Crisis- Response-Plan-Guide.aspx)

In the event that the executive director (administrative/transition center) or program administrator (Southeast/Directions) is absent during an emergency, the following succession plan will be followed:

Administrative/ Transition Center	Southeast/Directions
Executive Director	Assistant Program Administrator
Director of Human Resources	School Psychologist
Director of Programs & Services	

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 150

Functional Annexes

Functional Annex 1 - Communication

I. PURPOSE

This Crisis Communication Plan is designed to achieve several objectives simultaneously:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

II. SCOPE

The Communications annex outlines protocols and procedures for both internal and external communications, including media communications, in the event of an emergency

III. RESPONSIBILITIES

To implement the Communications annex procedures:

- A default Public Information Officer (PIO – Chairperson of Board of Control or Executive Director) will be designated by the Chairperson of the Board of Control
- Communication equipment will be procured and maintained by the SASED Business Department
- Emergency Phone Lists will be maintained by Executive Director Administrative Assistant
- Training in emergency communication procedures will be provided to all staff through their programs/supervisors
- Emergency management and response personnel will review and provide input into this annex

IV. PROCEDURES

Internal Communications for unusual or emergency events

How to notify SASED EOP Team:

- Contact EOP@sased.org
- Call/text EOP team member – link to contact information

When to notify SASED EOP Team:

- **Minor Crisis and Response** Only one or a few individuals are affected. Life is not immediately in danger. The site team can manage the situation. Notify SASED EOP Team.
- **Major Crisis and Response** Notify SASED EOP Team. Many students and staff are affected. The psychological and emotional impact may be moderate to severe. Assistance may be needed from the SASED team and/or other schools in the district. Professionals may also be needed from outside the school district.
- **Emergency** Notify SASED EOP Team. This is an adverse event that does not have widespread impact and does not require the use of extraordinary or prolonged resources to return conditions to normal but may require the implementation of additional services, equipment and personnel.
- **Disaster** Notify SASED EOP Team. This is an adverse event that is or potentially could be organization-wide or community-wide, resulting in significant loss that requires the use of prolonged or extraordinary resources to return conditions to normal.

Communication - Alert and Warning Communications

- **Calling 9-1-1 -** Using 9-1-1 can be done by any person at any time if needed. Dial 9-1-1 from any SASED phone.
- **Base unit radios locations**. The base unit radios are located in the front office at Southeast School, the Transition Center and Central Office and they all have an exterior antenna.
- **Police radios** Generally, police department radio channels do not function with school high band or digital radio channels. A police department may have the school frequencies to maintain interoperable communication however necessary. During emergency operations, school districts should share a radio with the police incident command.
- **Fire radios** Generally, fire department radio channels do not function with school high band or digital radio channels. Fire departments may have the school frequencies to maintain interoperable communication however necessary. During emergency operations school districts should share a radio with the department incident command.
- **Automated Email System** Generally, alerts, warnings and emergency announcements are made through SASED's automated emailing system within Synergy. SASED should have pre-written emergency messages at the ready, translated if necessary.
- **School Now Automated Communication System** Generally, alerts, warnings and emergency announcements are made through the District's automated communication systems. SASED should have pre-written emergency messages at the ready, translated if necessary, and written scripts of those messages for social media and web site posts.

Communications Plan - Emergency

School Now is the primary method of emergency communications for students, parents, and employees, in addition, information may be sent through Synergy email. Important considerations include:

- **Who sends the message** – Tone and voice inflection are very important to maintain a calm and orderly response. With an email message, be mindful of the nonverbal messages the written word may evoke. (see also Emergency Message – A Guideline below)
- **Formulation of the message** – Develop the message to provide necessary information and give direction. (see also Emergency Message – A Guideline below)
- **How the message is received** – Announce who you are and where you are from. Tell why you are providing the message and then give the message. Repeat the message. Give directions. Give them again. Provide a contact number that they can use to call for questions. With phone calls, the parent or staff member receiving the message may have several variables in answering the phone. Be sure to pause before starting the message. (see also Emergency Message – A Guideline below)

Phone Bank – Program Administrators are recommended to assign a coordinator of communication. The coordinator may assign additional staff to answer phones. Whenever an emergency message is sent, expect to receive numerous calls.

- One-person answer calls and switch to call takers
- Call takers are recommended to have a script of information for parents
- Briefly answer questions and provide feedback
- More complex questions may require messages
  - No voice mail – hand write
  - Keep a log of calls that need to be returned
  - Communicate that list to the coordinator/principal
  - Maintain communications staff until calls have stopped

Phone Bank Location – this function can be accomplished at the school or SASED.

Emergency Message – A Guideline
(link to a specific example)

1. **Opening:** Good afternoon. This is_____, administrator of_____with an important message for parents and guardians.
    - **Send Spanish messages to Spanish speakers**
    - **Send English messages to English speakers**
    - **Why you are getting this message:** Example – I am sharing this letter with you because the safety of your children is a priority at_____, and I want you to know of an incident that happened today in_____(e.g., your child's class).
2. **Brief situation summary:** Be brief and factual. What is the status of the school? Has everything returned to normal?
3. **What was the safety procedure?** Example Please be assured that our staff acted quickly and appropriately. The safety of our school community is of primary concern. School staff followed safety procedures and did an exceptional job. As a precaution, we did the safest thing possible and ....
4. **What other agencies are involved:** Example - The police department was contacted. An investigation is being conducted. Additional police patrols may be in the area.
5. **What is happening now?** Example - The situation is being taken very seriously and may be investigated thoroughly. The School, SASED and police, along with the student's parents, have been involved in supporting the school. Consequences have been issued.
6. **What should the parents do?** Example - Please talk to your child this evening about the importance of making good decisions, which includes never bringing any type of weapon to school or please talk to your student about the importance of not talking to strangers. In addition, if your child sees anything suspicious, please encourage them to report it to the principal or the police department.
7. **What may happen next?** What is the status of the school day at the time of the call and tonight's activities?
8. **Who should they contact for information?** If you have any questions, please call me at (insert phone number), or contact SASED EOP Team at 630-955-8112 or EOPteam@sased.org
9. **Thank you for your support and cooperation.**

External Communication and Media Plan

During a critical event, all media inquiries and needs are directed to the designated Public Information Officer. The Chairperson of the Board of Control shall serve as or appoint SASED's official spokesperson to the media. *(2020). Governance: Qualifications, term, and duties of board officers.*

Anytime the school is dealing with an emergency or crisis, the news media may often respond to the scene. When dealing with a large-scale emergency, you may have an overwhelming media presence. While this can be beneficial as the news agencies can play a key role in helping the schools inform the parents and public, it can also be problematic dealing logistically with such a large group of individuals who can be quite demanding. It is therefore critical that schools have a plan for accommodating and communicating with the media.

Only one designated person speaks to the media and releases any appropriate information which has been pre-approved by the Chairperson of the Board of Control or their designee. This one person is the **designated Public Information Officer (PIO),** at the school or district, who has been **chosen by the Chairperson of the Board of Control**. The Executive Director has been designated by the Chairperson of the Board of Control to serve as the spokesperson during a crisis or emergency. All

Cooperative communications should come from this source to ensure accuracy, creditability, and compliance with laws granting confidentiality to student records. The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The procedures for the release of information and the policies for communicating need to be strictly adhered to avoid the release of inaccurate or misleading information which can result in false rumors, negative publicity, and increased legal liability. If any staff members are contacted by the media, they are to refer them to the Public Information Officer (PIO). In an emergency or crisis, the PIO may review the attached PIO Checklist before contacting the media. The PIO may send the public information release form to the designated media contacts and request that the media broadcast the intended message. The PIO may also advise the media contacts of the school's designated media location and inform staff members of that location.

Joint Information Center (JIC) When the crisis or emergent incident extends beyond school resources and includes outside agencies (i.e. fire, police and/or local government), all media information should be coordinated through a Joint Information Center (JIC). In a large-scale emergency, the assigned school PIO
should work with other PIO's from the response agencies involved in the crisis. In such cases, it is critical that all PIO's involved in the incident coordinate press releases and conferences with the others to provide the most accurate and consistent information possible.

Media Tips:
Most news people are sensitive, open to suggestions, and interested in performing a reputable job. When dealing with the media the following suggestions may promote clear communications:

- Deal up-front with reporters. Be honest, forthright, and establish good communication with the media before problems or a crisis occurs.
- Do not try to stonewall the media or attempt to keep them from doing their job.
- The Public Information Officer should decide what to say, define the ground rules, issue a statement, and answer questions within the limits of confidentiality.
- Identify a single information source – Communications Department.
- Advise the school staff of the media policy and procedures.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statement.

During a Crisis:

- Define the type and extent of the crisis as soon as possible.
- Include your employees as people that need to be informed as soon as possible.
- Instruct the employees to refer all media requests to the media location and/or PIO.
- Delay releasing information or facts until verified.
- Assign sufficient staff to handle telephone calls and seek additional information.
- Keep a log of all incoming and outgoing calls and personal contacts.
- Express appreciation to all the people who helped handle the crisis.

During an emergency, adhere to the following:

- Incident Commander or designee relays all factual information to the Public Information Officer.
- SASED EOP Team notifies other schools in SASED and may ask the School Public Information Officer or designee to prepare a written statement to the media.
- All Staff refer media to the Public Information Officer.
- Fax the public information form to the media contacts**.**
- Inform the media contacts of the media site location.
- Establish a media information center away from school.
- Update media on a regular basis. **Do not say "No Comment."**

- Do not argue with the media**.**
- Maintain a log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement/message – A Guideline

- Create a general statement before an incident occurs and adapt it during a crisis.
- Emphasize safety of students and staff first.
- Briefly describe the school's plan for responding to the emergency.
- Issue a brief statement consisting only of the facts of the emergency.
- Respect privacy of victim(s) and their families. **Do not release names to media**.
- Refrain from exaggerating or sensationalizing the emergency.

Public Information Officer Checklist:

SASED Public Information Officer assists with coordinating media communications. If the Public Information Officer is unavailable, an alternate assumes responsibilities.

- School Public Information Officer: Chairperson of the Board of Control or designee (Executive Director)
- Alternate Public Information Officer: as delegated

Communications - Emergency Phone numbers and Hospitals

In emergency situations, or situations where resources are needed, do not leave voicemail messages; proceed to calling 911.

SASED Notification and Reporting Numbers

Emergency Phone Numbers

Police, Fire, and Emergency	
Lisle Police, Fire and Emergency including cell phone	911
Sergeant Dan Taylor	630-271-4247
Lisle-Woodridge Fire (non-emergency)	630-353-3000
DuPage County Sheriff	630-407-2400
Joshua Schindlebeck (Southeast)	630-407-2346
Central Office Administrators/SASED Schools	
SASED EOP, Executive Administrative Assistant	630-955-8112
Mindy McGuffin, Executive Director	630-955-8104
Don Robinson, Director of Finance	630-955-8105
Matthew Layton, Director of Programs & Services	630-955-8102
Julie Grohn, Director of Human Resources	630-955-8107
Christine Martin, Assistant Director of Programs & Services	630-955-8103
Transition Center	630-548-7170
Southeast School	630-548-7150
Building and Grounds:	
Buildings & Grounds	630-955-8114
Larry McCarthy, Custodian Transition/Administrative Center	630-955-8114
John Westerholm, Custodian Southeast School	630-955-7109
Sue Cuomo, Transportation Coordinator	630-569-1959

Utilities

ComEd	800-334-7661
Naperville Department of Public Utilities	630-420-6059
DuPage Animal Control	630-407-2800
Nicor Gas	888-642-6748

Bus Companies

Transportation Company	Phone Number	Contact Email
American Taxi	224-220-2560	school@americantaxi.com
Aurora Naper Transportation	630-849-0061(Dan) 630-896-3268(Rubina Tahir)	Admin@auroranapertransportation.com
Cass School District 63	331-775-5981 (Rosa Ordaz)	
Center Cass School District 66	630-783-5093 (Tom Tiede)	ttiede@ccsd66.org
Cottage Hill	(D88) 630-279-9570	
First Student	630-978-3284 or 630-369-4237	
Grand Prairie	630-655-8739	
Hopewell	630-426-1749	margo@hopewelltransporation.com
Illinois Central	630-584-1658	j.cortez@illinois-central.com
Plano 88	630-552-8980	Carly Rowe- Admin Assistant: crowe@pasec.net Amy Lee- PASEC Director: Alee@pasec.net
Rich Lee	630-898-5542	pkeatings@richleevans.com vprouter@richleevans.com
Rich Lee (D104)	708-425-3075	
Septran	630-668-0088 or (D45)630-682-3739	Miguel Miranda: mmiranda@septranbus.com
Sunrise	630-541-3414	(Jeanette Williams) jwilliams@sunrisebus.com
Taxi 303	847-368-8919	vlad@taxiwithus.com jmartinez@taxiwithus.com
Universal Taxi	630-617-5400 hit option 1	
Westway Coach/Richlee Vans (D48)	630-279-2720	

Hospitals/Other:

Edward Hospital (Naperville)	630-527-3000
Good Samaritan (Downers Grove)	630-275-5900
Central DuPage (Winfield)	630-933-1600
Lisle Park District	630-964-3410
Dan Garvey – Park District	630-675-6093
Lisle Library	630-971-1675
PoisonControl	800-222-1222

Family Unification Site: Transition Program@SE,	630-548-7150
Family Unification Site: Southeast/Directions Program@SAC	630-778-4500
Southeast/Directions Relocation site: Grace Pointe Church	630-355-4126
Transition/Administrative Center Relocation site: Sherwin Williams parking lot	

Communication Equipment

Phones

The phone system is Internet Provider (I.P.) based and works through a computer network located at the SASED Administrative Center and Southeast School. This system is maintained by a vendor. The hub of the system does not have the ability to have a redundant backup. The following is a plan of action in the situation of phone outages:

Phone outages at schools If the phone system fails, keep the following in mind:

- The school's emergency phone should be checked for operation. This phone line is independent of the regular phone system.
- Notify SASED EOP Team and/or Information Services (IS).

Calling 9-1-1 for assistance from police or fire

When calling 9-1-1 from a SASED phone, dial 9-1-1. Phones may provide emergency dispatchers the source location and building name of the caller.

Cell Phones – calling 9-1-1 from a cell phone may not be answered by the police department of jurisdiction. A list of 10-digit phone numbers for each police and fire department has been provided.

Long Term Phone Outages In the event of long term area phone outages, parents may be notified via the

___system on how to contact their school.

E-mail

E-mail can be used for emergency communication and provides date and time stamps to information and notifications.

Text Messages

Text messages are not recommended during emergency operations or business communication.

Radios

Each school may have two-way radios for everyday use. These radios may also provide interoperable communications during emergencies. Radios may be provided and organized by SASED EOP Team. A minimum amount of radios is provided by the District.

- Southeast School - __radios
- Transition Center - _radios
- Administrative Center -__radios

Radio Function: There are three types of radios:

1. Administrator – This radio has all SASED school frequencies, Emergency Channels, Plant Ops channel, SASED Administration channel, and IS channel. This radio can be used at any location. Security Function – This radio has school channels, the SASED-wide Plant ops,
2. Emergency, and IS channels but does not have Administration channels.
3. General use – This radio is smaller with only 4-8 channels. This radio only has the school channel and SASED common emergency channel.

Radio Assignments:

1. Southeast School – radios

assigned to 2. Transition Center
– radios assigned to
3. Administrative Center - radios assigned to

Digital Radio Network

Repeaters: repeaters and antennas are located in each high school and the ESC. The following have SASED wide coverage.

- Emergency Channel – This channel is force scanned to all administrative radios as a broadcast and communication channel.
- SASED Administration – This channel allows communication SASED wide.
- Plant Ops – Used primarily by plant ops SASED personnel and department function. 4. Information Services – Reserved for IS personnel and department function.

Base unit radios:

- There are base unit radios at Plant Ops and SASED EOP Team that can communicate with all repeater channels, administrative, and security function radios.
- A base unit radio is located at the front office of Southeast School, Transition Center, and Administrative Center. This radio includes all Administrative radio functions.
  - The base unit for the front office is recommended to use as a school building radio
  - The base unit should remain on the school channel and scan the emergency channel.
  - The base unit has a better reception and transmits capacity to ensure communication with the repeater system noted above.

Weather Alert Radios

Southeast School, Transition Center, and Administrative Center are equipped with a NOAA Public Alert Radio, which alerts of severe weather in the area, Homeland Security, and FEMA alerts. The radios are in the front office (secretary desk) of each location.

NOAA Weather Radio- All Schools Listen to NOAA Weather Radio – All Hazards for the latest weather forecasts. The National Weather Service broadcasts weather information, including watches, warnings, and advisories 24 hours a day. Weather radio transmitters have a range of about 40 miles. Weather radio transmitters that cover Illinois are shown below.

To find the weather radio transmitter that serves your location, go to the following web site:

- NOAA Weather Radio Programming: Call Sign KWO-39, Site name Chicago, Frequency 162.550
- NOAA SAME (Specific Area Message Encoder) 017043-Chicago/DuPage

Functional Annex 2 – Evacuation

I. PURPOSE

The evacuation annex is to be initiated when a hazard inside requires relocating outside of the school to ensure the safety of students and staff.

II. SCOPE

If it becomes necessary to evacuate a building, students may be transported or walked to a safer location. Evacuation decisions are determined by the nature and extent of the crisis, location of the school, maturity level of students, and the nature of the surrounding area. Evacuation may be on-site, or when the site is unsafe, may require transport to an alternate evacuation site.
A fire, hazardous materials release, crime scene site, loss of utilities, or a number of other conditions may require students and staff to relocate instead of evacuating away from the school for an extended period. Certain conditions, including inclement weather, may make a simpler evacuation to the parking lot or school field impractical or impossible.

III. RESPONSIBILITIES

To implement the evacuation procedures:

- Evacuation routes for Southeast/Directions and the Transition Center will be created and maintained on each classroom evacuation map by the program administrator. Evacuation routes for the Administrative Center will be created by SASED EOP Team.
- Shelter in place locations within and outside the classroom will be assigned, and routes created and maintained on the evacuation maps by the program administrator.
- Alternate evacuation sites need to be negotiated for the Southeast School and Transition Center/Administrative Center. Considerations for these sites include the following:
    - The relocation sites need to be in two (2) different directions from the school so that if fumes, smoke, construction, or other obstacles prohibit student/staff movement in one direction, other relocation sites may be available upwind or away from obstacles and the school.
    - Ample parking is recommended to be available at the relocation site for parents who may be arriving to pick up their children.
    - Communication and planning between the school and the relocation facility take place well before the emergency evacuation occurs. The planning is recommended to include emergency contact telephone numbers, facility accommodations, and available resources.
- Ensure that all areas have their emergency Go Kit which includes One-Page Emergency Instructions, Red/Green cards, daily staff/student checklist, pen, paper, etc.
- Training in evacuation procedures will be provided to all staff through their programs/supervisors.
- Emergency management and response personnel will review and provide input into this annex.

IV. PROCEDURES

Evacuations that occur for emergencies are determined by the program administrator. If the program administrator is not on site, an administrative designee will be selected by the SASED Leadership Team and reported to SASED EOP Team. Emergency school closures are approved by the Executive Director.

Possible scenarios that may cause a school evacuation:

- Bomb Threat that is credible and/or danger is imminent
- Earthquake if it causes significant damage to the building
- Fire
- Flood - severe and poses a threat to students, staff, and facilities
- Hazardous Materials Release
- Natural Gas Leak
- Structural Failure
- Suspicious Substance/Package

Issues to Address:

- How will all building personnel be notified?
- When considering an evacuation;
    - Consider a Hold-in-Place to stop building movement
    - Provide effective communication

- Give directions
- Make appropriate arrangements for evacuating students/staff with disabilities. Consider the need for a ramp or stair modification at the Administrative/Transition Center for evacuation at alternate exits (front and garage) if primary evacuation door is compromised.
- Determine safest route to site
- Determine the tasks support staff and teachers without a class assignment may do
- Take attendance before, during, and after evacuation
- Report absences to Program Administrator
- Make sure every student has proper supervision
- During all evacuations, avoid parking lots
- Secure building as evacuation takes place

Program Administrator Things to do:

1. The program administrator/designee first confirms with the fire department which option is necessary.
   a. Shelter in Place
      - Program administrator/designee instructs classroom to stay in room
      - Staff close all doors and windows
      - Take attendance- report attendance to the program administrator/designee
      - Continue to monitor radio
   b. Move to another location in the building
      - Program administrator/designee instructs classroom to move to secondary location
      - Staff checks for clear route
      - Take attendance- report attendance to program administrator/designee
      - Staff contacts program administrator/designee upon arriving and reports new room number
   c. Evacuate
2. If evacuation is necessary:
   - Assign personnel to check outside conditions
   - Evaluate weather conditions
   - Contact 9-1-1 about your plan
   - Contact SASED EOP Team as soon as possible
     - SASED EOP Team may notify Central Office and SASED transportation coordinator
     - SASED EOP Team may coordinate parent notification
   - Meet with Teachers, while ensuring constant student supervision
   - If evacuation to another site is necessary, follow School Site Evacuation Information worksheet

V. SPECIFIC PROCEDURES

<u>School Staff response:</u>

- Upon alarm or notification, stop what you are doing, evaluate your situation, get everyone's attention
- Take a head count of all students/staff/volunteers
- Take Red/Green Cards with Classroom Action Guide/One-Page Emergency Procedures
- Gather students and announce: "Stop, Look and Listen, at Every Transition"
- Turn off lights and close the door – do not lock
- Start the evacuation using primary or secondary route
- At each transition, evaluate your situation for smoke, fire or other danger
- Once a safe distance outside, take attendance
- Hold either Red or Green Card:
  - Red Card: Injuries, Missing/Extra Students(s)/Help
  - Green Card: All Accounted For/ OK

- Supervise students and wait for instructions

School Administrators response:

- Upon notification, pull alarm or make announcement- repeat on intercom and/or school radio twice
- If applicable, classes are deliberately evacuated by administration using a key to open doors and escort staff and students out
  - Be sure to announce who you are before opening a locked classroom door
- Move to safer position
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- Coordinate response from command post
- Provide keys
- Police are still in charge of safety
- If applicable, communicate with parents- Instructions to reunification center
- If applicable, communicate with SASED EOP Team/Transportation Coordinator to arrange bussing to evacuation site
- If applicable, see REUNIFICATION annex for procedures
- If relocation to an alternate site is needed:
  - Determine level of safety at building
  - Send message regarding relocation to alternate site
  - Leave for intermediary relocation center if needed
  - Arrange transportation to relocation site
  - Inform staff of their responsibilities
  - Support Staff prepare student name lists and emergency release forms
  - Students can be released to emergency contacts listed in student information system
  - School officials need to have media contact information available so that the media can announce reunification and other information to the public in a timely manner.

Operations response:

- Support parking lot
- Emergency water
- Needs:
  - Signs
  - Tables
  - Copy Machine
  - Water
  - Parking
  - Bus lane

SASED EOP Team response:

- Select evacuation site
- Contact transportation
- Assign and coordinate evacuation and reunification
- Cooperate with police investigation
- Coordinate debrief and After Action if appropriate
- Notify Executive Director

Post Incidents:

- Request a meeting after school with staff
- Debrief staff and answer questions
- Prepare a message to parents on the outcome, if necessary

Evacuation for Special Education Functional Needs Classrooms/Transition Center

For use in all fire drills and emergency evacuations.

- Program administrator/designee instructs classroom to deliberately evacuate
- Take Red/Green Cards, Classroom Action Guide/One-Page Emergency Procedures, and Emergency Blankets (emergency Go Kit)
- Prepare students for evacuation by placing lanyard with credential holder and fire-retardant blanket on student/student's wheelchair. *Located in functional needs room*
- Contact the program administrator or designee - Use the radio to call the program administrator/designee when ready to evacuate
  - Turn on
  - Press the button and say, "___, this is the *insert program name* classroom in *insert room number*. We are ready to evacuate."
  - If the radio communication is not possible - Evacuate (4c)
- Staff deliberately evacuates with students: follow Red Line on Evacuation Map to designated area outside the building
- Take attendance- report attendance to program administrator/designee
- Hold either Red or Green Card for First Responders/Administration to see, indicating:
  - Red Card: Injuries, Missing/Extra Students(s), Help
  - Green Card: All accounted for/OK
- The program administrator/designee notifies the SASED transportation coordinator for buses to immediately respond to the school for transport of Functional Needs students due to a school evacuation, if necessary
- The classroom radios are left off until needed during an emergency

Identified Off-Site Evacuation Sites

Southeast

Site Name	Site Address	Contacts
Grace Pointe Church parking lot	1320 E Chicago Ave, Naperville, IL 60540	

Transition Center / Administrative Center

Site Name	Site Address	Contacts
Sherwin Williams parking lot	2950 Ogden Ave Ste 105, Lisle, IL 60532	

Worksheet - SCHOOL SITE EVACUATION INFORMATION

Use this sheet if an evacuation is required during the school day.

School_____ Year _____

School Administrative Contacts:			
A		Cell Number	
B		Cell Number	
C		Cell Number	
D		Cell Number	
E		Cell Number	

Number of students:_____ **Number of staff:** _____

Primary evacuation site and location:			
Site Name			
Site Address			
Site Phone #s			
First Site Contact Person Phone #s	Cell	Work	Home
Second Site Contact Person Phone #s	Cell	Work	Home
Third Site Contact Person Phone #s	Cell	Work	Home

School staff in charge of communications: Coordinate staff to be available to answer calls at the school if safe to do so.		
A	Cell Number	
B	Cell Number	
C	Cell Number	

Is bus transportation needed to primary evacuation location?			
Number of buses:		Number of lift buses:	
If yes, staging location of the loading of students on buses:			
Location:			
Street in with flow direction:			
Street out with flow direction:			

Staff contacts at evacuation location:			
A		Cell Number	
B		Cell Number	
C		Cell Number	

Functional Annex 3 - Shelter in Place

I. PURPOSE

The shelter in place annex is to be initiated when an incident requires remaining in the classroom/school to ensure the safety of students and staff.

II. SCOPE

This annex outlines the responsibilities and procedures for staff responding to the need to shelter in place. Shelter in place responses include the following:

- Hold-in-Place – initiated when an incident is occurring within the school

- Secure Building - initiated when an incident is occurring outside the school
- Severe Weather – initiated when an incident requires moving to another location within the building

III. RESPONSIBILITIES

To implement shelter in place procedures:

- Shelter in place locations within and outside the classroom will be assigned, and routes created and maintained on the evacuation maps by the program administrator
- Training in shelter in place procedures will be provided to all staff through their programs/supervisors
- Emergency management and response personnel will review and provide input into this annex
- If program administrator is not on-site, a designee will be assigned by the SASED Leadership Team

IV. SPECIFIC PROCEDURES

Drop, Cover and Hold

Initiated when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The Incident Commander may order an evacuation if the situation warrants and it is safe to do so.

Hold-in-Place (and Teach)

Initiated when an incident is occurring within the school (ex. medical, escalating student, non-life-threatening issue)

School Staff response:

- Stay where you are until instructed otherwise
- Check hallway for students and let in nearest classroom
- Lock classroom door
- Do not permit anyone to enter or exit
- Take attendance, notify office of missing/extra students
- Continue class as normal
- Ignore bells until told otherwise
- If outside, collect students and maintain outdoor activity.
- If fire alarm is pulled, deliberately evaluate your situation and plan an escape route, if necessary.

Program Administrator, or designee response:

- Upon notification, make an announcement- repeat on intercom and/or school radio twice – "Move to your Shelter in Place positions."
- Move to safer position
- Attempt to communicate with emergency responders, if applicable
- Meet police/fire department outside, if safe to do so

- Coordinate response from command post
- Provide keys
- If applicable, see Evacuation and Reunification procedures
- Police are still in charge of safety
- If applicable, communicate with parents- Instructions to reunification center
- If applicable, classes are deliberately evacuated by administration using a key to open doors and escort staff and students out
- Be sure to announce who you are before opening a locked classroom door
- Notify SASED EOP Team

SASED EOP Team response:
- Notify Executive Director
- Engage in Evacuation response, if necessary
- Cooperate with police investigation
- Coordinate debrief and After Action, if appropriate

Secure Building (and Teach)

Initiated when there is a hazard outside the school building. A Secure Building is a precautionary step.

School Staff response:
- Move back to your area, normalize, and continue activities inside
- Take attendance, notify office of missing/extra students
- Administration ensures all doors are locked; no one leaves or enters building
- If instructed, close blinds
- Further announcements may provide directions and updates
- If outside, collect students and move inside the school building.
- If fire alarm is pulled, evaluate your situation and plan an escape route if necessary.

Additional School Staff response:
- Office staff does not allow anyone to enter until authorized by the program administrator/ designee
- Answer phone but remain brief
- Return to your classroom and normalize the situation with students
- Only close blinds if instructed or self-determine that it is necessary
- Keep teaching Building Movement - Unless otherwise advised:
  - Maintain normal building movement inside
  - Maintain lunch service
  - Student assemblies are recommended to be delayed
  - Prepare for normal dismissal unless advised

School Administrators response:
- Administrator or designee announces a need for a Secure Building
- Administrator assigns an employee to:
  - Contact SASED EOP Team
  - Assure all doors are locked
  - Verify everyone is inside
  - Determine whether mobile classrooms need to move inside the building
  - Walk throughout the building and answer questions
  - Keep one employee at the emergency phone (Business Director's phone)
  - Begin to prepare a message to parents

SASED EOP Team response:

- Contact police department or agency requesting the Secure Building
- Determine the nature of incident
- Length of time people are not allowed outside
- Movement allowed or recommended
- Determine plan for dismissal
- Develop a communication to parents with the program administrator/designee

Severe Weather

Initiated when the weather requires relocating within the school

School Staff response:

- Reference Classroom Map for routing direction
- Follow Blue Line on Evacuation Map to designated area
- Have students take tornado position
- Take attendance, notify administrator of missing/extra students
- If designated area is full, alternative approved shelter areas within the building include:
  - Hallways (away from doors and windows)
  - Bathrooms and Inner Offices
- If **outside**, immediately return indoors and seek appropriate shelter.
- If **fire alarm** is pulled, evaluate your situation and plan an escape route if necessary.

School Administrators response:

- Upon notification, make announcement- repeat on intercom and/or school radio twice
- Move to safer position
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- Coordinate response from command post
- Provide keys
- If applicable, see Evacuation and Reunification procedures
- Police are still in charge of safety
- If applicable, create communication for parents- Instructions to reunification center

SASED EOP Team response:

- Coordinate with program administrator, as needed

Functional Annex 4 - Lockdown / Intruder / Run, Hide, Fight

I. PURPOSE

The lockdown/intruder/run, hide, fight annex is to be initiated when there is an active threat inside the school building to ensure the safety of students and staff. *Active Assailant Situations FEMA IS907*

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to the need to engage in lockdown/intruder/run, hide, fight.

III. RESPONSIBILITIES

To implement lockdown/intruder/run, hide, fight procedures:

- Training in lockdown/intruder/run, hide, fight procedures will be provided to all

staff through their programs/supervisors
- Emergency management and response personnel will review and provide input into this annex
- If program administrator is not on-site, a designee will be assigned by the SASED Leadership Team

IV. SPECIFIC PROCEDURES

Active Shooter

Run

Based on the threat, the first course of action in most situations is to get away.

- Leave your things behind
- Run away
- If safe to do so, warn others of the threat
- **If outside**, collect students, and move away from the school building
- **If fire alarm is pulled**, evaluate your situation and plan an escape route if necessary.
- When safe, call 9-1-1. If necessary, describe intruder/assailant

Hide

If you cannot run to safety, find the nearest hiding place, ideally one that can be locked/secured. School Staff response:

- Lock classroom door/block entry
- Tell others to move to lockdown positions, out of view from inside windows/door window
- Silence cell phones/2-way radios – including student cell phones
- Tell it like it is- no code words
- Turn off the lights, don't touch outside window blinds
- Remain out of view from the inside windows/door window
- No movement or sound
- Take attendance, hold information until instructed
- **Do not display** Red/Green Cards
- Call 9-1-1 using Cell Phone
- "Plan B" - Determine the next step(s) necessary in case the area you are in becomes compromised
- If you cannot lockdown, move out and away
- Remain in lockdown until instructed otherwise
- **If outside**, collect students, and move away from the school building.
- **If fire alarm is pulled**, evaluate your situation and plan an escape route if necessary.

School Administrators response:

- Upon notification, make announcement- repeat on intercom and/or school radio twice
- Move to safer position
- Call 9-1-1 using Cell Phone
- "Plan B" - Determine the next step(s) necessary in case the area you are in becomes compromised
- Contact SASED EOP Team, if safe to do so
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- Coordinate response from command post
- Provide keys
- If applicable, see Evacuation and Reunification procedures
- Police are still in charge of safety
- If applicable, create communication for parents- Instructions to reunification center
- Classes are deliberately evacuated by administration using a key to open doors and escort staff and students out

- Be sure to announce who you are before opening a locked classroom door

SASED EOP Team response:
- Call 9-1-1 using Cell Phone
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- See Evacuation and Reunification procedures, if applicable
- Cooperate with police investigation
- Coordinate debrief and After Action if appropriate
- Notify Executive Director

Fight

As a last resort, if unable to run or hide/lockdown, defend yourself if you are in immediate danger.
- Attempt to incapacitate the shooter
- Act with physical aggression and throw things at the shooter

When Law Enforcement Arrives
- Do not point, scream, or yell
- Keep hands visible at all times
- Put down any items in your hands
- Avoid quick movements toward the officers
- Remain calm and follow their directions
- Do not stop to ask officers for help/direction when evacuating

Secure Building with outside intruder or all other situations

Reverse Evacuation

Secure Building announcements for all other situations are more controlled and coordinated announcements. The announcements may provide additional information that give staff direction and when anticipated, informational updates may be given.

1. Program Administrator/Designees confirm that all staff and students are inside.
2. Ensure that outside doors are closed and locked.
3. All staff is notified by intercom and/or over the school radio:
   a) Read twice: "This is a Secure Building, please move back to your classroom and remain there until further notice. There is no danger inside the building but a situation outside has necessitated a Secure Building. Please remain in your classrooms until further notice. I may update you over the intercom system/radio shortly."
   b) Repeat announcement
4. Notify SASED EOP Team
5. Available staff members are assigned to hallways and doors, as needed.
6. The Administrative Center or Police Department may update the school on the status of the emergency situation approximately every 30 minutes.
7. The decision to release from lockdown is a collaborative decision made between the Executive Director or designee and Police.

Program Administrator/Designee response:
- Notify SASED EOP Team and provide a brief via email.
- Create parent communication

SASED EOP Team response:
- Provide Program Administrator/Designee with required resources
- Contact law enforcement to determine the status
- Notify Cabinet

- Debrief

Functional Annex 5 - Accounting for all Persons

I. PURPOSE

The accounting for all persons annex is to be initiated when a student is missing from their designated location.

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a missing student.

III. RESPONSIBILITIES

To implement the accounting for all persons procedures:

- Training in the accounting for all persons procedures will be provided to all staff through their programs/supervisors
- Emergency management and response personnel will review and provide input into this annex
- If program administrator is not on-site, a designee will be assigned by the SASED Leadership Team

IV. PROCEDURES

- Notify Front Office and program administrator/designee of a missing child. Office collects the following information:
  a) Who is making the report: _____
  b) Student name: _____
  c) Grade: _____
  d) Method of travel: _____
  e) Last seen where/when: _____
  f) Situation: _____
- Program administrator/designee or the secretary, makes an "all call" to inquire about the whereabouts
  of the missing student
- Program administrator/designee assigns a group of staff to assist in the search
- Staff search their current locations and the assigned group assists in searching the school building and grounds for the student
- Consider a Hold-in-place to make searching easier if during the school day (refer to Functional Annex 3)
- Call parents/guardians/emergency contacts to inform them of the situation and check if the student arrived at home or had other arrangements
- If the student is not found after these steps are completed in a reasonable period of time, Call 9-1-1 and prepare a student information sheet and picture with the following:
  - Student's last location: _____
  - Description of student: _____
    (sex, race, age, height, weight, hair, eyes, clothing description from head to foot)
  - Other information:_____
  - Vehicle: color, year, make, model, license number_____
- Call SASED EOP Team or supervisor, cooperate with police investigation – SASED EOP Team can mobilize numerous resources for searching.
- Other areas/people beyond the school buildings and grounds to search or contact:
  - Transportation - Bus

- Other students on bus or walkers who might have information about the missing student
- Notify all school staff and request any relevant information
- Daycare provider, Crossing guard, Bus supervisor
- Possible parent notes regarding alternate travel modes or routes. Call and update parents/guardians on the status of the situation
- Gather witnesses or those who last saw the child
- Interview students and/or siblings

- If the student is found, immediately call and notify parents/guardians, police, SASED EOP Team and anyone else involved in the search.
- Debrief with staff, conduct after action review if necessary.

Functional Annex 6 – Reunification

I. PURPOSE

The reunification annex is to be initiated when parents need to be reunited with their students when students have been relocated to an evacuation site/relocation site.

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a need to reunite parents with their students after an incident.

III. RESPONSIBILITIES

To implement the accounting for all persons procedures:

- Program administrator/designee will identify three areas within the evacuation/relocation site to be used as a student supervision area, parent check-in area, and family waiting area
- Training in reunification procedures will be provided to all staff through their programs/supervisors
- Emergency management and response personnel will review and provide input into this annex
- If program administrator is not on-site, a designee will be assigned by the SASED Leadership Team

IV. PROCEDURES

- Three locations within the relocation facility shall be identified, all out-of-sight of each other:
  - Student Supervision Area
  - Parent Check-In Area
  - Family Waiting Area
- Parent Check-In
    - Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification
    - Staff verifies identification, cross references the Student Release Form with attendance records, and verifies the requesting adult is on the Parent/Authorized Guardian list
    - If requesting adult is not on the Parent/Authorized Guardian list, staff will call emergency contact and request verbal confirmation to allow requesting adult to pick-up their student
- Staff directs requesting adult to the Family Waiting Area to wait for their student(s)
- Staff gives Runner the Student Release Form to take to Student Supervision Area

If Student is with Class

- Runner retrieves student(s) from the Student Supervision Area and reminds teacher to mark off student(s) as released on their attendance records
- Runner takes the student(s) to the Family Waiting Area and calls out the name of the adult listed in Section 1 on the Student Release Form who is approved to pick up the student(s)
- Runner again verifies Photo ID of requesting adult and has adult sign the Student Release Form and indicate where they are going next

If Student is not with Class

- Teacher notifies runner of one of the following scenarios:
  - "Absent" if student was never in school that day
  - "Missing" if student was in school but now cannot be located
- Runner takes Student Release Form to Lead Safety Coordinator and verifies student location if marked as missing
- Parent should be notified of missing student status and escorted to crisis counselor. If student was marked absent, parent will be notified by staff member

Common Challenges

- If an area of the Village/City is affected by the crisis, one parent may pick up a child and the second parent may come later, not knowing the child has been picked up. The second parent may not know where to look for his/her spouse and child. Make sure that part of the check-out procedures includes where others in the family who show up to find the child may be able to look next.
- Confusion and chaos reign. Have more people than you think you need.
- The media may show up and try to interview parents. Have a school Public Information Officer (PIO) – Chairperson of the Board or Executive Director - on location to address the media and isolate it from parents.

Identified Off-Site Evacuation Sites

Southeast

Site Name	Site Address	Contacts
Grace Pointe Church parking lot	1320 E Chicago Ave, Naperville, IL 60540	

Transition Center / Administrative Center

Site Name	Site Address	Contacts
Sherwin Williams parking lot	2950 Ogden Ave Ste 105, Lisle, IL 60532	

Reunification Routing Maps for Guardians

Reasons for the evacuation receiving locations:

- The affected school requires emergency responders from the community and those resources may be overwhelmed.
- The location that receives the school will have staff capacity and community resources more capable of managing a reunification center.

MAPS for parents and guardians:

- Develop a Google folder to be shared with emergency responders with EOP and maps.
- SASED EOP Team developed PDF maps from each school/office site to each reunification location.

- SASED EOP Team developed PDF maps from each school/office site and reunification locations to all area hospitals.

These files are in Google Drive: Emergency Operations

- Name of Folder – Secure Documents

FAMILY REUNIFICATION FORM

This form is below and in:

- Google Drive: Emergency Operations – Secure Documents
- This is in a Google Doc form so the date and school name could be added to the form and then printed.

(This form is found as Appendix V)

SASED Family Reunification Information – Insert School Name Insert Date Have photo identification out and ready to show school personnel.	
Student Name:	
Student Grade:	Student Cell Phone:
Name of Person Picking Up Student:	
Signature:	
Phone Number of Person Picking Up Student:	
Relationship to Student:	
Photo Id Matches Person Picking Up Student: Y N	

Print Student Name Again:			
Student Grade:	***School Personnel Completes Upon Release of Student***		
Student Birthdate:	Time:	Initial:	*Other:*

Functional Annex 7 - Continuity of Operation

I. PURPOSE

This annex describes how a school and district will help ensure that essential functions continue during an emergency and its immediate aftermath or resume as soon as possible. Essential functions include business services (payroll and purchasing), communication (internal and external), computer, and systems. SASED has operations by departments. Each department has a director who reports to the executive director. A flow chart of the organization is available at request. Each department is in the planning stages of developing a business continuity plan of operation.

I. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a need to ensure that essential functions of the organization continue.

II. RESPONSIBILITIES

To implement the continuity of operations procedures responsibilities involve identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

- The leadership team and central office staff will engage in training on executing the continuity of operations procedures.
- Identified staff will participate in exercises to test the academic, physical, and business systems, including the information technology systems.

III. PROCEDURES

SASED has operations by departments. Each department has a director who reports to the executive director. A flow chart of the organization is available at request. Each department is in the planning stages of developing a business continuity plan of operation.

District Administrators response:

- Identify a line of succession, including who is responsible for restoring operational functions of the co-op
- Communicate with the media and member districts
- Ensure systems are in place for rapid contract execution after an incident
- Identify relocation areas for classrooms and administrative operations
- Create a system for registering students (out of district or into alternative buildings)
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations

Program Administrators response:

- Determine when to close schools, and/or send students/staff to alternate locations
- Disseminate information internally to students and staff
- Communicate with parents
- Brief and train staff on additional responsibilities
- Identify strategies to continue teaching (e.g., online, tutors, rearranging tests)
- Determine how transportation and food service will resume
- Reevaluate the curriculum

Custodians/Maintenance response:

- Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds
- Manage the restoration of school buildings and grounds (e.g., repairing, debris removal, repainting)

Secretaries/Administrative Assistants/Office Staff response:

- Maintain inventory
- Maintain essential records (and copies of records) including the school's insurance policy. Ensure redundancy of records is kept in a separate location
- Secure classroom equipment, books, and materials
- Restore administrative and record keeping functions such as payroll, accounting, and personal records
- Retrieve, collect, and maintain personnel data
- Provide accounts payable and cash management services

Social Workers, BMS, Psychologists, Nurses/MATAs response:

- Implement additional response and recovery activities according to SASED Crisis Team protocols
- Establish support services for students and staff/faculty

Activation and Relocation

The program administrator will determine when to activate and implement the COOP procedures and make the decision to relocate to an alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The program administrator or designee will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operations. The program administrator will also notify the SASED Central Office and provide contact information for the relocation.

Alert, Notification, and Implementation Process

Each core SASED Emergency Operations Planning Team (SASED EOP Team) member will be part of the phone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the Synergy automated notification system as important information becomes available.

Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

Alternate Facilities and Strategy

For payroll and personnel actions, the alternative facility will be Southeast School. Contingent alternative facilities are listed below:

Alternate Facility	Can Replace This Primary Facility	Street Address	Contact Information
Southeast School	Administrative Center	6S331 Cornwall Rd Naperville IL 60540	Laura Capparelli 630-548-7110 Cell – 773-497-7063 lcapparelli@sased.org
Southeast School	Transition Center	6S331 Cornwall Rd Naperville IL 60540	Laura Capparelli 630-548-7110 Cell – 773-497-7063 lcapparelli@sased.org
Remote Learning?	Southeast School		

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with SASED's backup data.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident.

A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists
- Provide instructions for the resumption of normal operations
- Supervise an orderly return to the school building
- Conduct an after-action review of COOP procedures and effectiveness of plans and operations

Functional Annex 8 – Security

I. PURPOSE

This annex describes how a school and district will ensure the security of buildings, staff, and students.

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a need for security within an incident.

III. RESPONSIBILITIES

To implement the continuity of operations procedures responsibilities involved in establishing and maintaining procedures and equipment related to building security.

- Maintain the Raptor system, knox box keys, key fobs, staff badges, visitor badges, and other safety systems and equipment
- Administrators, administrative assistants/secretaries, and receptionists involved with Raptor will engage in training to familiarize themselves with these procedures.
- Identified staff will participate in exercises to test the Raptor system and security procedures.

IV. PROCEDURES

Procedures regarding building security include specific responsibilities for staff, maintenance, and visitors. Security during crisis events should be considered and requests to law enforcement are appropriate in all cases. Collaborative solutions to incidents are best handled from multiple disciplines.

Buildings & Grounds Procedures:

- Maintain master key

Technology Procedures:

- Maintain Raptor system
- Administer and maintain key fobs
- Administer and maintain knox box fobs

HR Procedures:

- Administer and maintain staff badges
- Maintain child sex offender list

Staff Procedures:

- Wear photo ID badge

- Use key fob or buzzer to enter SASED Administrative/Transition Center or Southeast School
- Do not let visitors into the building unless you also accompany them to the receptionist desk for check- in
- Check into and out of your area of the SAC whenever you arrive or leave during the day by moving the magnetic marker to the appropriate column next to your name on the attendance board

Receptionist/Administrative Assistant Procedures:

- Utilize the Raptor system to check in visitors

Visitor Procedures Administrative/Transition Center:

The following procedures are to be utilized for visitor access on student attendance days:

A. When a visitor approaches the entrance and/or presses the buzzer, the greeter will look at the surveillance video and ask the visitor, "How may I help you?"
   1. After the visitor states why he/she is asking to enter the building, the greeter will buzz in the visitor, asking he/she to ascend the stairs and check in at the reception desk.
   2. Should more than one visitor or party enter the building at the same time, the greeter will ensure all appropriate steps for visitor access are met for all the visitors. If the greeter needs help based on the volume of visitors, he/she should contact an administrator.

B. As soon as the visitor enters the building, the greeter will:
   1. Ask the visitor, "May I please have your ID?"
      a. If the visitor does not have an ID, the greeter will ask the visitor to return to their car to get an ID.
      b. If the visitor does not have an ID in his/her car, a central office administrator will be contacted immediately for direction.
         1. If the administrator determines the visitor has a valid reason for being in the building despite no ID, the remaining steps in "B" will be followed and the administrator will escort the visitor to their meeting. Visitor will then be escorted out by the administrator at the end of the meeting.
         2. Ask the visitor to sign in on the sheet at the front desk sign in/out log.

C. If the visitor is dropping off an item(s) (UPS, FedEx, Mail carrier, food delivery for individual staff member) and then leaving:
   1. the greeter follows the steps in "A" above
   2. upon entering the reception area, the greeter:
      a. Does not require sign in or review of ID
      b. The greeter simply takes the item and then watches the visitor exit the building.

D. Student Food service delivery
   1. Entrance is generally through the back of the building
   2. No Raptor or sign in log is necessary
   3. Video display system to be installed on Transition receptionist's computer. When she sees the food vendor delivery person at the door, she will grant access, meet the delivery person in the hallway, and escort the visitor to the Transition kitchen.
   4. After delivery, the Transition receptionist escorts the delivery person to the door and observes that person leaving the building.

E. If the visitor is meeting with a staff member, participating in a meeting, or a contractor entering to do work, the greeter will:
   1. Use the ID provided to run a Raptor check
   2. Print a Raptor sticker
   3. Place the Raptor sticker in a plastic sleeve on a red visitor lanyard and direct the visitor to wear the lanyard until he/she reports to the reception desk to drop off the lanyard and record the "time out"
   4. The greeter will then call the staff member expecting the visitor and ask he/she to come to

the reception desk
5. The staff member will escort the visitor to the meeting area, and again will escort the visitor to the reception desk upon conclusion of the meeting.
6. The greeter will direct the visitor to sign out on the log and retrieve the lanyard. The greeter will then observe the visitor as they exit the building.

F. If there is a red flag during a Raptor check, the greeter will ask the visitor to be seated in the reception area and will then contact an administrator. The administrator will double check for a false positive. If it is not a false positive, the administrator will either:
   1. Determine visitor has a valid reason for being in the building despite the red flag (e.g. attending child's IEP meeting). **Only the administrator can make this decision**. If a parent is allowed in the building, the administrator will escort the visitor to their meeting. Administrator will be with the visitor at all times, and will escort the visitor to the door and observe he/she leaving at the end of the meeting.
   2. Determine visitor does not have a valid reason for being in the building – will call police.

G. Visitors entering the building early before the greeter is at the reception desk will be escorted to the reception desk when the greeter arrives. Steps listed above for all building visitors will then be followed.

H. Audiology visitors will also follow all the steps above for building visitors:
   1. The audiology receptionist will be contacted to come to the building reception area and bring the audiology visitor to the audiology department.
   2. Video display system to be installed on Audiology receptionist's computer. For those visitors unable to enter through the front door, she will grant access, meet the visitor in the hallway, and assist in bringing ID to the building receptionist to run Raptor check.
   3. At the end of the appointment, the audiology receptionist will also escort the visitor to the building reception area, having them sign out and give the lanyard back to the greeter. If a visitor cannot ascend the stairs, the audiologist receptionist will take the lanyard and watch the visitor exit the building. She will then return the lanyard to the building reception desk and sign the visitor out.
   4. If the visitor arrives and leaves before the building receptionist starts, no sign in nor Raptor check is necessary. The audiology receptionist must observe the visitor exiting the building.

I. Parents attending w/students outside normal school hours (e.g. conferences, etc.):
   1. Will sign in on the visitor log
   2. No Raptor screening required

J. Professional Learning – SASED employees
   1. SASED employees are not considered visitors; however, they must wear their SASED ID and lanyard while at 2900 Ogden.
   2. No sign in on the visitor log nor Raptor scan is necessary.
   3. The greeter follows the steps in "A" above to grant access to the building
   4. Upon entering the reception area, the greeter observes the SASED ID and the employee enters the building.

K. Professional Learning – non-SASED employees
   1. The SASED employee hosting the training will provide a list of participants to the greeter the day before the meeting.
   2. Raptor labels will be printed ahead of time for any attendee who has been in the building previously and is in the Raptor system.
   3. The meeting host will direct participants to park in the front lot and enter through the front door.
   4. More than 1 Raptor scanner will be provided for large groups.
   5. The greeter follows all steps in "A" and "B" above for visitor management.

L. Bus Drivers – restroom usage
   1. Must wear their school or company ID when entering the building
   2. No raptor or sign in is necessary
   3. If no school or company ID, they may not enter the building unless they utilize the visitor management

steps in “A”, “B”, and “E” above. (doesn’t apply to SASED employees)

Visitor Procedures – Southeast Alternative School

The following procedures are to be utilized for visitor access on student attendance days:

A. When a visitor approaches the entrance and/or presses the buzzer, the secretary will look at the surveillance video and ask the visitor, “How may I help you?”
   1. After the visitor states why he/she is asking to enter the building, the secretary will buzz in the visitor.
   2. Should more than one visitor or party enter the building at the same time, the secretary will ensure all appropriate steps for visitor access are met for all the visitors. If the secretary needs help based on the volume of visitors, he/she should contact the administrator.

B. As soon as the visitor enters the building, the secretary will:
   1. Ask the visitor, “May I please have your ID?”
      a. If the visitor does not have an ID, the secretary will ask the visitor to return to their car to get an ID.
      b. If the visitor does not have an ID in his/her car, an administrator will be contacted immediately for direction.
         If the administrator determines the visitor has a valid reason for being in the building despite no ID, the remaining steps in “B” will be followed and the administrator will escort a visitor to their meeting. Visitor will then be escorted out by the administrator at the end of the meeting.
   2. Ask the visitor to sign in on the sheet at the front desk sign in/out log.
   3. Verify the name written on the log by the visitor matches the name on the ID.

C. If the visitor is dropping off an item(s) (UPS, FedEx, Mail carrier, food delivery for individual staff member) and then leaving:
   1. the secretary follows the steps in “A” above
   2. upon entering the reception area, the secretary:
      a. Does not require sign in or review of ID
      b. The secretary simply takes the item and then watches the visitor exit the building.

D. Student food service delivery:
   1. Entrance is through the back of the building
   2. Food provider and milk provider both have fob and deliver before school hours
   3. Vendors can only enter and exit the kitchen.
   4. The Southeast custodian will lock the door from the kitchen into the hallway each evening. This will prevent food vendors from entering any part of the building except the kitchen.

E. If the visitor is meeting with a staff member, participating in a meeting, or a contractor entering to do work, the secretary will:
   1. Use the ID provided to run a Raptor check
   2. Print a Raptor sticker
   3. Place the Raptor sticker in a plastic sleeve on a red visitor lanyard and direct the visitor to wear the
      lanyard until he/she reports to the reception desk to drop off the lanyard and record the “time out”
   4. The secretary will then call the staff member expecting the visitor and ask he/she to come to the reception desk.
   5. The staff member will escort the visitor to the meeting area, and again will escort the visitor to the reception desk upon conclusion of the meeting.
   6. The secretary will direct the visitor to sign out on the log and retrieve the lanyard. The secretary will then observe the visitor as they exit the building.

F. If there is a red flag during a Raptor check, the secretary will ask the visitor to be seated in the reception area and will then contact an administrator. The administrator will double

check for a false positive. If it is not a false positive, the administrator will either:

1. Determine a visitor has a valid reason for being in the building despite red flag (e.g. attending child's IEP meeting). Only the administrator can make this decision. If the parent is allowed in the building, the administrator will escort visitor to their meeting. Administrator will be with the visitor at all times, and will escort the visitor to the door and observe he/she leaving at the end of the meeting.
2. Determine a visitor does not have a valid reason for being in the building – will call the police.

G. Visitors entering the building early before the secretary is at the reception desk will be escorted to the reception desk when the secretary arrives. Steps listed above for all building visitors will then be followed.

H. Parents attending w/students outside normal school hours (e.g. Conferences, etc.):
1. Will sign in on the visitor log
2. No Raptor screening required

I. Professional Learning – SASED employees
1. SASED employees are not considered visitors; however, they must wear their SASED ID and lanyard while at Southeast.
2. Sign in on the staff log
3. The secretary follows the steps in "A" above to grant access to the building
4. Upon entering the reception area, the secretary observes the SASED ID and the employee enters the building.

J. Bus Drivers – restroom usage
1. Must wear their school or company ID when entering the building
2. No raptor or sign in is necessary
3. If no school or company ID, they may not enter the building unless they utilize the visitor management
steps in "A", "B", and "E" above. (doesn't apply to SASED employees)

Functional Annex 9 – Recovery

I. PURPOSE

This annex describes how a school and district will provide a plan and procedures to provide following a traumatic event or incident. The Crisis Team is designed to respond to ***significant critical events*** that impact school students, staff, and personnel. A ***significant critical event*** "is any event which has a stressful impact and usually includes three characteristics:

1. The usual balance between thinking and emotions is disturbed.
2. The usual coping mechanisms fail.
3. There is evidence of distress, impairment, or dysfunction in the individual or group involved in the crisis.

Crisis intervention is Psychological First Aid or Emotional First Aid. It is temporary, but active and supportive. Different intervention tools are used for individuals and groups.

***Goals of Crisis Intervention*:**

1. Mitigate impact of the event.
2. Facilitate normal recovery process, in normal people who are experiencing normal reactions to abnormal events.
3. Restore adaptive function.

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a need to provide recovery support to students and staff after an incident. The SASED Crisis Team will be the primary response team for initial recovery.

III. RESPONSIBILITIES

All SASED Crisis Team members will be trained in the Critical Incident Stress Management (CISM) Model prior to responding to

In the event of an emergency, the crisis team will assemble in order to serve any or all of the following duties.

- To provide accurate information about the nature of the crisis.
- To give direction and assistance about specific interventions that address the crisis.
- To assist staff/students individually, in classrooms and/or discussion groups in order to discuss the situation and its effects on individuals in the school community.
- To contact and meet with concerned parents of affected students.
- To provide support and/or referral to community resources as needed.
- To respond as directed by the administrator in fostering an organized response to a crisis situation.

IV. PROCEDURES

Crisis Team Activation

If the crisis occurs during the school day, the Crisis Team will be contacted by a SASED administrator in a timely fashion to develop a plan of action. Crisis Team members should have access to the Crisis Plan and Emergency procedures. If an emergency occurs after school hours or on a weekend, the Crisis Team Administrator will be responsible for activating the Crisis Team Phone Tree to arrange a pre-meeting. Once a determination is made by the School Administrator and Crisis Team Administrator related to the impact level of the crisis, teachers/staff will be advised where the crisis team will be to assist them individually or in small groups.

Protocol for Requesting the Crisis Team:

The initial requests need to come from a SASED/member district administrator and/or designee. Initial requests need to go to the Director of Programs and Services, Assistant Director of Programs and Services, and/or the Executive Director.

Building a Response Plan:

The Director of Programs, Assistant Director of Programs and Services, and/or Services and the Executive Director will contact the Crisis Team Administrator and collect the information and process the issues through a specific inquiry procedure to capture the scope of the crisis and the potential impact.

SASED Programs/Services/Member District Crisis

1. The District/SASED administrator or designee must identify a leader/contact person.
2. Based on the information, a specific SASED Crisis Team will be assembled by the SASED Administrative Center. Members are notified, and a Leader will be identified for the group.
3. The SASED Crisis Team Leader will then communicate with the District/SASED administrator or designee regarding the identity of the team members and will begin to plan for on-site work.
4. The Crisis Team Leader and the District/SASED administrator will determine on site supports such as:
   a. Date and time that will services start
   b. The number and location of rooms to be used for interventions
   c. Identify individuals or groups that might be affected by the event
   d. The availability of food/meals for team members and staff
   e. The supports in place to ease access to clients (ex. list of staff, class schedules, etc.)
   f. Other supports required for Crisis Team members
5. Crisis Team should be on site within 24-72 hours after the event/notification
6. If at any time the media wants you to communicate with them, you will direct the media to talk to the member district superintendent or designee and/or the SASED Executive Director or designee.

On-site Work:

1. Work with effected staffs and stakeholders
2. Daily debrief of the Crisis Team must be completed by the Team Leader or designee
3. SASED Crisis Team Leader determines next steps with Crisis Team.
4. SASED Crisis Team Leader assesses and estimates the time to be spent on site.
5. SASED Crisis Team Leader conferences with the District/SASED administration regarding next steps.
6. District administration communicates the plan to district stakeholders.
7. SASED Crisis Team Leader conferences daily with the Director of Programs and Services, Assistant Director, and/or the Executive Director or designee regarding next steps.
8. SASED Crisis Team Leader repeats steps 1-6 until the determination is made to end on-site intervention.

Closing the Event:

1. Final debrief indicates the close of case which is discussed with District/SASED Leader
2. SASED Crisis Team Leader conferences with the Director of Programs and Service and/or the Executive Director
3. Final debrief is arranged for all team members including the Team Leader.
4. The Director of Programs and Services, Assistant Director, the Executive Director, or designee will initiate final communication to the District/SASED Program/Services and to the Crisis Team to officially close the case.

Post-Incident Procedures

- Provide staff with information regarding visitation and/or funeral arrangements when available. If the funeral is scheduled during a school day, all student and staff will be excused from school
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school
- Allow for changes in normal routines or schedules to address injury or death, but recommend that students and staff return to their normal routine as soon as possible after the incident
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed
- Allow for donations in alignment with the families wishes
- Discuss and approve any memorials with school board or board of control consent

Functional Annex 10 - Health and Mental

I. PURPOSE

The purpose of the Health and Medical Annex is to manage, direct, and control the provision of medical, counseling, and crisis team services in the event of a major incident.

II. SCOPE

This annex outlines the responsibilities and procedures for administrators and staff responding to a need to provide health and mental support. In the event of a major incident, a cabinet member at the SASED Administrative/Transition Center or the program administrator at Southeast School shall assume primary control for the purpose of making medical care services available and the SASED Crisis Team will assume primary control for crisis counseling services available to students and staff. Human Resources will be responsible for staff through provision of an Employee Assistance Program.

III. RESPONSIBILITIES

To implement the health and mental procedures:

- School nurses will receive training in these health procedures
- School nurses and other SASED staff will receive Automated External Defibrillators (AED)
- See also SASED Crisis Team responsibilities under Functional Annex 9 – Recovery
- Human Resources will contract to provide an Employee Assistance Program

IV. PROCEDURES

- Upon the declaration of a major incident, the Incident Commander or designee may assign a SASED School Nurse and/or Human Resources roles.
- Coordinate with local authorities and emergency medical providers and follow their directives as to the provision of essential medical care and sanitation services.
- Automated External Defibrillators (AEDs) located in various locations at the Administrative Center, Transition Center, and Southeast School marked with an AED sign. AEDs are used to treat sudden conditions that cause the heart to stop by delivering a shock across the heart if it is needed. 9-1-1 should be called as soon as possible when using an AED.
- The SASED Crisis Team may be activated. See these procedures under Functional Annex 9 – Recovery

Threat and Hazard Specific Annexes

Natural Caused Threat and Hazard Annexes
Natural Caused Annex 1 - Severe Weather

Excessive Cold

In situations of extreme cold, school will use wind chill charts to determine protective measures required and to prevent frostbite. Each school has a procedure for cold weather and outdoor recess or physical education courses. If wind chill is below zero degrees fahrenheit, students will not have outdoor recess or physical education. Students will wait inside to the greatest extent possible during bus drop off and pick up.

Excessive Heat

Heat related closings do not apply to air-conditioned buildings unless there is mechanical failure. The temperature and comfort of classrooms may be monitored if the air temperature is expected to exceed 85 degrees. If the heat index gets dangerously high, consideration on moving students to another location or closing school may be made on a case-by-case basis. *See Reunification procedures*.

The following guidelines address days of excessive heat:

- When air conditioning is not available and when there are periods of high temperatures, custodians may be directed to run air handling equipment at night to have buildings as cool as possible for the start of the school day.
- Students may be allowed to bring individual water containers to their classes.
- District can provide additional water or fans.
- Provisions may be made as appropriate to accommodate students with special needs.
- If necessary, classes/students may be relocated to more favorable areas.

High Winds

If sustained wind gusts are at 50 MPH or more, evacuate mobiles as a precaution to a location in the building. Student families should be notified by the principal via messaging system or letter home with the student.

Lightning

When you can hear thunder, you are close enough to the storm to be struck by lightning. Get indoors immediately. Stay inside for 30 minutes after hearing the last rumble of thunder before resuming outdoor activities.
Objects, Equipment and areas to avoid:

- Stop activities in or near water, such as swimming
- Anything tall or high, including roofs, scaffolding, ladders, utility poles or trees.
- Open shelters, garages, and sheds.
- Materials or surfaces that conduct electricity like metal tools or equipment and plumbing.
- Stay away from windows and exterior doors.
- Avoid Contact with electrical equipment or cords.

Thunderstorms

During Thunderstorms:

- Close windows and doors.
- Draw the shades or blinds to reduce the risk from flying glass if window or door glass
- breaks due to high winds.

- Monitor the NOAA Weather Radio, radio or television for the latest weather information
- Avoid using electrical appliances until the storm passes.
- If outdoors, seek shelter immediately.

After Thunderstorms:

- Scan the school interior or exterior, check for injuries and damage. Render first aid if necessary. Call 9- 1-1 if necessary. Report damage/injuries accordingly.
- Monitor the NOAA Weather Radio, radio or television for information or instructions.

If it becomes necessary to close school buildings due to severe weather, e-learning remote learning protocols may be enacted. See Appendix T for School Closure E-Learning Instructional Plans.

Natural Cause Annex 2 – Tornado

A. Alarm sounds/Announced over intercom.
B. Evacuation to the disaster shelter areas should begin at once. All students shall stay in single file and move to assigned area. (See Severe Weather Plan)
C. There shall be no talking except for instructions.
D. Teachers and office staff will account for all students, staff, and visitors before being dismissed from the scene by the administrator.

I. General Responsibilities

- Each staff member is to know thoroughly what the emergency disaster procedures are and the assigned area for the classroom(s) assigned.
- Staff members are to take their grade books or attendance roster with them to assure that all students are accounted for.
- Emergency services Fire Department should visit the school and identify all "safe zones" where students can be taken in a natural disaster. These areas should be marked with signs.

II. Procedures

- All students shall stay in single file.
- There shall be no talking except for instructions.
- Move quickly, but no running.
- There is no such thing as a false alarm or a drill. It is impossible for anyone to distinguish between these during an evacuation and to notify all involved. Once the alarm sounds, carry on expecting the real thing.

III. Signals

- Southeast School, Transition Center, and the Administrative Center are equipped with a weather monitoring radio over which information is given.

- Expiration of warnings/watch

    - The national weather service does not give an all clear, it gives a time frame for the watch or warning to be in effect.
    - If the watch or warning is due to expire before normal school dismissal times in the afternoon, schools can resume normal activities at the expiration time without need of communications to all schools and dismissals can proceed as usual.

- In cases where a warning is received with an expiration time due after our normal school dismissal times, students are not to be dismissed from school until the warning expiration time or until communications are received by the individual schools, either via telephone or radio stating that dismissal may take place.

Severe Weather Plan - Mobile Classrooms

When a weather alert is issued for a tornado, severe storm watch or high winds, the principal or designee will alert the staff to be prepared to evacuate the mobile, if the warning comes over the Naperville Emergency Weather Alert.

All students and staff shall leave the mobile and take shelter in the Main Building either in the gym or in the main hallway.

An announcement will be made that it is safe to return the mobiles.

See Severe Weather Plans for Southeast School, Transition Center, and Administrative Center below (under Natural Cause Annex 2 – Tornado).

Tornado Watch**:** issued by the National Weather Service when atmospheric conditions are such that tornadoes might develop. The office will tune in to AM1610, AM670, or 780 for weather information.

1. Teachers should be notified of the tornado watch situation. Upon being informed of a tornado watch situation, teachers should review emergency procedures with students.
2. Classes should continue as usual.
3. The administrator will designate one or more persons to act as tornado watchers. This person should be stationed in an area with the best view of an approaching weather front. This person should have the handheld radio to communicate with the office.
4. Loaded school buses may proceed to leave the school at once if this watch is in effect at the close of school. However, administrators may, at their own discretion, keep students within the building until weather conditions seem more favorable for sending students home.
5. No student may leave school unless accompanied by a parent or released by the administrator. In either case, the student must be signed out of the office.

Tornado Warning: is issued when a tornado has been sighted or has been picked up on radar by the National Weather Service. Be prepared to send students and staff to designated shelter areas if your observer spots a funnel, if the weather radio indicates a tornado warning, if personal phones indicate a tornado warning, or if the village sirens sound. (See Severe Weather Plan)

1. School buses must not leave the school while the tornado warning is in effect. Children must be unloaded and returned to the school building.
2. During the tornado warning, the administrator may place students in the shelter areas at any time. This decision is up to the administrator.

If county or city warning sirens sound, or observer sees a tornado, immediately move students to their designated shelter areas.

See Severe Weather Plans for Southeast School, Transition Center, and Administrative Center below.

SOUTHEAST SEVERE WEATHER/TORNADO PLAN

There are four (4) steps in the severe weather procedures:

1. **Watch** (atmospheric conditions are such that a tornado might develop)
2. **Warning** (a tornado has been sighted or has been picked up on radar by the Nat'l Weather Service)
3. **Alert** (move students to assigned shelter areas listed below**, all students sit as assigned, with hands- over head**)
4. **All Clear** (building administrator or designee will announce when it is safe to return to regular schedule)

A Tornado, severe storm watch, or high winds will be broadcast on our special weather radio. We will not take any action.

The Naperville Emergency Services and Disaster Agency will notify us by their Radio Alert System. When we are notified of an alert by radio, personal phone, or village siren, you will be notified to go to your assigned shelter. Please remain in your shelter until the **All Clear** is given. Telephone lines must remain open. Bus drivers are to leave their buses and go to the shelter as designated.

The building administrators will be directing operations during an Alert. The assigned shelter areas are as follows: (see also classroom action plans and maps).

Room 1	In Hallway 1 between rooms 3 & 5
Room 2	In Hallway 1 between rooms 4 & 6
Room 3	In Hallway 1 between rooms 5 & 7
Room 4	In Hallway 1 between rooms 6 & 8
Room 5	In Hallway 1 West of room 7 in front of Boys 9A
Room 6	In Hallway 1 West of room 8 in front of Girls 9A
Room 7	In Hallway 1 West of Fire Doors (timeout side
Room 8	In Hallway 1 West of Fire Doors (opposite timeout)
Room 10	In Hallway 1 West of Fire Doors
Room 14	In Hallway 1 wall opposite bathrooms and drinking fountain
Room 17	In Hallway 1 wall opposite bathrooms and drinking fountain
Room 18	In Hallway 2 wall outside room 18
Room 19	In Hallway 2 wall opposite room 18
Room 20	In Hallway 2 between rooms 20 & 22
Room 21	In Hallway 2 between room 21 & big rec room
Room 22	room 22 (opposite big rec room)
Room 23	Gym wall in rec room
Room 24	In Hallway 2 opposite rec room

Room 25	In Hallway 2 opposite rec room
Room 26	In Hallway 2 opposite rec room
Room 27	In the Weight Room along interior wall
Room 28	In Hallway 1 outside of Office 28
Room 30	In Hallway 3
Room 32	Stay in room along west wall (front of classroom)
Room 33	Along washroom and walls in Hallway 4
Room 34	Along washroom and walls in Hallway 4
Room 35	Along washroom and walls in Hallway 4
Room 36	Along washroom and walls in Hallway 4
Room 37	Along washroom and walls in Hallway 4
Room 40	Along washroom and walls in Hallway 4
Room M9	Come in building - In Hallway 2 - Opposite rec room
Room M10	Come in building - In Hallway 2 - Opposite rec room

No one should be outside during a storm alert!!!

TRANSITION CENTER SEVERE WEATHER/ TORNADO PLAN

There are four (4) steps in the severe weather procedures:

1. **Watch** (atmospheric conditions are such that a tornado might develop)
2. **Warning** (a tornado has been sighted or has been picked up on radar by the Nat'l Weather Service)
3. **Alert** (move students to shelter areas listed on One-Page Emergency Procedures**, students sit with hands over head**) Any staff member not assigned to classroom at the time of emergency should move to the nearest classroom space. Refer to the master schedule to determine locations of staff and students.
4. **All Clear** (building administrator or designee will announce when it is safe to return to regular schedule) A Tornado, severe storm watch, or high winds will be broadcast on our special weather radio. We will not take any action.

The Naperville Emergency Services and Disaster Agency will notify us by their Radio Alert System. When we are notified of an alert by radio, personal phone, or village siren, you will be notified to go to your assigned shelter. Please remain in your shelter until the **All Clear** is given. Telephone lines must remain open. Bus drivers are to leave their buses and go to the shelter as designated.

The building administrators, or their designee, will be directing operations during an Alert. The assigned shelter areas can be found on the classroom action plans and maps.

ADMINISTRATIVE CENTER SEVERE WEATHER/ TORNADO PLAN

There are four (4) steps in the severe weather procedures:

1. **Watch** (atmospheric conditions are such that a tornado might develop)
2. **Warning** (a tornado has been sighted or has been picked up on radar by the Nat'l Weather Service)
3. **Alert** (move staff to assigned shelter areas listed below**, all staff sit as assigned, with hands-over head**)
4. **All Clear** (administrator or designee will announce when it is safe to return to regular schedule)

A Tornado, severe storm watch, or high winds will be broadcast on our special weather radio. We will not take any action.

The Lisle Emergency Services and Disaster Agency will notify us by their Radio Alert System. When we are notified of an alert by radio, personal phone, or village siren, you will be notified to go to your assigned shelter. Please remain in your shelter until the **All Clear** is given. Telephone lines must remain open. Bus drivers are to leave their buses and go to the shelter as designated.

The leadership team, or their designee, will be directing operations during an Alert. The assigned shelter areas can be found on the classroom action plans and maps.

Natural Cause Annex 3 – Flooding

Flood Warning -- Flooding is occurring or may occur soon. If advised to evacuate, do so immediately.

Flash Flood Warning -- A flash flood is occurring or is imminent. Move to higher ground immediately. Flash floods develop MUCH quicker than river floods.

Flood Statement -- Minor flooding of creeks and streams, streets, low-lying areas or basement flooding is occurring or is imminent.

Know how to shut off electricity, gas and water at main switches and valves. Know where gas pilots are located and how the heating system works. If evacuating, notify the superintendent's office.

During a Flood:

- Move valuable possessions to the upper floor or move to another location if flooding is imminent and time permits.
- If instructed to do so by local authorities, turn off utilities at their source.
- Listen to a battery-operated radio for evacuation instructions.
- If advised to evacuate, do so quickly. Evacuation is much simpler and safer before flood waters become too deep for ordinary vehicles to drive through.
- Follow recommended evacuation routes. Short cuts may be blocked.
- People lose their lives by attempting to drive over a flooded roadway. The speed and depth of the water is not always obvious. There may be a hidden portion of the roadway washed out under the water. Two feet of water may carry away most automobiles.

After a Flood:

- Flood dangers do not end when the water begins to recede. Do not return home until authorities indicate it is safer to do so.
- Stay out of buildings that remain in the flood waters.

- Avoid coming in contact with flood waters. The water may be contaminated with oil, gasoline or raw sewage. Do not wade through a flooded stream to protect or retrieve belongings.
- Consider health and safety. Wash your hands frequently with soap and clean water if you come in contact with flood waters. Listen for news reports to learn whether the community's water supply is safe to drink.
- Throw away food -- including canned goods -- that has come in contact with flood waters.
- If injuries or damage occurred, initiate the crisis response plan.

Natural Cause Annex 4 – Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries.

School Staff response:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER AND HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas lines, and electrical lines.
- If EVACUATION is ordered, teachers may bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students. Designated staff may check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered. Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions wait until the tremor subsides.

The school and students are guided by the following:

- If there is any advance warning, students and staff should be prepared to follow severe weather response plan (tornado shelter areas).
- If there is no advance warning, students and staff should attempt to protect themselves as best as possible and move towards the shelter-in-place safe area if they are able.

Inside

- Do not panic. If protected from falling objects, the rolling motion of the Earth is frightening, but not dangerous
- To protect from falling objects, take cover in this manner
- Get beneath a desk, table, or bench - if possible, cover head with coat or other item to minimize injury
- If no cover is available, get against inside the doorway or crouch against inside wall and cover head. Stay away from outside walls, window, or other expanses of glass
- All doors should be left OPEN to minimize jamming if the building shifts
- Stay put and take cover. Do not attempt to run through building or outside because falling objects are found near outside doors and walls. If in a lavatory or

other room with no desks or furniture, get against inside wall or inside doorway and crouch.

Outside

- Move quickly away from the building and away from overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Take roll count of students and report to Administrator as soon as it is safe to
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from Administrator

School Administrators response:

- After the shaking stops, the administrator may initiate an EVACUATE BUILDING alert.
- Staff and students may evacuate using designated routes or alternate routes to the outside Assembly Areas (fire evacuation plan).
- The administrator or designee may call 9-1-1 for any injuries of staff or students that require emergency care.
- Notify District Safety.
- Establish a school command post and medical triage site on campus if needed.
- Direct custodial staff to shut off utilities
- Notify Plant Operations
- The appropriate utility companies need to be notified of damages (e.g. gas, power, water, or sewer).
- Consult with emergency management and public safety officials to determine if the buildings are safe for reentry.
- Only the Executive Director authorizes closing school. They may decide whether to announce the dismissal of students from the school or EVACUATE students off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site

District Safety response:

- Determine level of resources needed to respond and request those resources.
- Notify Directors & Executive Director
- Develop communication plan with PIO
- Liaison with emergency responders
- Coordinate debrief and After Action, if appropriate
- Coordinate Crisis Response Team, if appropriate

Natural Cause Annex 5 - Contagious Disease

I. When a student is determined to have a communicable disease:

A. The nurse/health aide will inform the administrator.

B. If the student is in school, the student will be isolated from other students/staff while the parent is called. If the student is not in school, the nurse/health aide will explain to the parent what is necessary to allow the student to be re-admitted to school.

C. Nurse/health aide will determine what letters need to be distributed to the class/school and make sure that enough copies of the letter are given to the individuals responsible for passing them out. The school nurse/health aide will also brief the school administrator on the procedures for the particular disease.

D. Administrator will let the Director know that this type of disease exists in the school. Administrator also will inform potentially affected staff of their exposure to the communicable disease.

E. School nurse will inform the proper authorities by phone and letter as to the communicable disease found in the school.

F. School nurse/administrator will conduct staff/parent meetings if necessary to explain the communicable disease.

II. Be sure to consult the board policy manual for communicable diseases.

Human Caused Threat and Hazard Annexes

Human Caused Annex 1 - Hazardous Materials

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The Incident Commander - IC (program administrator or designee) will initiate an EVACUATION alert.
- Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The IC directs staff to call 9-1-1, provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The IC or staff will notify the Executive Director's office and request activation of media and parent
  notification protocol.
- The IC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The IC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer to the COMMUNICATION annex for media and other communication protocols
- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The IC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.

- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The Incident Commander (IC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The IC or designee will call 9-1-1 (identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The IC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The IC will notify the Executive Director's office and request activation of media and parent notification protocol. Refer to the COMMUNICATION annex for media and other communication protocols
- The IC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The IC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Executive Director.
- When emergency responders determine it is safe to do so, the IC will give the "All Clear" signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

Human Caused Annex 2 - Active Shooter

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb, or other harmful device.

Immediately initiate Lockdown / Intruder / Run, Hide, Fight procedures (copied below).

Run

Based on the threat, the first course of action in most situations is to get away.

- Leave your things behind
- Run away
- If safe to do so, warn others of the threat
- **If outside**, collect students, and move away from the school building
- **If fire alarm is pulled**, evaluate your situation and plan an escape route if necessary.
- When safe, call 9-1-1. If necessary, describe intruder/assailant

Hide

If you cannot run to safety, find the nearest hiding place, ideally one that can be locked/secured.

School Staff response for Hide:

- Lock classroom door/block entry

- Tell others to move to lockdown positions, out of view from inside windows/door window
- Silence cell phones/radios – including student cell phones
- Tell it like it is- no code words
- Turn off the lights, don't touch outside window blinds
- Remain out of view from the inside windows/door window
- No movement or sound
- Take attendance, hold information until instructed
- **Do not display** Red/Green Cards
- Call 9-1-1 using Cell Phone
- "Plan B" - Determine the next step(s) necessary in case the area you are in becomes compromised
- If you cannot lockdown, move out and away
- Remain in lockdown until instructed otherwise
- **If outside**, collect students, and move away from the school building.
- **If a fire alarm is pulled**, evaluate your situation and plan an escape route if necessary.

School Administrators response for Hide:
- Upon notification, make announcement- repeat on intercom and/or school radio twice
- Move to safer position
- Call 9-1-1 using Cell Phone
- "Plan B" - Determine the next step(s) necessary in case the area you are in becomes compromised
- Contact SASED EOP Team, if safe to do so
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- Coordinate response from command post
- Provide keys
- If applicable, see Evacuation and Reunification procedures
- Police are still in charge of safety

- If applicable, create communication for parents- Instructions to reunification center
- Classes are deliberately evacuated by administration using a key to open doors and escort staff and students out
- Be sure to announce who you are before opening a locked classroom door

SASED EOP Team response for Hide:
- Call 9-1-1 using Cell Phone
- Attempt to communicate with emergency responders if applicable
- Meet police/fire department outside if safe to do so
- See Evacuation and Reunification procedures, if applicable
- Cooperate with police investigation
- Coordinate debrief and After Action if appropriate
- Notify Executive Director

Fight

As a last resort, if unable to run or hide/lockdown, defend yourself if you are in immediate danger.
- Attempt to incapacitate the shooter
- Act with physical aggression and throw things at the shooter

When Law Enforcement Arrives
- Do not point, scream, or yell
- Keep hands visible at all times

- Put down any items in your hands
- Avoid quick movements toward the officers
- Remain calm and follow their directions
- Do not stop to ask officers for help/direction when evacuating

Secure Building with outside intruder or all other situations

Reverse Evacuation

Secure Building announcements for all other situations are more controlled and coordinated announcements. The announcements may provide additional information that give staff direction and when anticipated, informational updates may be given.

- Program Administrator/Designees confirm that all staff and students are inside.
- Ensure that outside doors are closed and locked.
- All staff is notified by intercom and/or over the school radio:
    - Read twice: "This is a Secure Building, please move back to your classroom and remain there until further notice. There is no danger inside the building but a situation outside has necessitated a Secure Building. Please remain in your classrooms until further notice. I may update you over the intercom system/radio shortly."
    - Repeat announcement
- Notify SASED EOP Team
- Available staff members are assigned to hallways and doors, as needed.
- The Administrative Center or Police Department may update the school on the status of the emergency situation approximately every 30 minutes.
- The decision to release from lockdown is a collaborative decision made between the Executive Director or designee and Police.

Program Administrator/Designee response:

- Notify SASED EOP Team and provide a brief via email.
- Create parent communication

SASED EOP Team response:

- Provide Program Administrator/Designee with required resources
- Contact law enforcement to determine the status
- Notify Cabinet
- Debrief

Recovery

- After the intruder(s) have been subdued, the Incident Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The IC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The IC will request bus transportation or alternate transportation to the relocation site.
- The IC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The IC will activate the district Crisis Response Team (RECOVERY) and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The Executive Director in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

Human Caused Annex 3 - Bus Accidents

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Medical personnel must assess students and driver before transport
- Contact the school district/bus company office and provide the following information:
    1. Who
    2. What,
    3. When,
    4, Where (location)
    5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- Notify the Director of Business Services
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

Incident Commander (Program Administrator or Designee):

- Dispatch the school administrator or designee (e.g., transportation liaison) to the accident location.
- School official(s) at the scene will access level of support needed and convey this to the Cabinet
- Incident Commander or designee at the scene will report to the district office the names of student passengers, their conditions disposition, and location(s) where injured were taken so parent notifications can be made.
- School official(s) at the scene will accompany injured students to the hospital.
- School official at the scene or designee will contact the resident district's special education director or
  superintendent.
- The school official will ensure any special health information or medication for any injured student is sent to the hospital

Executive Director/Director of Business Services

- If multiple hospitals are used, the Executive Director's office will send an administrator to each hospital.
- The Executive Director or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the

student was taken.

- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release, if appropriate, and parent letter of explanation for the same day distribution, if possible.

Human Caused Annex 4 - Loss of Utilities

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the Incident Commander – IC (program administrator or designee) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The IC may direct staff to shut off utilities, as deemed necessary.
- The Incident Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Executive Director and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will
    - DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode.
    - Order an EVACUATION of the building and open windows
    - Direct staff to shut off all utilities
    - Direct staff to call 9-1-1, give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
    - If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
    - The IC will notify the Executive Director's office and request activation of media and parent notification protocol. Refer to the COMMUNICATION annex for media and other communication protocols
    - Do not allow anyone to reenter the building until the facility has been deemed safe.
    - The Incident Commander will complete a detailed incident report at the earliest opportunity and send it to the Executive Director's Office

Human Caused Annex 5 – Fire

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the Program Administrator/Central Office.
- The Incident Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- Incident Commander or designee calls 911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.

- Office staff will obtain student roll from teachers and inform the Program Administrator or incident commander of any missing students
- After consulting with Executive Director or designee, fire department and law enforcement officials, the Incident Commander may direct an off-site evacuation if weather is inclement or building is damaged.
- Incident Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Upon alarm or notification, stop what you are doing, evaluate your situation, get everyone's attention
- Take a head count of all students/staff/volunteers
- Take the class roster, the emergency Go Kit (including red/green cards, classroom action guide, classroom action map)
- Turn off lights and close the door – do not lock
- Start the evacuation using primary or secondary route
- At each transition, evaluate your situation for smoke, fire or other danger
- Once a safe distance outside, take attendance
- Hold either Red or Green Card:
    - Red Card: Injuries, Missing/Extra Students(s)/Help
    - Green Card: All Accounted For/ OK
- Supervise students, keep them together, and wait for instructions
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.

Human Caused Annex 6 - Bomb Threat/Suspicious Items

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Program Administrator/Incident Commander or designee.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 911
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the intercom:

"YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO____
ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF."

The Incident Commander and law enforcement agency will make a decision to:

- Evacuate Immediately, or
- Search the building and Evacuate if warranted.
- Notify the Executive Director.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law

enforcement official.

- Incident Commander works with first responders to assemble and brief a Search Team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." "Teachers and staff will leave their windows and doors open when exiting."
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Executive Director, the Incident Commander may move students to an alternate site if weather is inclement or building is damaged.
- The incident commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate a student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report	**Callers Voice - Circle as applicable:**	
Questions to ask:	• Calm	• Nasal
	• Angry	• Stutter
1) When is the bomb going to explode?	• Excited	• Lisp
	• Slow	• Raspy
2) Where is it right now?	• Rapid	• Deep
	• Soft	• Ragged
3) What does it look like?	• Loud	• Clearing Throat
	• Laughter	• Deep Breathing
4) What kind of bomb is it?	• Crying	• Cracked Voice
	• Normal	• Disguised
5) What will cause it to explode?	• Distinct	• Accent

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat:

Sex of Caller: Race:

Length of call: Age:

Date: Time:

Number at which call was received:

Notes:

- Slurred
- Familiar

If voice is familiar, whom did it sound like?

Background Sounds:

- Street Noises
- Animal Noises
- Clear
- Static
- Music
- House Noises
- Motor
- Factory Machinery
- Voices
- PA System
- Local Call
- Long Distance
- Phone Booth
- Office Machinery
- Other

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks:

Human Caused Annex 7 - Structural Failure

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the Incident Commander may implement DROP, COVER and HOLD, an EVACUATION or an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The Incident Commander will initiate an EVACUATION of the building

- The Incident Commander (IC) or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The IC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The IC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary. See Appendix B for list. The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the IC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The IC will notify the Executive Director or designee and determine whether to dismiss school early, order an evacuation, or an off site evacuation for parent reunification.
- The Executive Director and Incident Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

Human Caused Annex 8 - Nuclear power plant accidents

SASED facilities are not within a 10-mile radius of a Nuclear Station.
Schools within 10-mile radius (Insert facility name(s)) Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration:

- Incident Commander announces EVACUATION alert to students and staff directing them to remain the classrooms until transportation arrives and a second notice is given to load the buses.
- Incident Commander contacts (transportation liaison) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- Incident Commander or designee notifies the relocation center to activate the FAMILY REUNIFICATION PROTOCOL.
- Activate the parent notification protocol and direct them to the relocation site.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Post evacuation signs at the main entrances to the building

Teacher responsibilities during evacuation and movement to relocation site:

- Return to homeroom or keep classes intact.
- Take roll.
- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Wait in classroom until Incident Commander or designee informs teachers that buses have arrived.
- Take class roster and emergency Go Kit and move students to the bus staging area for loading.
- Take roll on the bus and again after arriving at the relocation center

Human Caused Annex 9 - Mass Casualty Incident

Human Caused Annex 10 - Pandemic or Disease Outbreak

Activate heightened surveillance of illness within school site as instructed by the District Office. Health aides and nurses will gather data on symptoms of students and HR will gather data on symptoms of staff who are sick at home.

- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines from the District Office for families and staff to make them aware of symptoms and remind them of hygiene etiquette
- Monitor bulletins and alerts from the DuPage County Health Department. · Keep staff informed of developing issues.
- Health aides, nurses, and HR will assist the DuPage County Health Department in monitoring outbreaks.
- District Office will respond to media inquiries regarding school attendance status.

See Appendix C for School Closure Instructional Plans and sample Health and Safety Protocol

Human Caused Annex 11 - Student Threat Assessment

Targeted School Violence Prevention Plan

This procedure creates the School Association for Special Education in DuPage (SASED) Threat Assessment Team(s) (TAT) and serves as guidance for the Threat Assessment Team(s) in its work to prevent targeted school violence. The procedure outlines the responsibilities of the Threat Assessment Team(s) with regard to:

- Management of school-wide trainings and programs to prevent school violence;
- Conducting regular meetings of District and School Level TAT(s) for purposes including:
    - assessing potential improvements to school safety procedures;
    - reviewing processes for gathering information on threats or potential threats (including, but not limited to, the use of direct threat referral procedures, anonymous tip lines, crisis intervention, and student or staff misconduct referrals related to a pattern of threatening behavior);
    - monitoring effectiveness of support services identified for students/staff;
    - training of threat assessment team members;
    - review of school policies that impact school safety;

- development, review, and/or promotion of programs, including school-wide prevention programs, to promote a safe school climate; and
- identifying additional resources in and outside the school community that may assist with interventions implemented to mitigate the risk of targeted violence;

- Engaging in the Threat Assessment Protocol (TAP) when an individual threat is identified by or brought to the TAT. Threats to be considered may concern:
  - Students, current and former;
  - Employees, current, former, and prospective;
  - Parents/guardians or other family members;
  - Persons who are or have been in relationships with students, employees, or parents/guardians;
  - Contractors, vendors, and/or other outside service providers;
  - Volunteers or visitors to the schools; or
  - Any person who makes a threat or engages in threatening behavior in the school community.

Safety Concerns Mechanisms/Procedures (Anonymous Tip Line)

a) Students, staff, families, and community members can report a safety concern using the ***Report a Safety Concern* link** that is posted on the homepage of the SASED website. The link leads to the Safety Concerns form in English and Spanish (see *Appendix D: Safety Concerns Form*). They can also report a safety concern using a **hotline phone number** posted on the website home page. The phone number is connected to the Programs and Services Administrative Assistants.
   i) If a form is submitted, the Programs and Services Administrative Assistants receive notification via automatic email notification.
   ii) If the hotline phone number is used, the Programs and Services Administrative Assistants will use the Safety Concern form to document the conversation.

b) The Programs and Services Administrative Assistants will call 911 if imminent risk/threat exists and will notify others as appropriate (see *Appendix E: Notifications by Type of Concern*).

c) Team begins the process of assessing and intervening. If concern involves potential harm to others, the Threat Assessment Team will be activated.

Threat Assessment Teams (TAT) & Procedures

Teams:

a) The **Behavior Oversight Committee** (BOC) will serve as the **School Violence Prevention Team** overseeing the SASED and building level Threat Assessment Teams (TAT) and is made up of leadership team administrators, program administrators, mental health professionals (with school social worker and school psychologist endorsement), teachers, and local law enforcement (see *Appendix E: Notifications by Type of Concern*). This team meets monthly and pulls in members of the SASED TAT and program level TATs as needed to collect, monitor, and analyze safety concern data and make recommendations for intervention (see *Appendix F: 4:190-AP1 Administrative Procedure – Targeted School Violence Prevention Program*).

b) The **SASED Threat Assessment Team** (TAT) is a coop-level team made up of members of the Targeted School Violence Prevention Team and additional ad hoc administration, mental health (school social workers and/or school psychologists), and teaching staff and local law enforcement as indicated (see Appendix K). This team meets monthly to review data and current intervention plans is also activated for triage when the threat involves a SASED program classroom housed in a general education building, Southeast School, or the Administrative Center as outlined below. (see *Appendix G: 4:190-AP2 Administrative Procedure – Threat Assessment Team*)

c) The **Program Level Threat Assessment Team** (TAT) is activated when the threat involves a SASED program housed in a SASED building. (see *Appendix G: 4:190-AP2*

Administrative Procedure – Threat Assessment Team)

i) Southeast TAT is made up of a team of Program Administrators, Behavior Management Specialists (with school social work &/or school psychologist endorsement), School Nurse, Teachers, and local law enforcement as indicated (see *Appendix E: Notifications by Type of Concern*). This team meets monthly as part of the Program Leadership Team, Grade Level Team, or PBIS team to review data and current intervention plans and is also activated for triage. Triage will include an administrator and at least one additional team member.

ii) Transition TAT is made up of a team of Program Administrators, teachers, school social worker, school psychologist, nurse, and local law enforcement as indicated (see *Appendix E: Notifications by Type of Concern*). This team meets monthly as part of the Program Leadership Team or Grade Level Team to review data and current intervention plans and is also activated for triage. Triage will include an administrator and at least one additional team member.

Procedures

a) **Threat Assessment Team Meetings**

i. The Behavior Oversight Committee, SASED threat assessment team, and Program threat assessment teams will meet regularly to practice and review data and current intervention plans and is also activated for triage on an as needed basis.

b) **Threat Assessment Protocol**. SASED has adopted the Threat Assessment and Response Protocol, adapted from the University of Virginia Youth Violence Project (see below)

THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence (Cornell & Sheras, 2006)*

IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text messaging, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended victim(s) and regardless of whether the intended victim is aware of the threat. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or verbiage such as slurs, insults, or verbal abuse that does not constitute a threat. Threats may be implied or stated in an indirect manner if a recipient would reasonably regard the behavior as a threat. WHEN IN DOUBT, treat the expression as a threat and conduct a threat assessment.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

Student Interview

- Do you know why I wanted to talk with you?
- What happened when you were [place of incident]?
- What exactly did you say? And what exactly did you do?
- What did you mean when you said or did that?
- How do you think he/she feels about what you said or did?
- What was the reason you said or did that?
- What are you going to do now that you have made this threat?

Witness Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do?
- What do you think he/she meant when saying that?
- How do you feel about what he/she said or did?
- Why did he/she say or do that?

DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE

Transient Threat
Meets one or more of the following:

- Non-genuine expression or intended as joke or figure or speech
- Non-sustainable intent to harm or temporary anger that is resolved
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification

WHEN IN DOUBT, consider threat as substantive and assess further

Substantive Threat
Factors to consider in judging a threat to be substantive:

- Specific, plausible details such as a specific victim, time, place, and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)
- Student's age and capability of carrying out the threat
- Student's history of aggressive behavior
- Credibility of student and witness accounts

DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS

	Serious A threat to assault	**Very Serious** Threat to kill, rape, or inflict severe injury or use weapons
RESPOND TO TRANSIENT THREAT	**RESPOND TO SERIOUS THREAT**	**RESPOND TO VERY SERIOUS THREAT**
❖ Contact student's parents if necessary ❖ Notify intended victim's parents if necessary to prevent further problems ❖ See that threat is resolved through explanation, apology or making amends ❖ Consult with safety and security specialist/SRO if appropriate ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan /behavior contract as appropriate ❖ Maintain threat assessment documentation in student's cumulative file, if completed, as appropriate	❖ Mobilize threat assessment team members as needed ❖ Notify student's parents ❖ Protect and notify intended victim and parents of victim ❖ Caution the student about the consequences of carrying out the threat ❖ Provide direct supervision of student until parents assume control ❖ Consult with SRO or safety/security specialist ❖ Refer for conflict resolution or counseling ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan/behavior contract ❖ Maintain threat assessment documentation in student's cumulative file	❖ Mobilize threat assessment team and follow procedures for Serious threat, including protective action and notification of intended victim and parents of victim ❖ Provide direct supervision of student until parents assume control ❖ Notify assistant superintendent or designee ❖ Consult with SRO or safety /security specialist for investigation of threat ❖ Initiate immediate mental health assessment if emergency situation; otherwise notify parents of need for mental health assessment ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan/behavior contract ❖ Maintain threat assessment documentation in student's cumulative file

For more information, contact the University of Virginia Youth Violence Project <http://youthviolence.edschool.Virginia.edu> or email <youthvio@virginia.edu>

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Revised 2019-09

c) **Assessing and Classifying Threats**. When a threat is reported, the threat assessment team (TAT) will use the above Threat Assessment and Response Protocol provided above.

i) **Call 911** and implement appropriate safety procedures **if imminent threat exists**.

ii) The **TAT triage team** will determine if a full TAT must be involved, if no imminent threat exists or once an imminent threat is contained. They will utilize the SASED Risk Assessment form for documentation. **Triage may include**:
   (1) Reviewing threatening communication and/or behavior
   (2) Reviewing school and other records for any prior history or interventions with the individual(s) involved
   (3) Evaluating the threat in context so that the meaning of the threat and intent can be determined by, among other things, conducting timely and thorough interviews (as necessary) with the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses who have knowledge of the threat, and when reasonable, the subject of concern (subject) who allegedly engaged in the threatening communication and/or behavior.

iii) **Assesses threat** to determine whether an individual **poses a threat**, not just whether the person(s) made a threat (see *Appendix L: 4:190-AP2, E1 – Exhibit – Principles of Threat Assessment* and *Appendix N: 4:190-AP2, E3 – Administrative Procedure – Threat Assessment Key Areas and Questions: Examples)*
   (1) **Key areas:**
      (a) Interview with person(s) who reported the threat, threat recipient(s)/target(s), and other witnesses
      (b) Review records and consult with staff who know the subject
      (c) Interview with the subject
   (2) **Key questions**:
      (a) What are the subject's motive(s) and goal(s)? What first brought him/her to someone's attention?
      (b) Have there been any communications suggesting ideas, intent, planning, or preparation for violence?
      (c) Has the subject shown any inappropriate interest in, fascination and/or identification with other perpetrators and/or incidents of mass or targeted violence, (e.g., terrorism, school/workplace shootings, mass-murderers)
      (d) Does the subject have, or is he/she developing, the capacity to carry out an act of targeted violence?
      (e) Is the subject experiencing hopelessness and/or depression?
      (f) Does the subject have a positive, trusting, sustained relationship with at least one responsible person?
      (g) Does the subject see violence as an acceptable desirable - or the only – way to solve a problem?
      (h) Are the subject's conversation and *story* consistent with his/her actions?
      (i) Are other people concerned about the subject's potential for violence?
      (j) What circumstances might affect the likelihood of an escalation to violent behavior?

iv) **Classifies threat** to provide professional judgment of current level of risk. (FBI Threat Assessment Model)
   (1) **Low level** – threat which poses a minimal risk to victim and public safety. It is vague and indirect, lacks detail, is inconsistent, lacks realism, suggests that the person is unlikely to carry it out
   (2) **Medium level** – threat could be carried out, but may not appear entirely realistic, more direct and concrete, person may have given some thought to how act could be carried out, may be general indication of place and time, no strong indication of preparatory steps, falls short of detailed plan and preparatory steps
   (3) **High level** – threat appears to pose an imminent and serious danger to safety of others, direct, specific, plausible, suggest concrete steps have been taken toward carrying it out, has made specific preparations to act, has acquired or practiced with weapon and/or has had victim under surveillance

d) **Responding to and Managing Threats**

i. **Identify appropriate responses** based upon threat level (see *Appendix O: 4:190-AP2, E4 – Exhibit – Responding to Types of Threats*
ii. **Develop, implement, & monitor individualized case management plan** to intervene with, address, and reduce the threat by: (see *Appendix P: 4:190-AP2, E5 – Exhibit – Threat Assessment Case Management Strategies)*
    1. Designate a TAT member as **case manager**
    2. Case management **integrates interventions,** as appropriate, across the following relevant domains:
        a. **S -** Deescalate, contain, or control the **subject** who may take violent action
        b. **T -** Decrease vulnerabilities of the **target**
        c. **E -** Modify physical and cultural **environment** and systems to discourage escalation
        d. **P -** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions
iii. **Document** assessment, responses, plans, and progress through risk assessment response and response report update(s) (see *Appendix H: Risk Assessment Documentation*)
iv. Meet at least every 30 days that case is active to **review plan** and assess progress

e) **Reporting Threats to Outside Agencies** – Use the following process to notify the local law enforcement agency (LLEA) and/or the Illinois Department of State Police (ISP) about certain types of threats:
i. **Executive director or designee** reports to LEA **batteries** committed against teachers, teacher personnel, administrative personnel, or educator support personnel & immediately notifies the LEA and the ISP upon receiving a report from any school personnel regarding a verified incident involving: a **firearm** in a school or on school-owned or leased property; **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.
ii. **Program Administrator/Building Principal** reports to LEA **threats to safety and welfare** of students and teachers by **illegal use of drugs and alcohol**, by **illegal use or possession of weapons**, or by **gang activity**.

Threat Assessment Teams (TAT) & Procedures – EMPLOYEES

Teams:

The **SASED Employee Threat Assessment Team** (TAT) is made up of members of the Targeted School Violence Prevention Team, Director of Human Resources, and additional ad hoc administration, mental health (school social workers and/or school psychologists), and teaching staff and local law enforcement as indicated (see Appendix K). This team is activated when the threat involves a SASED employee. (see *Appendix G: 4:190-AP2 Administrative Procedure – Threat Assessment Team*)

Procedures

The employee TAT will **follow the same procedures outlined above** under Threat Assessment Teams (TAT) & Procedures – STUDENTS

Threat Assessment Teams (TAT) & Procedures – COMMUNITY

The **SASED Community Threat Assessment Team** (TAT) is made up of members of the Targeted School Violence Prevention Team, SASED Leadership Team, Local Law Enforcement, and additional ad hoc administration, mental health (school social workers and/or school psychologists), and teaching staff as indicated. This team is activated when the threat involves a member of the community. (see *Appendix G: 4:190-AP2 Administrative Procedure – Threat Assessment Team*)

Procedures

The community TAT will **follow the same procedures outlined above** under Threat Assessment Teams (TAT) & Procedures – STUDENTS

Data Collection & Notification Procedures

a) Physical Restraint and Time Out

1. Staff completes ISBE RTO form online in Embrace BIR
2. Program Administrator reviews daily in Embrace BIR & make a reasonable attempt to notify parent/guardian of a restraint/time out on the same day
3. Written Notification to Parent/Guardian is completed & sent by Program Administrator or designee within one business day of occurrence. This notification needs to include:
    - a copy of the form documenting the restraint/time out;
    - a copy of the standards for when isolated time out, time out, and physical restraint an be used;
    - information about the rights of parents, guardians, and students;
    - information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other information to assist the parent or guardian in navigating the complaint process;
    - a description of the State complaint, mediation, and due process procedures
4. No later than 2 school days after each incident, the Program Administrator or designee shall notify the parent/guardian that they may request a meeting with appropriate school personnel to discuss the incident.
    - If a parent or guardian requests a meeting, the meeting must be convened within 2 school days after the request, provided that the 2-school day limitation shall be extended if requested by the parent or guardian. The parent or guardian may also request that the meeting be convened via telephone or video conference
    - A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and shall become part of the student's school record. A copy of the documents shall be provided to the student's parent or guardian. If a parent or guardian does not request a meeting within 10 school days after the school has provided the documents to the parent or guardian or if a parent or guardian fails to attend a requested meeting, that fact shall be documented as part of the student's school record
5. When a student experiences instances of isolated time out, time out, or physical restraint on any 3 days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's functional behavioral assessment, and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other specified interventions. The plan shall be placed into the student's temporary student record. The review meeting shall also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program
6. Copy of ISBE PRTO form & written parent notification placed in student's temporary file?
7. Program Administrator or designee sends notification of each physical management or timeout to physicalmanagement@sased.org, the student's home district, and the parent/guardian within ***one business day*** of occurrence
8. Member of School Violence Prevention team or designee sends the documentation form to ISBE within ***2 school days*** of occurrence

b) Safety Concerns

The Safety Concerns Form automatically populates into a spreadsheet that is shared with the School Violence Prevention team. Concerns reported via phone will be transcribed to the form by an administrative assistant for programs and services.

c) Risk Assessments

1. Staff completes Risk Assessment form, including response plan, and sends to Program Administrator
2. Program Administrator reviews daily and verifies parent notification
3. Copy of Risk Assessment placed in student's temporary file
4. Program administrator schedules meetings for any incidences of 3 occurrences
5. Program Administrator or designee sends copy of each risk assessment to safetyconcerns@sased.org within 24 hours of occurrence

d) Active Response Report Updates

i) Case managers complete risk assessment **response report update(s)** monthly (see *Appendix H:*
Risk Assessment Documentation) for each active response plan
ii) Program Administrator reviews and verifies parent notification
iii) Copy of Risk Assessment response report update(s) placed in student's temporary file?
iv) Program Administrator or designee sends copy of each active risk assessment response report update to safetyconcerns@sased.org within 3 days of update

School Violence Prevention (SVP) Team (Behavior Oversight Committee) Procedures

See *Appendix F: 4:190-AP1 Administrative Procedure – Targeted School Violence Prevention Program* and
Appendix G: 4:190-AP2 Administrative Procedure – Threat Assessment Team

a) Data monitoring and analysis procedures
i) The School Violence Prevention (SVP) team meets monthly with a standing agenda item for **review of student data** including:
(1) Restrictive and highly restrictive interventions, including physical management, timeouts, and suspensions
(2) Risk/threat assessments
(3) On-going interventions for students previously identified for intervention per restrictive/highly restrictive interventions or risk/threat assessments
ii) The SVP team invites a mental health team member for each program that has a form that month to attend the meeting
iii) The SVP team **makes recommendations** for **group and individual interventions** to program TAT/case management teams based on the data
iv) The SVP team makes recommendations for and provision of **professional development, training, and coaching** for:
(1) The SVP team
(2) SASED and Program-level TATs
(3) All staff, including annual training on TSVP plan, role of SVP team, and role of TAT

b) Additional SVP Team Procedures
i) The SVP team regularly **assesses the effectiveness of the TSVP plan**, including the central reporting mechanisms at the cooperative and school building level, and ensures that the plan **complies with** applicable civil rights and other state and federal **laws**.
ii) The SVP team ensures that procedures are **maintained for effective information** sharing **between** the Cooperative and local law enforcement agencies and community service **agencies**, including defining the threshold for law enforcement intervention.
iii) The SVP team identifies policies and procedures that may affect the TSVP plan and notifies the leadership team of possible modifications.
iv) Monitor current positive behavioral support systems and strategies and recommend additional systems and strategies as needed
v) Provide opportunity for annual review and input from the parent advisory committee

Appendix A: Master Schedules for Southeast School & Transition Center

Southeast/Directions – Master Schedule

Transition Center – Sample General Schedule

	MONDAY	TUESDAY (community)	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00	ALL – MorningRoutine	Morning Routine	Morning Routine	Morning Routine	Morning Routine
9:00-9:15 Rm. 112	ALL – Whole group morning meeting **RL- Rm112**	ALL – Whole group morning meeting **RL/LZ - Rm112**	ALL – Whole group morning meeting **RL - Rm112**	ALL – Whole group morning meeting **LZ - Rm112**	ALL – Whole group morning meeting **LZ - Rm112**
9:30-10:00	A. MM **LZ - Rm 112** B. Microbiz & Goal Setting **RL - rm109**	A. MM **LZ/RL - Rm112** B. Current Events - Rm120	A. MM **LZ/CC - Rm112** B. MM C. Microbiz & Goal Setting **RL - rm109**	A. MM **RL - Rm112** B. Current Events **LZ- rm120**	A. Right Fit - Off Site B. MM **LZ - Rm112**
10:00-11:00	A. Jobs/Social Work Group – JH rm120 B. Social Work Group – JH/GroupWork rm112 C. FunctionalLiteracy -rm119	A. Voctraining/ microbiz rm117& 109 B. Jobs - rm119 C. Independent Living Skills - rm120	A. Jobs B. Functional Literacy (Ten Sigma) **- Rm112** C. Functional Math -rm120	A. Functional Literacy (Unique) rm119 B. Functional Literacy (Ten Sigma) **- Rm112** C. Independent Living Skills rm120	A. Right Fit (RL Plan) - Off Site B. Life Skills - rm033
11:00-12:00	A. Functional Literacy (Unique) **- Rm112** B. Jobs - rm112 C. Social Work Group – JH- Rm119	ALL – Fitness **- Rm112 & 117**	A. Jobs - rm117 B. Voc Training/ Microbiz -rm109 C. Independent Living- rm120	ALL – Music (RL/LZ Plan) **- Rm112**	A. Right Fit - Off Site B. Lunch - rm033
12:00-1:00Rm112 & 033; Bathrooms (rm.108 & 110)	Lunch, Domestic Skills, Grooming	Lunch, Domestic Skills, Grooming	Lunch, Domestic Skills, Grooming	Lunch, Domestic Skills, Grooming	A. Lunch B. Right Fit (off site)

1:00-2:00	A. Life Skills- rm119 B. Sensory Group - rm117 C. In School Jobs - Throughout building	A. Cooking (Kitchen)- rm033 B. In School Jobs - Throughout building	A. In house rec (RL/LZ) B. In house rec (RL/LZ) C. In house rec (RL/LZ) Rm.112 & 117	Order Center – LZ- rm112 Microbiz/ In School Jobs- Rm109 & throughout building	A. In house rec- Rm119&120 B. Right Fit (LZ Plan) Off site
2:00-2:30	ALL – PM Jobs & Goal sheets - Throughout building & rm112	ALL – PM Jobs & Goal sheets - Throughout building & rm112	ALL – PM Jobs & Goal sheets - Throughout building & rm112	ALL – PM Jobs & Goal sheets - Throughout building & rm112	A. PM Jobs & Goal sheets B. Goal sheets C. PM Jobs & Goal sheets - Throughout building & rm112
2:30-2:45	Wrap Party **RL**	Wrap Party **RL**	Wrap Party **LZ**	Wrap Party **LZ**	Wrap Party **RL**

Work Area Activities

MicroBiz: Microbiz crafting (Voc. Skills), Inventory, Sales (Voc. Skills) - Rm109 Multi-purpose: Whole Group Activities, Lunch Overflow, Grooming - Rm112

Life Skills Lab: Domestic Skills Training (laundry, meal planning and prep, cleaning)- Rm033 Room A: Voc Training Vocational Tas, Functional Academics - Rm117

Room B: Jobs Assembly task work, order center, goals, Functional Academics - Rm119 Room C: Home care, recreation and entertaining, career planning and research - Rm120

Appendix B: CPR and First Aid – Trained Staff

List from Julie/Dana

School Closure Remote, Blended, & Modified In-Person Learning Plan

Addressing the instructional needs of students and staff during school closures due to emergencies or health advisories

Updated Feb 3, 2021

Summary of Plan – Info for Students & Families

Student & Caregiver Responsibilities

(Illinois State Board of Education5, 2020)

During remote learning and blended remote learning days, students and caregivers have certain responsibilities. The Illinois State Board of Education recommends the following responsibilities:

Student Responsibilities

- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically to the extent possible
- Be respectful to yourself, teachers, and peers
- Comply with new health and safety policies
- Take care to get enough rest and commit to self-care

Caregiver Responsibilities

- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Health & Safety

When students are in remote learning, student health and safety is still a priority. SASED staff will check in regularly with students and families and whenever a student has not engaged in instruction for two consecutive days, an administrator or staff member will contact you to check in.

When students are in a hybrid or modified in-person model, students, staff, and visitors must adhere to the current CDC and Illinois Department of Public Health guidance. See Health & Safety Protocols below for additional information.

Learning & Assessment

Modified in-person, remote learning and blended remote learning activities in SASED programs will be designed around each student's IEP goals, and as applicable, the Illinois Learning Standards for K- 12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, or the SASED Transition Outcomes for students aged 18-22. All students will receive at least 5 clock hours of instruction on modified in-person, remote learning and blended remote learning days. At least 2.5 hours daily will be teachers and students meeting together virtually or in- person for instruction and/or remote services (Illinois State Board of Education5, 2020), with the addition of activities, assessment/feedback/progress monitoring, and independent student work at the student's own pace. Students will receive the related services commensurate with an amount and nature that would be sufficient to meet the key components and requirements of the same service when rendered via face-to-face interaction as per what would have occurred in a students' schedule on a given day of closure.

For help

We appreciate your patience as we all learn this new system together!

- Is your question about curriculum, classwork, grades? Please ask your student's teacher.
- Is your question about related services or IEPs? Please contact your student's program administrator or IEP team member directly.

Is your question not related to either curriculum or tech? Do you have some feedback to share? Please complete the Parent Questions Form

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Purpose & Benefits

- To allow students the opportunity for engaged learning during scheduled emergency days or health advisory closings
- To ensure the safety of students and staff on days of inclement weather or health advisory closings
- To maintain the school calendar by not adding emergency days at the end of the school year to be made up
- To avoid unexpected interruptions in learning and services provided to students
- To promote school and family collaboration on generalization and maintenance of skills in the home environment
- To promote flexible learning in the digital age and learning beyond school walls

PA 101-0643 Requirements for Remote & Blended Remote Learning Day Plans

Remote and blended learning day plans must adhere to the requirements set forth in PA 101-0643. The SASED Steering Committee and SASED administrators will serve as the planning teams for the remote and blended remote learning day plan. The steering committee is comprised of key staff stakeholders that represent each program within SASED including administrators, teachers, school support personnel, and paraprofessionals. The parent advisory committee consists of parents with students in SASED programs or member-district special education programs. These groups will gather and respond to data to assess the effectiveness of the remote and blended remote learning day plan.
An example survey that was utilized at the end of the 2019-2020 school year is included here. The planning teams will use this data to inform and recommend revisions to the remote and blended remote learning day plan on an ongoing basis.
The following information summarizes SASED's response to the requirements *under PA 101-0643*:

A. *Accessibility of the remote instruction to all students enrolled in the district:*

- SASED is partnering with its member/host districts to ensure that all students have access to an appropriate device (e.g., Chromebook or I-Pad). A sample spreadsheet for compiling device needs by program and district can be found here.
- SASED will continue to work with its member districts to ensure that all students have internet access available to them for remote learning.
- Assistive technology required for students to access instruction will be made available based on each student's individual needs

B. When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards:

- Remote Learning Day and Blended Remote Learning Day activities in SASED programs will be designed around the Illinois Learning Standards for K-12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, and the SASED Transition Outcomes for students aged 18-22.
- For additional information, refer to the Student Instruction/Engagement section of this document.

C. Means for students to confer with an educator, as necessary:

- Students in SASED programs/classrooms will continue to have daily access to educators during remote and blended remote learning days. Synchronous instructional opportunities will occur for at least 2.5 hours daily unless deemed to be not appropriate by an individual student's IEP team. All students, including those who cannot access the synchronous instructional opportunities, can confer with an educator via office hours that will be hosted through the learning management system(s) used in their classroom (e.g., Seesaw, Microsoft Teams, Google Classroom) and Zoom teleconferencing and/or by phone or email. Each classroom team will notify students and families of their daily 30 minute office hours schedule via email and phone messages.
- For additional information, refer to the Fall 2020 Learning Recommendations (Illinois State Board of Education5, 2020), the Student Instruction/Engagement and Student Remote Learning Plan & Activity Log sections of this document.

D. The unique needs of students in special populations, include but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations:

- All students being served by SASED are eligible for special education services and have Individualized Education Plans (IEPs). Some students are included in general education classes for some of their classes. Most students served in SASED run programs receive special education supports and services, including all academic classes, in a self-contained special education classroom.
  - Students who are included for general education academic subjects will receive remote/blended remote instruction from their general education teacher in those academic subject areas using the host school's learning management system for synchronous and asynchronous learning activities, including for the distribution assignments and communications. SASED program classroom staff and/or district special education staff will provide accommodation and modification supports for these subject areas based on the individual needs of the student.
  - Students who receive all academic instruction in self-contained special education classrooms will receive specialized remote/blended remote instruction from SASED teachers and related service staff, with support from paraprofessionals using a developmentally appropriate learning management system (i.e., See Saw or Microsoft Teams). Instruction, distribution of assignments, and communications will occur through the learning management system and will include both synchronous and asynchronous learning activities. Accommodations and modification supports also will be provided by these staff.

- Specialized instruction and supports will include individualized supports for each student's IEP goals and objectives.
- SASED staff will assess and provide feedback as appropriate on submitted work from their students all of whom have Individualized Education Plans.
- SASED staff will communicate with students and/or guardians to support the at-home learning plan.
  - For additional information, refer to the Student Instruction/Engagement section of this document

E. How the district will take attendance and monitor and verify each student's remote participation:

- Student attendance will be taken each day through their learning management system.
- Teachers and related service staff will monitor student assignments and engagement in the synchronous and asynchronous learning activities through their learning management system and by email or phone.
- Teachers and related service staff will monitor questions and conversations through their learning management system, email, and/or by phone.
- Student work verification will occur through the learning management systems, online instructional applications, and completed paper packets.
- Daily contact will be made with any student and family who is not in attendance or engaging with remote/blended remote learning activities.
- SASED will make referrals to resources and supports for families who demonstrate difficulty with engagement and/or inconsistent attendance.
- Resident districts will be informed after two consecutive days of nonattendance. The district administrator will be contacted for any students who demonstrate inconsistent attendance patterns.
- Refer to the Attendance section of this document for additional information.

F. Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary

- Planning for transitions from remote learning or blended remote learning to in-person learning will include the considerations listed below (Illinois Association of School Boards, 2020) and will comply with state and federal guidance appropriate to the *Restore Illinois* phase under which the transition will occur (i.e., Phase 3, 4, or 5) (Office of the Governor: J.B. Pritzker, 2020). Whether or not each consideration requires action will be dependent on each specific situation (e.g., length of remote learning period, reason for the remote learning period).
  - Governance and policy considerations
  - Internal and external communications considerations
  - School facilities considerations
  - Academic and program considerations
  - Social emotional considerations
  - Fiscal considerations
  - Human resource considerations
- Refer to the Fall 2020 Learning Recommendations (Illinois State Board of Education5, 2020) Transition Back to School section of this document as well as Phase 3 Plan and Phase 4 Plan for additional information.

Key Definitions

SASED defines "Continuity of Instruction" as a continuation of academic activities

as much as possible while mitigating the effects of any significant academic disruption(s). SASED is committed to utilizing modified in-person, remote, and/or blended learning as necessary in a manner that maintains the continuity of instruction in the event of an emergency disruption that may result in the suspension of learning, including in-school classes and/or after school/extra-curricular activities.

Remote learning refers to learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibly-timed, and it may or may not involve technology. These days are counted as pupil attendance days for calculation of the length of the SASED programs official calendar under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. Five remote learning planning days, taken consecutively or in separate increments, may be used to develop, review, or amend SASED's plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30, added by P.A. 101-643.

Blended remote learning days refers to school attendance days during which SASED provides hybrid days of in-person and remote instruction to students. Once the State Superintendent of Education declares that SASED must use remote learning days or blended remote learning days, the Executive Director implements these days in collaboration with member districts for grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101- 643.

Modified in-person instruction refers to learning that is in the classroom, but requires changes in the class set-up, health and safety protocols, calendar, or schedule due to an emergency event such as a pandemic in Phase 4 of the *Restore Illinois* plan (Office of the Governor: J.B. Pritzker, 2020).

Synchronous Learning occurs when there is a scheduled time for the educator and students to meet together virtually for instruction in real time.

Asynchronous Learning occurs when the student is working independently at their own time and pace without real time live instruction or interaction with the educators or other students. Learning in this mode may include virtual instruction through pre-recorded content.

General Staff Expectations

During remote learning and blended remote learning days, each classroom team (i.e., licensed professional staff) is responsible for maintaining the remote learning plans for their students. Class work on remote learning and blended remote learning days should substantially align with the current class content/IEPs and should advance the curriculum and IEPs forward to the fullest extent possible. For consistency, the following general expectations apply:

- Certified/licensed professional staff members will work their *regular work day hours* per the contract with dedicated time online/email/phone daily to provide synchronous and asynchronous instruction and answer student and parent/guardian questions about assignments and SASED-approved online communication technologies
- Classified staff and support staff members will work their *regular work day* by providing continuity of learning supports and other activities as directed by the classroom teacher and/or program administrator
- Staff will review this SASED Return to Learn Plan and the Getting Started with Remote Learning for familiarity and knowledge of procedures
- Staff members will attend all necessary meetings (e.g. all-staff, IEP, GLT, etc.) as

scheduled by the program administrator (or, case manager, etc.)
- Staff members will maintain open lines of communication with PLTs, GLTs, administrators, SIIS team coaches and tech support to collaborate on learning strategies and maximize colleague expertise, skills, and resources
- Staff members will follow all related procedures outlined in the appendices of this plan (e.g., procedures for non-digital student materials, health and safety procedures)

NOTE: Given the evolving nature of situations requiring remote and blended remote learning, other duties may be assigned as needed for all positions

Specific Roles & Responsibilities for Staff

The following Roles and Responsibilities for Staff are designed to provide general clarity and guidance for staff to facilitate modified in-person, remote and blended remote learning days with success for students and families. Changes are anticipated as a pandemic or other emergency event evolves. In order to respond and adapt to any needed changes, each program/classroom will assign instructional, communication, and safety responsibilities for in-person, blended remote learning days, and remote learning days that meet the specific needs of their students and the program. These roles and responsibilities will be updated at least annually and will be documented on the classroom planning workbook.

Teachers & Vision/Hearing Itinerants

- Plan a variety of student lessons and activities that are accessible to all students in modified in- person, blended, or remote settings, as applicable
- Use a SASED-approved learning management system (LMS) ensure that at least 2.5 hours of synchronous instruction is provided daily by the team, as well as to provide asynchronous instruction, distribute content & assignments, and communicate with students/families. (Microsoft Teams, Seesaw, Google Classroom)
- Provide instruction as closely as it was intended to be delivered and collect data, per the IEP, to document regression and progress for each student
- Assess and provide timely feedback on submitted work or live work and progress
- Be available at scheduled times to answer student/caregiver questions via office hours for 30 minutes daily

- Create a schedule in collaboration with the related services team for communicating with students/families daily – including regular check-ins with students and families regarding the student's mental and physical well-being
- Uphold duties as a mandated reporter for suspected child abuse/neglect
- Develop a weekly schedule/calendar of lessons, meetings, activities, & assignments for students
- Participate in team meetings (PLT, GLT, classroom teams) that will take place on Remote and Blended Remote Planning Days
- Prepare and participate in IEPs
- Specific information regarding how and when the therapy and/or instruction is provided should be documented for future reference by using the Student Remote Learning Plan and an activity log.
- Vision/Hearing Itinerants only: Facilitate access to curriculum and instruction

Program-Based Related Services(SLPs, social workers, program-based BMSs, psychologists, O&Ms, nurses)

- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered and collect data, per the IEP, to document regression and progress for each student

- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Ensure consent for group online instruction is obtained before providing any live group instruction/activities
- Specific information regarding how and when the therapy and/or instruction is provided should be documented for future reference by using the SASED/Medicaid Related Service Log, contributing to each student's Student Remote Learning Plan and an activity log and utilizing the Guide to Medicaid and Telehealth and the Consent for Group Form
- Related service staff will use SASED-approved learning management system or other approved online communication technologies to provide services to students virtually
- Provide instructions and activities for strategies that students can work on from home
- Utilize video-modeling (links or prerecorded) that are at an accessible level for parents to assist in facilitating student learning
- Utilize SASED-approved learning management system, other approved online communication technologies, or documents stored in your SASED provided OneDrive or Sharepoint sites to provide and exchange information with students and parents
- Participate in team meetings (PLT, GLT, classroom teams) that will take place on Remote and Blended Remote Planning Days
- Prepare and participate in IEPs
- Nurses only: Read and respond to teacher, parent, student, and administrator email inquiries concerning student health

District-Based Related Services (OTs, PTs)

- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered and collect data, per the IEP, to document regression and progress for each student. E.g., Services that were provided in-person will be provided synchronously to the greatest extent possible
- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Continue to prepare for and participate in IEP meetings
- Collaborate with teams to develop and implement Remote Learning Plans
- Provide services to students and support for parents as determined by RLP
- Follow district Remote and Blended Remote Learning Plan, expectations for related service staff and documentation requirements

Support Staff (Teacher Assistants, Sign Language Interpreters, Bus Drivers, MATAs)

- Read alouds
- Xerox and making packets and mailing
- Assembling supplemental work for different subject areas
- Training on Teams and Seesaw
- Join lessons to assist students to support engagement
- Video participation in the classroom (i.e.: be a model for A-PE)
- Making picture supports
- Delivery of materials
- Delivery of food
- One-on-ones, write up tips to help support the parents (submit to teacher for review prior to sharing with parents)
- Meal service
- Sign language interpreting
- Brailling
- Facilitating communication in a family's primary language (other than English) as appropriate

- Other activities to be determined

School Improvement& Instructional Support Team Coaches (SIIST/AT)

- Coaches may be called on to develop at-home strategies to support student behavior through written and phone/video communication
- Support SASED staff in coaching of implementation of learning management systems (e.g., Microsoft Teams, Seesaw, Host District Google Classroom) and instructional technology
- Support staff with remote learning and blended remote learning with content tips & ideas
- Develop new trainings on hot topics
- Develop induction trainings on identified topics
- Provide virtual professional development

Program Secretaries & Administrative Assistants

- Manage attendance in Illuminate
- Read and respond to teacher, parent, student, and administrator email inquiries
- Use online district systems from home to do normal tasks like approving timesheets, checking Illuminate information, and other assigned tasks
- Complete and disseminate IEP paperwork
- Copy and collate paper packets
- Facilitate sign up for non-digital student materials copying & mailing
- NOTE: If you don't have access to a computer at home to perform online tasks, please enter a Support desk ticket requesting a loaner laptop

Program Administrators & Central Office Administrators

- Review board policies to ensure they do not prohibit remote/blended learning.
- Develop and implement thoughtful, accessible blended remote learning day plans using stakeholder input, when possible
- Support staff in implementing remote learning plans
- Help programs identify needed resources in the community
- Implement and monitor social emotional learning plan
- Facilitate IEPs
- Monitor student attendance procedures to ensure staff roles and responsibilities fulfill attendance duties (e.g. calls home for absences, non-engagement, etc.)
- Collaborate to check in with nurses/secretaries/teachers to identify students in need of additional contact and support. Administrators should then utilize their staff members at their discretion (i.e., secretaries, nurses, teachers, social workers, psych, etc) to make a connection with the family via phone to determine student and/or family needs. Contact resident district administrator anytime a student is absent for 2 consecutive days.
- Virtually visit GLT Meetings to provide support, facilitation, and instructional leadership
- Virtually visit classrooms on a regular basis
- Facilitate the distribution of hardware, packets, meals, etc. available for families
- Monitor and strive for continuous improvement of the instructional support and professional learning for staff related to remote learning, including but not limited to collaborating with the PLT, programs & services department, GLTs, and other SASED teams and staff
- Working with districts on behalf of families

Student & Caregiver Responsibilities

(Illinois State Board of Education5, 2020)

Student Responsibilities

- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically to the extent possible
- Be respectful to yourself, teachers, and peers
- Comply with new health and safety policies
- Take care to get enough rest and commit to self-care

Caregiver Responsibilities

- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Student Engagement/Instruction

Illinois Learning Standards

Modified in-person, remote learning and blended remote learning activities in SASED programs will be designed around the Illinois Learning Standards for K-12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, and the SASED Transition Outcomes for students aged 18-22.

Hours of Instruction

Per Section 10-19.05 of the school code, all students will receive at least 5 clock hours of instruction on modified in-person, remote learning and blended remote learning days. Further, guidance provided by the Illinois State Board of Education (ISBE) on July 23, 2020, indicates that each remote or blended learning day will include at least 2.5 hours daily of educator-led synchronous instruction (Illinois State Board of Education5, 2020), with the addition of asynchronous instruction, activities, assessment/feedback/progress monitoring, and independent student work. Students will receive the related services commensurate with an amount and nature that would be sufficient to meet the key components and requirements of the same service when rendered via face to face interaction as per what would have occurred in a students' schedule on a given day of closure. Information will be sent to students and families using a developmentally appropriate Learning Management System, Seesaw or Microsoft Teams. Each SASED program/classroom will develop a schedule for remote learning and blended remote learning that will be documented using the classroom planning workbook and will be updated at least annually.

Remote Learning Days

Planning

- Staff will plan instruction for at least a 5-hour day, including at least 2.5 hours of synchronous learning for resources. Refer to your PLT, Seesaw/Teams/Google Classroom/and curriculum materials online training & resources sites, the Remote Learning area on the front page of mySASED, and the classroom planning workbook for resources

- Planning time will typically occur outside of the 5-hour instructional day, but within the 7-7.5 hour workday
- Meeting time will occur outside of the 5-hour instructional day, but within the 7-7.5 hour workday, to the greatest extent possible
- Staff will work as teams to contact families to create each student's remote learning plan based on the IEP
- Staff will work as teams to obtain signed consent for group services from families
- Staff will work as teams to create and send to students/families a weekly schedule for each student, including specific times for all whole group, small group, and individual synchronous learning activities that includes related services and progress monitoring times schedule examples
- Staff will use the curricular resources and materials identified by their program/service in the classroom planning workbook
- Class teams will create/adapt paper packets and other non-digital students materials as appropriate - see Procedures for Non-Digital Student Materials below.
- Class teams and itinerant staff will engage in planning for a transition to the host district hybrid or in-person model, if applicable
- Students, parents/caregivers, and staff will be provided with resources and participate in training to ensure that they can log in and use the learning management system (e.g., Seesaw, Microsoft Teams, Google Classroom) and instructional technology (e.g., Wonders, Unique Learning) that will be utilized for their class
- Students and parents will respond to contacts from their student's team in a timely manner to support the planning process

Delivery

- Staff will deliver remote synchronous and asynchronous learning activities for 5-hours each day using the materials designated in the classroom planning workbook
- Class teams will rotate through their weekly schedule to provide group and/or individual synchronous and asynchronous activities
- Recording of any activities will not include students
- Staff will include teaching/reteaching of CHAMPS, including STOIC, practices during the first week of school, as well as teaching of any new or modified classroom routines, and classroom management practices that have been modified for remote learning
- Class teams will assign work tasks that students will turn in for feedback/grading
- Class teams will regularly monitor progress on IEP goals
- Class teams will take and record student attendance daily
- Class teams will log all activities available to students daily for future planning.
- Class teams will create paper packets and other non-digital students materials as appropriate – see Procedures for Non-Digital Student Materials below.
- Class teams will provide opportunities of at least 30 minutes daily for students/caregivers to contact them for questions and support (e.g., office hours)
- Class teams will monitor students' social emotional well-being and will contact their program administrator with any concerns, including any time a student has not actively participated in remote learning for 2 consecutive days
- Program administrators will contact the parents/caregivers and the resident district administrator whenever a student has not actively participated in remote learning for 2 consecutive days
- Staff and students/caregivers will utilize the learning management system, instructional technology, and non-digital materials as defined by their program

- Students will actively participate in the synchronous and asynchronous learning activities for 5- hours each day
- Students will complete and turn in assigned work by the due date
- Refer to *Fall 2020 Learning Recommendations* (Illinois State Board of Education5, 2020) for additional information.

Feedback & Assessment

Providing specific, timely feedback to students, including IEP updates and grades, is important to student learning (Illinois State Board of Education5, 2020). In addition to IEP updates and grades, student feedback and assessment should include regular, on-going formative and summative assessments to monitor student learning.

- SASED staff will assess students during the *first 4-6 weeks* of instruction:
  - Current progress/baseline IEP goals
  - Screening assessments in English Language Arts, Math, and Social Emotional Learning will be conducted.
- SASED staff will provide regular, timely feedback on formative and summative assessments (e.g., assignments, work samples, tests). Add resources – see NASP doc
- Classroom and/or grade level teams (GLTs) will review data from these assessments and will plan instruction and intervention to meet students' instructional needs.
- Example documentation for assessment planning can be found on the Assessment-Progress Monitoring tab of the Classroom Planning Workbook.
- SASED will work with host and resident districts and families to ensure that all students have access to devices and connectivity at home before normal grading is used during remote and blended remote learning. Every effort should be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter. This is especially important for students who split time between a SASED program and general education classes.
- Review tool psychometrics to determine if telehealth or caregiver coaching/completion are valid and reliable methods to complete the assessment tool, if this is the only method that will address the health and safety needs of students and staff
- Grading policies and practices will be evaluated and modified as needed to ensure that grades are not negatively impacted when students do not have the necessary technology, tools, and/or teacher supports to complete assignments, assessments, and projects in a timely manner.
- Refer to *Fall 2020 Learning Recommendations* (Illinois State Board of Education5, 2020) for additional information.

Blended Remote Learning Days

Planning

- Staff will create a schedule of subjects/services that will be provided in-person, and those that will be provided remotely. Refer to *Fall 2020 Learning Recommendations* (Illinois State Board of Education5, 2020) for additional information. The schedule will be documented in the Classroom Planning Workbook.
- Staff will create a socially distanced classroom by arranging the desks at least 6 feet apart on all sides and remove any soft items and non-essential items from the classroom
- Staff will ensure that the classroom has all needed cleaning and PPE supplies

- Staff will plan instruction for a 5-hour day, including 2.5 hours of in-person & 2.5 hours of remote learning using the materials designated on the Curricular Materials tab of the Classroom Planning Workbook.
- Staff will contact families to create each student's blended remote learning plan based on the IEP.
- Staff will obtain signed consent for remote group services from families
- Staff will create and send to students/families a weekly schedule for each student that includes specific times for all remote learning activities, including any synchronous learning activities.
- Students and parents will respond to contacts from their student's team in a timely manner to support the planning process.
- Students, caregivers, and staff will be provided with resources and participate in training to ensure that they can log in and use the learning management system (e.g., Seesaw, Microsoft Teams, Google Classroom) and instructional technology (e.g., Wonders, Unique Learning) that will be utilized for the remote learning portion of the day.

Delivery

- During in-person instruction staff and students will wear necessary PPE as identified under current CDC, IDPH, and ISBE guidance. See Health & Safety Protocols below for additional information.
- If a student receiving related/itinerant services is able to wear a mask during service provision, a related service provider/itinerant service provider will provide services, utilizing appropriate PPE for the activity (mask, face shield, gloves, and/or disposable gowns), while maintaining six feet social distance. If the student requires support through physical distancing within 6 feet, service provision within this boundary will be limited to 15 minutes. In circumstances where a student must be able to see the provider's mouth (within DHH classrooms, within speech therapy sessions for articulation), a provider may use a face shield while maintaining appropriate social distancing, or use teletherapy options. See Health & Safety Protocols below for additional information.
- If the student is unable to wear a mask during related service provision, a related service provider will consider what options would be available to the student to provide access to the related service. These options may include: staff member using PPE with student using a desk shield or plexi-glass divider; use of teletherapy; use of asynchronous activities that are sent home. See Health & Safety Protocol examples at the end of this plan for additional information.
- Staff and students will follow all procedures for cleaning and social distancing
- Staff will deliver synchronous and asynchronous learning activities for 5-hours each day through a combination of in-person and remote learning
- Hearing itinerants will advise districts on the use of specialized disinfectant wipes and individual lanyards for Assistive Listening Devices.
- O&M service providers will follow SASED host school guidelines related to movement in school buildings/community. Virtual instruction for O&M will be provided in situations when access to the targeted environment is not available or safe.
- If tele-practice is a modality that is to be used to provide related/itinerant services, use of this framework will be considered to determine how to best meet the needs of the student
- Class teams will rotate through their weekly schedule to provide group and/or individual synchronous and asynchronous activities through in-person and/or remote learning
- Class teams will assign work tasks that students will turn in for feedback/grading
- Class teams will regularly monitor progress on IEP goals
- Class teams will take and record student attendance daily

- Class teams will log all activities available to students daily for future planning.
- Class teams will provide daily opportunities for students/caregivers to contact them for questions and support (e.g., office hours)
- Class teams will monitor students' social emotional well-being and will contact their program administrator with any concerns, including any time a student has not actively participated in remote learning for 2 consecutive days
- Program administrators will contact the parents/caregivers and the resident district administrator whenever a student has not actively participated in remote learning for 2 consecutive days
- Staff and students/caregivers will utilize the learning management system(s), instructional technology, and non-digital materials as defined by their program
- Students will actively participate in the synchronous and asynchronous learning activities both in- person and in remote learning for a total of 5-hours each day
- Students will complete and turn in assigned work by the due date

Feedback & Assessment

Providing specific, timely feedback to students, including IEP updates and grades, is important to student learning (Illinois State Board of Education5, 2020). In addition to IEP updates and grades, student feedback and assessment should include regular, on-going formative and summative assessments to monitor student learning.

- SASED staff will assess students during the *first 4-6 weeks* of instruction:
  - Current progress/baseline IEP goals will be obtained.
  - Screening assessments in English Language Arts, Math, and Social Emotional Learning will be conducted.
- SASED staff will provide regular, timely feedback on formative and summative assessments (e.g., assignments, work samples, tests).
- Classroom and/or grade level teams (GLTs) will review data from these assessments and will plan instruction and intervention to meet students' instructional needs.
- Assessment planning will be documented on the Assessment-Progress Monitoring tab of the Classroom Planning Workbook.
- SASED will work with host and resident districts and families to ensure that all students have access to devices and connectivity at home before normal grading is used during remote and blended remote learning. Every effort should be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter. This is especially important for students who split time between a SASED program and general education classes.
- Grading policies and practices will be evaluated and modified as needed to ensure that grades are not negatively impacted when students do not have the necessary technology, tools, and/or teacher supports to complete assignments, assessments, and projects in a timely manner.

Modified In-Person Days

Modified in-person days will follow all general procedures and expectations as any typical in-person learning, with the following exceptions:

Planning

- Staff will create a socially distanced classroom by arranging the desks at least 6 feet apart on all sides and remove any soft items and non-essential items from the classroom

- Staff will ensure that the classroom has all needed cleaning and PPE supplies

Delivery

- Staff and students will wear necessary PPE as identified under current CDC, IDPH, and ISBE guidance
- Staff and students will follow all procedures for cleaning and social distancing

Feedback & Assessment

- SASED staff will assess students during the *first 4-6 weeks* of instruction:
  - Current progress/baseline IEP goals will be obtained.
  - Screening assessments in English Language Arts, Math, and Social Emotional Learning will be conducted.

Non-Digital Remote Learning

In certain situations, non-digital remote learning activities may be required to meet student needs.

- Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g., text, diagrams, graphic organizers, large print, manipulatives, maps and illustrations), in color and black and white, to help students and parents grasp previous content. There should be multiple ways for children to demonstrate their developing understandings.
- Instructions for projects and activities should be provided in clear language free of jargon to support parents as they support their children at home.
- Remote learning resources and materials, including library books, etc., to the extent possible, will be made available at food pickup sites, delivered by school bus, etc. Another method of distribution of academic materials by parent pick-up at the SASED Administrative Center. See Procedures for Non- Digital Student Materials below.
- SASED will collaborate with resident districts and host districts to provide devices and internet services, as needed. SASED will provide families with information on how to obtain free or low-cost internet services as appropriate.
- SASED will work with the host district's mass communication resources when possible to text students and families with links to content that is accessible by cellphone, when possible.

Digital Remote Learning

- For most students, digital remote learning will be the primary method learning mode. Programs will provide the various resources, with explanations on when and how to use those resources.
- The learning management system will be developmentally appropriate and will be consistent with system(s) used either at the host district or SASED. These systems are Seesaw, Microsoft Teams, and Google Classroom.

Resources should help teachers use a combination of technology and media in the creation and delivery of content. Educators are encouraged to consider ways to use available technologies to increase the number of homogeneous and heterogeneous discussion groups in which students can collaborate and respond to one another's ideas. Verbal consent followed by a signed consent form (See Consent for Group Form Survey at the end of this plan) is required prior to any student's participation in live group online classroom instruction/discussion. Recording and dissemination of non-instructional sessions where no students are present is permitted (e.g., read alouds, good morning videos, singing a song to the students). Recording of live instructional activities is only permitted if there is no identifiable student information. Teachers can monitor, prompt, and cue the students' work and provide

ongoing feedback.

In addition to the curriculum materials and activities which would typically occur during in-person instruction, teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) as long as it is made clear to students and families that the work is optional and will not negatively impact a student's grade. Additional engagement is especially important for primary grades/instructional levels, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time.

Instead, students and families should be supported in having access to varied enrichment opportunities. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work

Medicaid & Telehealth

A Guide to Medicaid and Telehealth was developed to assist related service providers who support Medicaid eligible students with examples for both digital and non-digital methods of service provision. Please refer to the guide linked above. In order to participate in live group meetings, activities, therapy, parent consent must be obtained by responding to this survey Consent for Group Form.

Grading

Providing specific, timely feedback to students, including IEP updates and grades, is important to student learning (Illinois State Board of Education5, 2020). In addition to IEP updates and grades, student feedback and assessment should include regular, on-going formative and summative assessments to monitor student learning.

Grading policies and practices will be evaluated and modified as needed to ensure that grades are not negatively impacted when students do not have the necessary technology, tools, and/or teacher supports to complete assignments, assessments, and projects in a timely manner. SASED will work with host and resident districts and families to ensure that all students have access to devices and connectivity at home before normal grading is used during remote and blended remote learning. Every effort should be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter.

This is especially important for students who split time between a SASED program and general education classes.

Student Remote Learning Plan/Activity Log

SampleLog&StudentRemoteLearningPlan

During remote and blended remote learning days, all activities available to students will be logged for future planning. Remote and blended remote learning will reflect the entirety of each student's IEP to the greatest extent possible. When circumstances create a situation where this is not possible, an individual remote learning plan will be created - student remote learning plan. These logs/plans will be part of a student's record. We are not treating the Student Remote Learning Plan as an amendment to the IEP, because we are not changing the IEP. This plan is a supplement to the IEP. It is a plan based on a collaborative conversation to determine how goals and services will be prioritized to provide FAPE to the extent possible given the parameters of remote learning.

Students who attend SASED programs part-time and general education part-time in host schools or resident district schools will receive remote learning through their SASED team as

indicated in their IEP and individual remote learning plan.

Student Remote Learning Plan – Collaborative Conversation with Parents/Guardians

This guide is meant to assist educators with creating remote learning plans to address special education and related services during the COVID-19 Pandemic. These plans should be created in collaboration with parents and families. Documentation should be maintained to show how learning was provided and progress was demonstrated. Prior to this being done, a communication from a SASED administrator should be sent to families introducing this topic.

Step1–GatherYourResources
First and foremost, you will want to gather the student information that you will need in order to create your Student Remote Learning Plan with the student and their family. Key items you will need to have at hand:

- Current Student IEP with goals and objectives
- Class schedule for when the student will be "meeting" with his/her other teachers or therapists
- Parent/Guardian Contact Information

You will also need to determine what physical resources you brought with you (i.e. protocols, manipulatives, etc.), what resources your families might have, and what you have access to online. Lots of resources have been gathered together and many more free resources that provide specialized instruction for students have become available since the COVID-19 pandemic has begun. Make a list of your resources so that you can start to sketch out (in your mind or on paper) what you might be able to provide for each student on your caseload. Contact your supervisor for any assistance.

Step2–DetermineWhatYouCouldProvide
You will need to think through what you will be able to provide in your work from home. This will likely look different than it did when we were meeting in person at school and may require teams to prioritize goals and services, particularly goals that require hands-on support. As discussed above, there are many resources that have become available since we have left school. We will need to take some risks and utilize online instruction programs that we might not have used prior to this pandemic so that we can continue to provide instruction for our students with disabilities.

This is also not a time where you should be working in isolation. Schedule a call with your team members to think through a list of resources. Determine what could be provided. Think about how you could take something that already exists and tailor it. Be sure to share tasks with your colleagues and paraprofessionals as appropriate. Remember we function as teams – that is never been more important than now! Each student will have one plan to which all team members contribute.

Step 3 – Make Contact with Parents/Guardians
Key Question: Are you making good faith efforts to engage with families to determine what FAPE will look like during the school closure?

After gathering your resources, you will then want to contact the student's parents/guardians to discuss the following topics:

1. *How will services and supports be delivered during the time that students are out of school?* Examples might include: Telephone, Seesaw, Microsoft Teams, etc. Try and keep the platform consistent for your families so that they do not have too many new technologies to learn.
2. *What services will be prioritized and are appropriate during the time that school is*

meeting remotely. Consider the following:

- First, review the services that the student is already receiving and take into consideration the fact that services will not look the same as it did when we were at school.
- Are there any new services or supports that should be provided to the student because they are learning at home? What services, goals, supports, will be the priorities?
- How are you tailoring instruction to meet the individual needs of students?
- Is the instruction you are providing to students focused on individual goals?
- What does the student prefer to do at home?
- What resources does the student/ family have access to at home?
- Determine, with the parent/guardian, what services and supports are necessary/priorities during the time that the student is receiving remote learning.

3. *What supports are necessary for the parents/guardians or family members to make sure that they are able to assist with implementing the remote learning plan.*
   It is important that we remember that parents/guardians and family members are not used to implementing learning at home for their children. Therefore, we should work with them to assist them in making sure that they are able to support their student learning. This might look like a scripted lesson planned ahead of time or a brief phone call or Microsoft Teams Chat with a group of parents to discuss the lessons that you are going to provide in the next few days so that they can prepare their children. Think through what this might look like and how you can help your families to make learning remotely easier and accessible.

4. *Determine when the services and supports will be delivered during the time school is out?*
   Case managers should work together with the family to assist them in developing an at-home learning schedule for delivery of services and share an Individualized Remote Learning Plan.

5. *If you are using online services (including meeting individually or as a group for special education), discuss the SASED Remote Learning Consent Form.* (MAKE A COPY OF THIS FORM)
   Since services and supports are being provided virtually, some things are different and we need to make sure that parents and families understand that they should not be recording lessons and that we are also not responsible if another parent records a lesson, etc.

Step4–DocumenttheComponentsoftheRemoteLearningPlan

Once you have made contact with the families of the students on your caseload, you will need to document the individualized remote learning plan. This plan will become a part of the student's record and something that we will use in an effort to show our reasonable and good faith efforts to provide appropriately accommodated services and supports during the pandemic. We need to work with parents and families to assist them in being reasonable and understanding with the knowledge that we do not have any "guide" for this. We are going to provide the most appropriate services to our students in the best way we know how. Use the form linked below to create a remote learning plan for each of your students. Your direct supervisor will assist you in the development of a plan for each student on your caseload.
student remote learning plan

Step 5 – Document Continued Services

It is important that you document the services and supports that you are providing to

students during their time away from in-person instruction. Use a services log to document services that have been provided while we are providing distance learning plans.

Attendance

Teachers (or another staff member designated by the program) will enter daily attendance into Illuminate during remote or blended remote learning days just as they do during in-person instruction. Student attendance will be documented in accordance with the host-districts / SASED protocol. In order to determine whether students are present, staff might use an online form or check-in method through the remote learning platform or management system. However, methods of daily attendance checks can include, but are not limited to:

- Video conference "check-ins."
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

  These contact methods can be conducted by the following individuals: Teachers; Teacher Assistants; Clerical Staff; Social Workers; Psychologists; and Counselors.
  (ISBE Student Attendance During Remote Learning Guidance Document May4, 2020)

All teachers and school staff should keep in mind state laws mandating the reporting of child abuse and neglect and the Children's Advocacy Centers of Illinois' helpful tips for protecting students at www.isbe.net/Documents/CACI-Essential4kids-Schools.pdf.

View joint guidance from ISBE and the Department of Children and Family Services (DCFS) for further outreach if a school has not made contact with a student for more than five days at www.isbe.net/Documents/DCFS-ISBE-Student-Wellness-Visit.pdf.

Transition Back to School

Transitions from remote learning to on-site learning will occur upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary. Planning for a return to on-site learning will require careful planning to operationalize a system that works (Illinois Association of School Administrators, Illinois Association of School Business Officials, & Illinois Principals Association, 2020) (Illinois State Board of Education3, 2020). Planning for transitions from remote learning or blended remote learning to in-person learning will include the considerations listed below (Illinois Association of School Boards, 2020) and will comply with state and federal guidance appropriate to the *Restore Illinois* phase under which the transition will occur (i.e., Phase 3, 4, or 5) (Office of the Governor: J.B. Pritzker, 2020). Whether or not each consideration requires action will be dependent on each specific situation (e.g., length of remote learning period, reason for the remote learning period).

- **Governance and policy considerations** – As SASED prepares to transition back to on-site learning, the leadership team and board of control will determine whether any changes to policy or procedures are needed. These considerations include, but are not limited to review and potential revisions to the school calendar, budget, technology plan, professional development plan, facilities plan, staff and student policies, board meeting schedule and requirements.

- **Internal and external communications considerations** – Effective communications with staff, families, and member districts during the transition to on-site learning will be essential. Key considerations include reporting of suspected and confirmed cases/self-certification, preparation of parent communications (e.g., health and safety measures, expectations, trauma-informed practices), community resources, and information on

changes to policies. Communications to staff, families, and member districts when moving from remote learning or blended remote learning to in-person learning will include: website blasts, phone blasts, common classroom communications, and emails.

- **School facilities considerations** – In planning for a return to on-site learning, SASED will partner with its member/host districts to ensure that all facilities, busses, and equipment are inspected, cleaned, and disinfected initially and regularly using CDC and OSHA guidelines. All facilities will be inventoried to ensure adequate accessibility to handwashing and hand-sanitizing stations, and determine whether personal protective equipment (PPE) is needed. The guidelines of the IDPH and DuPage Health Department will be followed for the use of PPE, rooms for specialized purposes, and reporting. See Health & Safety Protocols below for additional information.

- **Academic and program considerations** - SASED will include screening/diagnostic assessment for all students as part of the transition back to on-site learning whenever there has been an extended period of remote/blended remote learning. The results of these assessments will be used to inform instruction and identify any additional supports and services that students may require. Transition to on-site instruction will include collaborative planning opportunities for various groups including administrators, steering committee, program leadership teams, and grade level/classroom teams for on-going planning to address student learning needs for both in- person and remote/blended remote instruction. Classroom and building schedules will be reviewed to ensure additional time that may be needed for good hygiene practices and intervention/enrichment. Planning for a return to on-site instruction may require the development of alternative instructional models (e.g., remote learning) for a few students who are unable to return because it is medically unsafe for them to do so. Academic and program considerations for return to school also will include the need to teach procedures and expectations for social distancing, PPE, entering/exiting building, and transitions inside/outside of the classroom.

- **Social emotional considerations** – Periods of pandemic and other events that require remote and blended remote learning can have a traumatic impact on students, families, and staff. When planning for a return to on-site learning, SASED will consider the need to activate its crisis team and/or SEL team (i.e., school social workers, school psychologists, behavior management specialists, and school nurses) to identify and address the immediate emotional and psychological concerns. The SEL team may be needed to provide support and resources to families undergoing financial hardship. Social emotional considerations for return to school also will include the need to review/reteach expectations, rules, CHAMPS/STOIC, coping strategies, and other classroom management protocols.

- **Fiscal considerations** – SASED's planning for the transition to in-person learning will include relevant fiscal considerations including the review of procurement procedures for PPE and related equipment necessary to protect the health and welfare of students, staff, and the public. SASED will review and restructure vendor contracts, including those that may have been amended during remote learning, as needed to accommodate a return to on-site learning. SASED also will consider rules and timelines related to any grant applications and tracking of expenses related to the pandemic or other event that caused the school closing.

- **Human resource considerations** – As SASED prepares to return to in-person instruction, human resources will consider the potential impacts on the staff. These

considerations will include but are not limited to review and potential changes in school calendars, return to work procedures and expectations, emergency communication procedures, sub pools, modified schedules, staffing needs. In addition, communication protocols will be developed and executed to verify contact and emergency contact information, health and safety of employees and their families, and inform them of return to work plans and available programs such as EAP. Professional development needs will be determined and provided, including the review of safety procedures and staff attendance reporting. PPE needs for staff will be determined and gear/equipment will be provided.

Refer to the Phase 3 Plan and Phase 4 Plan below for additional information on transitions to on- site learning.

Procedures for Non-Digital Student Materials

The following are procedures for preparation, distribution and return of completed work or materials for students working with non-digital learning materials including daily routine activity schedules, paper packets, manipulatives and other materials.

Expectations for Preparation of Materials

1. Develop activities that are connected to the Student Remote Learning Plans /students Individualized Education Plans and state standards. Include 10 days worth of materials at a time.

2. Packets should include only pages that students will use/complete, no extra pages.

3. Include a daily schedule within the packet.

4. Include information on how you will be taking daily attendance (e.g., by phone; during synchronous instruction) in the packet.

5. Include contact information for all of the student's team members in the packet, including their "office hours". Do not include anyone's personal cell phone numbers. Encourage communication through email, or use google voice

6. Packets should include clear student-/parent-friendly instructions on how and when to complete. Include clear instructions on what pages are to be returned and how/when they should be returned.

7. Once a staff member has completed the student packets/activities/materials, there are a few options to consider for distribution:
   a. Staff members can directly email the packet to the student or family.
   b. If copying/mailing is needed, staff members can sign up for a time slot to come into the Administrative Center.
      i. Schedule a time to use the equipment and materials at the SASED Administrative Center by emailing visitsac@sased.org
      ii. If someone else will be making copies or mailing for you, provide very clear copying/collating instructions. Fill out the cover sheet completely.
      iii. You can elect to send the packets yourself directly from your home, but no material reimbursement is available. Mileage also will not be reimbursed. Staff should not drive packets/materials

to student homes unless assigned this responsibility by the bus coordinator.

8. Once the materials are ready for distribution:
    a. Please complete a Deliveries Cover Sheet and place the materials in the designated bin located in:
        i. Outside the front door at the SASED Administrative Center
        ii. In the main entrance area at Southeast School There will be 4 bins labeled according to distribution method:
            - Postal Mail
            - SASED Delivery – within 25 mile radius of SASED Administrative Center
            - Parent Pick-Up
            - Staff Pick-Up

Distribution Schedule and Pick Up of Completed Work

- Tuesdays and Thursdays will be the distribution days for materials that are left in the SASED Delivery bins at SASED Administrative Center or Southeast School.
- Student paper-based packets, materials, and activities that you are sending out must be ready and located in the correct bin (postal mail, parent pick up at the SASED Administrative Center or SASED delivery) at the SASED Administrative Center or Southeast School by Monday at 9:00 AM for Tuesday delivery or Wednesday at 9:00 AM for Thursday delivery.
    - Monday and Wednesday will be used to route the necessary distributions and pick up materials for distribution.
    - Tuesday and Thursday will be distribution days.
- SASED Delivery
    - The bus coordinator will assign vehicles and routes to staff.
    - Deliveries will be made within a 25-mile radius from our SASED Administrative Center between 9:00 a.m. and 3:30 p.m. on Tuesdays and Thursdays
    - Deliveries will be left on the porch or between the screen door and front door. Due to social distancing we will not be ringing doorbells, etc.
- Parent Pick-Up
    - The packet/materials should be clearly labeled with the student's first and last name and SASED program or District location.
    - Packets will be placed in the atrium for retrieval to walk out to cars in the "drive thru line".
    - Parents can pick up materials from 8:30 a.m.-3:30 p.m. Thursday and Friday at the SASED Administration Center.

Collection and Pick-Up Options of Completed Assignments and Materials

1. Parents can email the items back to you.
2. Items can be submitted through the LMS (See Saw, TEAMS, Google classroom, etc.).
3. Parent can take a picture with their phone and send to designated staff member.
4. Postal Mail
    a. Staff can include a pre-paid envelope for parents to return work to the SASED Administrative Center
        i. Address a return envelope with your name and program to the SASED Administrative Center.
        ii. Fill it with the papers you expect to be returned (that are clearly marked).
        iii. Then it can be weighed for postage.
        iv. Be sure to tell parents not to include extra materials in the return envelope.
        v. Include the return envelope and directions in the distribution.

5. Parent can drop off completed work at SASED Administrative Center when they pick-up new work. They would place completed work in the Staff Pick Up bin.
6. SASED will also pick up the completed work from parents that is left on the porch or between the front door and screen door during the Tuesday and Thursday deliveries. Due to social distancing we will not be ringing doorbells, etc.
    a. Notify bus coordinator by Monday at 9:00 AM if a pick-up is needed Tuesday or by Wednesday at 9:00 AM if a pick up is needed Thursday
    b. Following Tuesday/Thursday pickup. The returned items will be either scanned, available for pickup at the SASED Administrative Center, or mailed back to a designated staff member the following week.
    c. Items for staff pick up with be available in a staff pick up bin outside the front door of the SASED Administrative Center

Phase 3 Plan

Planning for transitions from another phase to Phase 3 in the Restore Illinois plan will include the considerations listed below (Illinois Association of School Boards, 2020)

- Governance and policy considerations
- Internal and external communications considerations
- School facilities considerations
- Academic and program considerations
- Social emotional considerations
- Fiscal considerations
- Human resource considerations

and will comply with state and federal guidance appropriate to the *Restore Illinois* Phase 3 requirements (Office of the Governor: J.B. Pritzker, 2020), , and other related guidance
Whether or not each consideration requires action will be dependent on each specific situation (e.g., length of remote learning period, reason for the remote learning period).

A representative planning team will advise SASED administrators in the creation and updating of Phase 3 Plans.

Overview of Phase 3 Requirements

School districts and P-12 schools generally are in full remote learning during Phase 3.

In certain situations, groups of 10 or fewer with social distancing and appropriate PPE is acceptable. Allowable activities in Phase 3 include:

- **Extended School Year**. SASED will determine whether extended school year programming can be safely conducted in-person following current ISBE, CDC, and IDPH guidance.
- **Individualized Education Program Meetings**. Districts may conduct IEP meetings for families who have been unable to engage in virtual IEP meetings. These meetings should still be held virtually to the greatest extent possible. If an in-person meeting is requested, minimize the in-person participants to the greatest extent possible (e.g., parent and one team member in- person with the rest of the team participating remotely.
- **Mediation and Due Process Hearings**. Mediations and Due Process hearings are able to take place in person. If agreed to by all parties, it is recommended that mediation and due process hearings are still conducted virtually.

- **School Registration**. Staff may provide in-person registration for students and families when necessary. Schools and districts should also provide remote registration opportunities.
- **Special Education Evaluations**. SASED administrators and teams will collaborate with member/ host districts on a case by case basis when determining whether evaluation components may conducted in-person in Phase 3. Evaluations should still be held virtually to the greatest extent possible. Any evaluation components that are conducted in-person with follow current ISBE, CDC, and IDPH guidance.
- **Staff meetings and professional development**. In Phase 3, all staff meetings and professional development will remain virtual to the greatest extent possible. If a staff meeting or professional development activity is designated as in-person, it must adhere to all current ISBE/ CEC/ IDPH guidelines, including groups of 10 or less and proper social distancing.
- **Meals Distribution**. ISBE highly encourages school districts to evaluate the needs of their students and community as they transition into the different phases of opening the state and continue to provide meals. SASED will work with resident districts and families to ensure that families who are eligible for free and reduced-price lunches have access to meals through their resident district. Further, Public Act 096-0734 requires every public school in which at least 50 percent of the students were eligible for free and reduced-price lunches and has a summer school program must provide a summer breakfast and/or lunch to the students in the summer school and children in that community.
- **Testing Centers**. If the state is in Phase 3 during the Illinois State testing window for SAT, Southeast School may serve as a testing site for students.

Phase 4 Plan

Planning for transitions from another phase to Phase 4 in the *Restore Illinois* plan will include the considerations listed below (Illinois Association of School Boards, 2020)

- Governance and policy considerations
- Internal and external communications considerations
- School facilities considerations
- Academic and program considerations
- Social emotional considerations
- Fiscal considerations
- Human resource considerations

and will comply with state and federal guidance appropriate to the *Restore Illinois* Phase 4 requirements (Office of the Governor: J.B. Pritzker, 2020), *Starting the 2020-21 School Year: Part 3*
- *Transition Joint Guidance* (Illinois State Board of Education & Illinois Department of Public Health2, 2020), *Part 3 Transition Guidance: Starting the 2020-21 School Year FAQ* (Illinois State Board of Education4, 2020), and other related guidance (Sunrise Transportation, 2020).

Whether or not each consideration requires action will be dependent on each specific situation (e.g., length of remote learning period, reason for the remote learning period). A representative planning team will advise SASED administrators in the creation and updating of Phase 4 Plans.

Refer also to the Transition Back to School section of this document.

Overview of Phase 4 Requirements

Schools/districts are encouraged to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures including the following:

- No more than 50 individuals can gather in one space
- Social distancing must be observed as much as possible (6 ft)
- Appropriate personal protective equipment (PPE), including face coverings, should be used
- Conduct symptom screenings/temperature checks or require individuals to self-certify that they are symptom-free before entering buildings
- Increase schoolwide cleaning and disinfection

Health & Safety Plan for Phase 4

Daily Staff Symptom Screening – All SASED staff will self-certify daily that they are healthy enough to come to work according to the current health guidance before entering their building. A thermometer will be available at each site for use in the event that someone forgets to take their temperature prior to arriving. See Health & Safety Protocols below for additional information.

Working at Work Sites - When working in their school or office, staff must adhere to the current guidance on Personal Protective Equipment (PPE), CDC/IDPH, and ISBE. See Health & Safety Protocols below for additional information.

Visitor Symptom Screening – All visitors to a SASED building will be screened by a staff member who will then enter the information on the provided form to certify that the visitor is healthy enough to enter the building according to the current health guidance. A thermometer will be available at each site for temperature screenings. See Health & Safety Protocols below for additional information.

Daily Student Symptom Screening – All students in SASED programs will be certified to be healthy enough to come to school according to the current health guidance before entering their building. A thermometer will be available at each site for temperature screenings. See Health & Safety Protocols below for additional information. Each SASED classroom will follow the screening procedures adopted by the host building/district and will be documented on the Classroom Planning Workbook

Facilities: social distancing – All SASED classrooms will comply with the social distancing plans that have been created by the host-districts and current health guidance. See Health & Safety Protocols below for additional information.

To encourage social distancing, the use of digital manipulatives will be encouraged, when possible. Otherwise, students will have access to their own set of non-digital manipulatives. Any manipulatives that are shared sets will be sanitized between uses.

Classroom furniture and play spaces will be arranged to meet social distancing requirements. Teachers and support staff will utilize the following methods to support students' use of social distance protocols:

- Use mats, trays, or other visuals for spacing.
- Model social distancing when interacting with children, families, and staff
- Create and develop a scripted story/role play around social distancing, as well as handwashing, proper etiquette for sneezes, coughs, etc.
- Give frequent verbal reminders to children.
- Offer more opportunities for individual play and solo activities, such as fine motor activities (e.g., drawing, coloring, cutting, puzzles, and other manipulatives).
- Stagger indoor and outdoor play and adjust schedules to reduce the number of children

in the same area.

Facilities: cleaning – SASED classrooms that are located in member districts will follow the protocols set by those host-districts and current health guidance. Classrooms within the SASED Administrative Center and Southeast Alternative School will follow the protocols set by current health guidance. See Health & Safety Protocols for additional information

Specific protocols have been created for sanitation and safety for toileting needs for students (toileting, changing); feeding needs, transportation (insert link here); use of sensory equipment; and medically based procedures. See Health & Safety Protocols below for additional information.

Personal Protective Equipment (PPE) – All SASED staff and students will utilize Personal Protective Equipment (PPE) in accordance with current health guidance. See Health & Safety Protocols below for additional information.

Each SASED classroom will be provided adequate PPE to support safe classroom instruction and support with activities of daily living. As classroom needs and current health guidance dictates, this equipment may include: oral swabs; baby wipes; hand sanitizer; paper towels ; disposable masks; sanitizing wipes; microfiber clothes; disposable face shields; cloth masks for staff and students; portable desk shields; digital thermometers; safety goggles; PPE Gowns; N95 Masks for those involved in the care of students with tracheostomies.

Bussing – SASED students riding district-provided transportation will be subject to the policies that are set forth by those transportation companies**.**

Instructional Plan for Phase 4

Instructional Models

SASED classrooms that are housed in member district buildings will proceed with the instructional model (e.g., in-person, remote learning, blended) that is decided by the host districts with special consideration given to the unique needs of the students and staff within those classrooms. The instructional model used by SASED classrooms that are housed in SASED buildings (i.e., Southeast School and Transition Center) in phase 4 will be determined after review of member district/host district decisions and in consideration to the unique needs of the students and staff within those classrooms. Within Phase 4, districts may include remote learning options to occur simultaneously with in-person instruction, and should consider planning for remote instruction for students who are medically fragile, at a higher risk of severe illness, or who live with individual at higher risk of severe illness. Students who test positive and those individuals with close contact (within 6 ft for more than 15 minutes) with someone who tested positive or who is suspected of having COVID-19 are required to self-quarantine for 14 days. School should provide remote instruction to students who are self- quarantining if well enough to engage in learning, staff may continue to work remotely if well enough to do so. It is possible that across programs SASED could have students in all three models at once.

In-Person Instruction – In Phase 4, in-person instruction will be modified to meet the ISBE and IDPH requirements as outlined (Illinois State Board of Education & Illinois Department of Public Health2, 2020). In addition to following the health and safety measures outlined in these documents, SASED programs will make instructional modifications such as changes to student schedules, changes in cooperative learning/centers/small group instruction, and changes in the provision of related services as needed to meet the needs of students and staff. These modifications will be documented on the Classroom Planning Workbook. The transition to in-person instruction will follow the Phase 4 Transition Guide such as the one contained

within Starting the 2020-2021 School Year: Part 3 – Transition Joint Guidance (Illinois State Board of Education & Illinois Department of Public Health2, 2020).

- *Blended Remote Learning*- For some SASED program classrooms/locations, a hybrid model that blends both in-person and remote learning may be required in Phase 4 in order to meet the health and safety requirements and/or balance safety with social emotional/mental health needs of students and staff. Blended remote learning plans will include instructional modifications such as changes to student schedules, changes in cooperative learning/centers/small group instruction, and changes in the provision of related services as needed to meet the needs of students and staff. These modifications follow the hybrid/blended remote learning section of this document will be documented on the Classroom Planning Workbook
- *Remote Learning* – While in-person instruction is encouraged in Phase 4, remote learning may need to continue for groups of students, classrooms, or districts where health and safety requirements cannot be met, local district decision, or for those who are in the high risk category including medically fragile students. Decisions to remain fully in remote learning in Phase 4 will be made through collaboration between SASED and host districts with special consideration given to the unique needs of the students and staff. Students who need to be self-quarantined will have an option to participate in remote learning if healthy enough to do so. The remote learning provided will follow the remote learning section of this document and will be documented on the Classroom Planning Workbook.

Related Services/ Itinerant Services Considerations

Related Service and Itinerant Service providers will follow the guidance provided in this document related to classroom-specific protocols. Additionally, service provision will be provided in accordance with current health guidance. See Health & Safety Protocols for additional information.

Assessment

Whenever students have been out of the classroom for an extended amount of time, screening and other assessments should take place to identify learning gaps for instructional planning (Illinois State Board of Education & Illinois Department of Public Health2, 2020) (Olson, 2020). If regular progress monitoring, formative, and summative assessments were not able to be completed on a regular basis during Phases 1, 2, and/or 3 over an extended period, SASED staff will assess students during the first weeks of Phase 4 instruction. Current progress/baseline of IEP goals will be collected for all students and screening assessments in English Language Arts, Math, and Social Emotional Learning will be conducted. Classroom and/or grade level teams (GLTs) will review data from these assessments and will plan instruction and intervention to meet students' instructional needs.

Example documentation for assessment planning can be found on the Assessment-Progress Monitoring tab of the Classroom Planning Workbook.

Social Emotional/Mental Health

Situations and events requiring the use of *Restore Illinois* phases (Office of the Governor: J.B. Pritzker, 2020) are likely to be traumatic. During Phase 4 the SASED Crisis Team will continue to be available to support classrooms and programs who are in need of psychological or emotional first aid to mitigate the impact of the event, facilitate normal recovery process, and restore adaptive function. SASED's mental health professionals (i.e., school social workers, behavior management specialists, school psychologists, school nurses) will regularly monitor the social emotional and mental health of students and staff, provide on-going supports, and make recommendations to program administrators, classrooms, and families regarding program, classroom, and individual student/staff needs. Classroom and related service staff will use trauma-informed practices and will include daily activities focused on social emotional/mental health in the classroom schedule. Social emotional/mental health screening will occur at the beginning of Phase 4, and program

administrators and staff will use the information to identify the need for intervention for individuals or groups of students and staff. Example documentation for social emotional/mental health planning can be found on the curricular materials, schedule, routines/classroom management tabs of the Classroom Planning Workbook.

Routines/Classroom Management

Whenever students have been out of the classroom for an extended amount of time, return to in- person instruction should include reteaching of classroom expectations, rules, and routines. SASED staff will review classroom management expectations and classroom routines, and make any modifications that may be needed due to changes in facilities/schedule, need for PPE, and other factors. Staff will include teaching/reteaching of CHAMPS, including STOIC, practices during the first week of a return to school, as well as teaching of any new or modified safety routines, classroom routines, and classroom management practices that have been modified to meet the current ISBE/IDPH requirements. Example documentation for routines and first week planning can be found on the Routines and First Week tabs of the Classroom Planning Workbook.

Academics

In Phase 4, instruction may include in-person, blended, and/or fully remote learning dependent on the determination of individual host districts and the unique needs of the students and staff. Because multiple models of instruction are anticipated in this phase, SASED needs to provide continuity between remote & in-person instruction in academics and functional skills to the greatest extent possible.
Curricular materials, schedules, routines, and classroom management should reflect this continuity between instructional models to the greatest extent practicable. Example documentation for academic planning can be found on the curricular materials, schedule, routines/classroom management tabs of the Classroom Planning Workbook.

Grading

SASED will re-evaluate and modify grading policies as necessary; ensuring that all students have all necessary tools, tech, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner if remote or blended remote learning is used in Phase 4 (Illinois State Board of Education & Illinois Department of Public Health2, 2020).

Professional Learning and Staffing in Phase 4 Transitions

SASED will provide professional learning for staff in the areas needed based on the situation. In the current Phase 4, professional learning needs include the following areas:

- Health and safety training
- Recognizing and affirming the unique social-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population
- Training on social-emotional supports
- Collaborative planning/problem solving for in-person, remote learning, and blended remote learning, including assessments
- Mentorship of new staff
- Technology & instructional technology

The method of delivery for professional learning in Phase 4 may be remote or if social distancing and appropriate PPE are possible, may be in small in-person groups of no more than 50. For new learning of complex concepts, and to the greatest extent possible, SASED will provide formal and informal synchronous in-service and/or coaching opportunities. Asynchronous learning opportunities may be used for review and/or procedural tasks (e.g., use of PPE, technology).

Technology in Phase 4

In Phase 4, instruction may include in-person, blended, and/or fully remote learning dependent on the determination of individual host districts and the unique needs of the students and staff. Because multiple models of instruction are anticipated in this phase, SASED will work with host districts, resident districts, and families to ensure that all students have access to both device and internet at home and at school. SASED staff will include instruction in the appropriate use of devices, learning management systems, and instructional technology to students, and students will have access to tech support.

Health & Safety Protocols

Health and safety protocols will be developed, as needed, when school closures are due to a disease outbreak or pandemic. What follows are a sampling of some of the protocols that might be considered for adoption or modification.

Symptom Screening Procedures

Daily Staff Symptom Screening – All SASED staff will self-certify daily, whether they will be working remotely from home or working in a SASED or member district school/building. The self- certification link and QR code will be updated frequently and are available on SASED Communication Hub. SASED buildings (the Admin Center and Southeast) will also have the QR posted on the door so that visitors may screen prior to entering the building, or employees may use it if they forgot to screen prior to leaving home. In addition, staff must complete any procedures required by the member district locations for screening and/or certification.

Daily Student Symptom Screening – All students attending SASED programs will present a daily student self-certification symptom screening ticket to attend school (before boarding the school bus and before entering the school building). This slip certifies to us that students are free of symptoms and may report to school for In-Person Learning. If the host district does not require a paper ticket to board the bus and enter school, a SASED self-certification slip will be required (see links below). For students under 18 years of age, a parent or guardian must complete the self-certification form on behalf of the student.

- **Sample student self-certification slip**

Visitors Symptom Screening - Any visitors must be pre-approved by the administration. Visitors will primarily be those who have appointments with the audiology clinic, other visitors are not encouraged. Visitors will have their temperature taken and must be below 100.4 to enter the building. Visitors will be required to complete the SASED self - certification on-line self-screening tool and the host individual must identify on the form that they assisted in the completion of the form. Link to Visitor Screening Form

Contact Tracing

Contact Tracing Log - Please be sure you are keeping a contact tracing log daily as needed. Fill it in and place it in a location where you or someone you know can get to it as needed.

- Sample Contact Tracing Log

Positive Case / Notices / Quarantine

Notices for positive cases will be developed by the DuPage County Health Department. These notices will be personalized by the district to specify relevant dates and locations and will be disseminated to all families and staff who may potentially be at risk.

Notices for quarantines will be developed by the DuPage County Health Department. These notices will be personalized by the district to specify relevant dates and will be disseminated to all families and staff who are required to quarantine.

Staff Health & Safety Training

Health & Safety Staff Training Videos - Staff must complete the following training videos before coming to a work site:

- GCN Handwashing
- GCN Use of Face Coverings
- GCN Disinfectants
- CDC Putting on and Taking off PPE

Working in Member District Buildings

Working in Member District Buildings - Follow all health and safety protocols for that district including daily symptom screening, social distancing, eating, cleaning, equipment use, and supplies.

Personal Protective Equipment (PPE)

General Staff PPE

- Staff will each receive 2 cloth masks. Staff may wear their own cloth or disposable masks
- Staff will each receive a face shield. Staff may wear their own face shields
- Nurses will have NIOSH N95 Respirators available. At least 1 staff per classroom also will have N95 mask available
- Each classroom will have gloves, gowns, and 25 disposable face masks
- Each site will have touchless thermometers
- Each SASED classroom + Itinerant/related service staff who go to multiple sites will have a portable plexiglass barrier
- CDC signs and posters will be posted at all sites
- Safety data sheets will be available

PPE replenish request form – example form

PPE & Cleaning Protocols by Level

- **SASED PPE & Cleaning Protocols by Level** – this document provides a sample guides to the PPE and cleaning that might be needed in different situations

Face Coverings/Masks

a. An appropriate face mask must be worn by all students and employees, unless a valid exemption applies and appropriate exemption procedures are followed.

b. An appropriate face mask must be worn by all visitors. If an individual with a disability may require an accommodation relating to this requirement, the individual should contact the program administrator or SASED's administrative office prior to the visit.

c. Masks must be worn over the nose and mouth at all times in SASED/school buildings (even when social distance is maintained), except while eating during an approved meal or snack time. In addition, masks must be worn over the nose and mouth at all times on school transportation (including but not limited to school buses). You may work in your office alone behind a closed door with your mask off. If an office or conference or classroom door is closed, please knock and wait for the occupant to tell you it is ok to come in to allow them time to put their mask back on.

d. SASED will provide two re-usable face masks for each employee.

e. Students and employees may choose to wear their own face masks in lieu of SASED-provided masks, provided that the following criteria are met. Face masks worn by visitors also must meet these criteria.
   i. The cost will be the responsibility of the student, employee, or visitor.
   ii. The mask must be close-fitting to the face, and must cover the nose and mouth.
   iii. The mask must be made of an appropriate tightly-woven material.
   iv. SASED reserves the right to disapprove any face mask that SASED determines to be inappropriate or unsafe, in SASED's discretion. In that event, the student or employee will be required to wear a mask provided by SASED. Visitors wearing inappropriate or unsafe masks may be excluded or required to wear a mask provided by SASED as a condition of entry/participation.
   v. Masks are subject to SASED's policies and procedures on student and employee appearance and dress, and visitors' conduct on school grounds. Masks with inappropriate pictures, symbols, or words will not be permitted.

f. Face masks are not required outside if social distancing (i.e., 6-foot physical distance) is maintained. Face masks must be worn outside when social distancing is not possible.

g. Face masks may not have exhalation valves.

Mask Breaks

- Mask breaks will take place outside, when possible
- Students and staff will remain at least 6 feet apart whether the mask break is outside or inside
- When the weather does not permit mask breaks to be outside, mask breaks should be held in the cafeteria or other large space to the greatest extent possible
- When mask breaks are inside, no talking when masks are off [especially when size of room does not allow for extra distancing (>6ft) or when eating]
- Mask breaks will be limited to 3-5 minutes
- Limit time for eating snack/meal – time without masks must be less than 15 minutes total for the day

Mask exemption

- **Mask exemption form** – form that physician completes. Parent returns completed form to program administrator. Forms shared with resident and host district.
- **Mask exemption protocol** – outlines the process and potential accommodations and considerations for mask exemption

- **SASED Mask Exemption Procedures**
  a. Students or employees may be exempted from wearing a face mask if a mask is

medically contraindicated and all of the following conditions are met:

i. The individual provides a physician's note identifying: the condition that precludes wearing a face mask, how the condition affects the individual's ability to wear a face mask, and whether a face mask can be worn for any period of time.
ii. Employees or parents/guardians (as applicable) may be required to provide additional information requested by SASED in order for Administration to determine whether the exemption is valid, whether other/additional personal protective equipment (PPE) should be used, and/or whether the employee or student is able to safely attend work/school.

b. Students and employees who are unable to wear a face mask may be required to wear a face shield unless medically contraindicated. In addition, other alternate health/safety protocols may be required.
c. An individual who is unable to wear a face mask or face shield may be excluded from school/work if SASED determines exclusion is warranted due to health/safety considerations.
d. With prior approval from Administration, certain employees may be permitted to wear a face shield in lieu of a face mask during instruction when a student requires facial visualization for instruction and communication.

Accommodation

SASED complies with the *Americans with Disabilities Act* and the *Illinois Human Rights Act*, including requirements relating to reasonable accommodation. If an individual with a disability requires an accommodation relating to mandated health/safety protocols, the individual should notify the program administrator or SASED's administrative office.

Hand Hygiene

a. Individuals should avoid touching the faces of themselves or others.
b. Hand sanitizers will be available in every classroom. Students and employees must sanitize hands upon entering and leaving the room.
   - Use when not able to wash hands with soap and water.
   - Hand Sanitizers have been checked to insure they do not contain methanol (wood alcohol)
   - Sanitizers contain at least 60% alcohol per CDC https://www.cdc.gov/handwashing/hand-sanitizer-use.html
   - There is sanitizer (or sani-wipes) in each classroom and throughout the buildings
   - Sani-Wipes for Hands with the Purple Top
     - Use when not able to wash hands with soap and water.
     - There are Sani-Hands (or hand sanitizer) in each classroom and throughout the buildings
c. Hands should be washed often with soap and water for 20 seconds. Hand hygiene should be performed after blowing one's nose, coughing, or sneezing; following restroom use; and before and after eating.
d. See also GCN Handwashing training

Social Distancing & Gathering Limits

a. Social distancing (6 ft. separation) must be observed to the extent possible.
b. Students, employees, and visitors must comply with SASED/school directives relating to physical separation, hallway traffic-flow, and line protocol.
c. It is prohibited for more than 50 individuals to gather in one space. Employees, students, and visitors must adhere to directives relating to gathering limits.

Cleaning

Staff in SASED buildings are responsible for wiping their own desk, phone, computer, supplies. Follow the instructions for dwell time as identified above. Disinfectants are to be stored securely away from students. Students are not to use disinfectants. Do not spray directly on to electronics wipe by spraying disinfectant on paper towel, wiping and throwing away.
Custodians will be wiping high touch surfaces, door handles, toilet handles, sink handles, railings, copiers, etc. throughout the day. A schedule has been set and areas will be marked on the posted sheet as they are wiped.

Disinfectant – wear disposable gloves when using disinfectant/cleaners and be sure to properly put on and take off your gloves

- Shockwave-EPA registered List N-effective for COVID-19
  - Maintain in secure area away from students.
  - Clear/bluish liquid in spray bottle. Spray area and allow 10 minutes on surface dwell time. Wiping is not necessary, but if there is excess after 10 minutes, wipe and dispose of towel in trash can.
  - Use on hard surfaces
  - https://www.youtube.com/watch?v=ZVqumBGgHx0 (video about shockwave)
- Sani-Wipes Disinfectant Wipes with the Grey Top-EPA registered List N-Effective for Covid- 19
  - Maintain in secure area away from students.
  - Wipe area and allow 30 second dry/dwell time. Dispose of wipe in trash can.
  - Use on hard surfaces
- Husky 891 Spray-EPA registered List N-Effective for COVID-19
  - Maintain in secure area away from students.
  - Clear/greenish liquid in spray bottle. Wear gloves. Spray and allow 10 minutes on surface for dwell time. Wipe and discard towel in trash can.
  - Use on hard nonporous surfaces
- Husky 814 Spray - EPA registered List N-Effective for COVID-19
  - Maintain in secure area away from students
  - Wear gloves. Spray and allow 1 minute dwell time. Wipe off remaining spray after 1 minute.
  - Use on hard, nonporous surfaces.

Staff must follow the instructions specific to the cleaning products being used. Click links below for more information on each product.

- Husky Clean 891 & Disinfect
- Husky 814
- SaniHands - Purple Top
- Sani Disinfectant Wipes – Gray Top
- Shockwave EPA Disinfectant

Equipment Use - Put on gloves, wipe down the copier and other items used with disinfectant spray or wipe after use. Spray disinfectant on to towel to wipe copier and laminating machine.

References for School Closure Remote Learning Plan

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Threat Assessment Appendices

Appendix D: Safety Concerns Form

I am a: Dropdown List- Student Employee Parent Other

SASED program: Dropdown List (include program + location?)
Event Description: (including who, what, when, where, and how do you know) text box
Concern/Event Type:
Dropdown List: Anger Issues, Animal Cruelty, Bullying/Cyber Bullying, Concern about an Adult, Cutting/Self-Harm, Depression/Anxiety, Domestic Violence/Child Abuse, Drug Use/Distribution, Eating Disorder, Gang Violence/Activity, Harassment/Intimidation, Hate Crime/Hate Speech, Hazing, Homeless/Runaway Student, Inappropriate Relationship, Intent to Harm Someone, Physical Abuse, Planned Fight/Assault, Planned School Attack, Practice Tip, Reckless/Dangerous Behavior, Sexual Assault/Rape, Sexual Exploitation/Abuse, Sexual Harassment, Sharing Inappropriate Photos, Social Isolation/Withdrawal, Suicide/Suicide Ideation, Theft, Toxic/Abusive Relationship, Vandalism, Verbal Abuse, Weapon(s), other
Who are you concerned about: (number involved = dropdown) if more than one, additional demographics open for additional people involved
Please complete as much of the following information as
you know. Name:
Involvement: Target, Aggressor,
Witness Gender:
Race/Ethnicity:
Grade:
Age:
School:
City/Town:
Physical Appearance/Clothing:

When did or when will the event occur? (date/time)
Where it occurred/will occur - location (e.g., what district/school?; what social media?)
Optional Contact Information
Your Name
Your Cell
Phone
Number Your
e-mail
Any Other Comments:

Appendix E: Notifications by Type of Concern

Person of Concern = Student

1) Bullying
   a) Director/Asst Dir. of Programs & Services
   b) Program Administrator
   c) District Administrator
   d) Host Building Principal

2) Harm to self
   a) Director/Asst Dir. of Programs & Services
   b) Program Administrator
   c) Program social worker(s) & school psychologist (see schedule below)
   d) SASED TAT if program SW or psych not immediately available

3) Harm to others = SASED TAT
   a) Director/Asst Dir. of Programs & Services
      i) Activate SASED TAT
   b) Program Administrator

Person of Concern = Adult (staff, parent, community)

All types

a) HR director
b) additional leadership team member
c) program administrator for involved program

if appropriate

d) host building principal

A risk/threat assessment on-call schedule has been developed and is available in the SASED Social Workers and BMS Team Site under SASED Risk Assessment Forms. Two mental health professionals are assigned to each day.

Appendix F: 4:190-AP1 Operational Services - Administrative Procedure – Targeted School Violence Prevention Program

Use this procedure to establish a Targeted School Violence Prevention Program (Program). It defines terms important to the Program, outlines actions for specific staff members to execute, and is adapted from the premier best practice model as of this publication: *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat- assessment- model-policies-procedures-and-guidelinespdf.pdf.

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Establishment and Function of Targeted School Violence Prevention Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and

Recovery

Glossary of Terms

Aberrant Behavior – Behavior that is atypical for the person or situation and causes concern for the safety
or well-being of those involved. Aberrant behavior involves actions, statements, communications, or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or actions that are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

- Unusual social distancing or isolation of subjects from peers and family members;
- Sullen or depressed behavior from a usually friendly and positive person;
- Out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, and anger;
- Confrontational, accusatory, or blaming behavior;
- An unusual interest in or fascination with weapons; and/or
- Fixation on violence as a means of addressing a grievance.

Cooperative Environment – broadly characterized as the Cooperative's learning and working environment; it includes the physical environment of school buildings and grounds, all services and programs provided by the Cooperative, and the overall school climate.

School Climate – a part of the Cooperative environment, school climate is the quality and character of school life. School climate is based on patterns of students', parents', and staff's experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. 1

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 Cooperative-wide plan that is incorporated into each School Emergency Operations and Crisis Response Plan (SEOCRP) in 4:170- AP1, *Comprehensive Safety and Security Plan*. A TSVP Plan is collectively implemented by local school officials, Cooperative staff, students, families, and the community with the goal of preventing and identifying threats and targeted school violence. Under a properly implemented TSVP Plan, schools can respond to individuals/situations that raise safety concerns.

Threat – A concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat. For more information on types of threats, see the subhead entitled Assessing and Classifying Threats in 4:190-AP2, *Threat Assessment Team (TAT)*.

Threat Assessment – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team led by the Program Administrator/Building Principal to perform specific threat assessments. For

information about the function of TATs and their procedures, see 4:190-AP2, *Threat Assessment Team (TAT)*

Establishment and Function of Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a TSVP Plan into the Cooperative's existing policies and procedures.

Actor	Action
Executive Director	Selects School Violence Prevention Team (SVP Team) members from throughout the community to include: Building Principals/Program Administrators (Building Principals/Program Administrators are mandatory for successful implementation of a TSVP Plan). Cooperative Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, Cooperative Safety Coordinator and Safety Team; Responsibilities*) Teachers Law enforcement representatives Board attorney Cooperative psychologist(s), social worker(s), and/or counselor(s) Other mental health workers and/or social service agencies Faith leaders Community members Students Chairs and convenes SVP Team meetings for the purpose of developing a TSVP Plan. Determines whether to recommend that the Board assess the Cooperative's conditions for development and learning (see 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying,* for resources and more discussion).

SVP Team	Meets when called by the Executive Director for the purpose of: (1) developing a TSVP Plan, and (2) creating, implementing, and monitoring TATs. ● For more information about the function of TATs, see 4:190-AP2, *Threat Assessment Team (TAT)*. See Recommendation #1 from the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, encouraging districts to establish TATs, at iasb.mys1cloud.com/ITTFSchoolSafetyWorkingGroupRecs.pdf. ● Ensures that the Cooperative's TSVP Plan complies with applicable civil rights and other State and federal laws. ● Ensures that all Cooperative staff are annually trained and understand the TSVP Plan, the role of the SVP Team, and the role a TAT. ● Ensures that procedures are maintained for effective information sharing between the Cooperative and local law enforcement agencies and community services agencies, including defining the threshold for law enforcement intervention.

Actor	**Action**

	● Regularly assesses the effectiveness of the TSVP Plan throughout the Cooperative, including the establishment of resources for central reporting mechanisms at the Cooperative-wide and school- building level. Identifies policies and procedures or equivalent topics that possibly affect a TSVP Plan, including but not limited to: 1:20, *Special Education Cooperative Organization and Operations* 2:150, *Committees* 2:240, *Board Policy Development* 3:40, *Executive Director* 3:60, *Administrative Responsibility of the Program Administrator/Building Principal* 4:170, *Safety* 4:190, *Targeted School Violence Prevention Program* 5:100, *Staff Development Program* 5:130, *Responsibilities Concerning Internal Information* 5:230, *Maintaining Student Discipline* 6:65, *Student Social and Emotional Development* 6:120, *Education of Children with Disabilities* 6:235, *Access to Electronic Networks* 7:20, *Harassment of Students Prohibited* 7:130, *Student Rights and Responsibilities* 7:140, *Search and Seizure* 7:150, *Agency and Police Interviews* 7:170, *Vandalism* 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* 7:190, *Student Behavior* 7:200, *Suspension Procedures* 7:210, *Expulsion Procedures* 7:230, *Misconduct by Students with Disabilities* 7:250, *Student Support Services* 7:340, *Student Records* 8:10, *Connection with the Community* 8:95, *Parental Involvement* 8:100, *Relations with Other Organizations and Agencies* Recommends, through the Executive Director, proposed policy changes to the Board for consideration. See Board policy 2:240, *Board Policy Development.* Recommends and procures resources for stakeholder training.

Actor	Action
Program Administrator/ Building Principal	Ensures 4:170-AP1, *Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCRP)*, is: Available throughout schools (do **not** limit to office); Distributed to and discussed with local law enforcement; and Regularly reviewed with building staff. Notifies and educates all staff, volunteers, and contractors of their duty to immediately report to the Program Administrator/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. Notifies and educates staff, parent(s)/guardian(s), students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, and (2) how school officials will address these concerns. Distributes Board policy 4:190, *Targeted School Violence Prevention Program*; 4:190-AP2, E6, *Targeted School Violence and Threat Assessment Education*; and 7:180-AP1, E2, *Be a Hero by Reporting Bullying*; and discusses what TATs are and what they do when they learn of threats and/or school violence. Assesses the feasibility of forming an anonymous tip line and organizing its management. When a tip or concern is raised, ensures TATs are trained to engage in their work. See 4:190-AP2, *Threat Assessment Team (TAT)*.
All Cooperative staff, volunteers, and contractors	Read 4:190-AP2, E6, *Targeted School Violence and Threat Assessment Education*. Immediately report to the Program Administrator/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. 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 SEOCRP. See 4:170-AP1, *Comprehensive Safety and Security Plan.*
Operational and Governing Boards	Monitor 4:190, *Targeted School Violence Prevention Program,* and considers adopting changes recommended by the SVP Team. See Board policy 2:240, *Board Policy Development.* 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.

Actor	Action
Executive Director/Program Administrator/Building Principal	Ensures the student behavior policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See Board policies 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and 7:190, *Student Behavior*. Ensures that staff responds to students who provide them with information about a threatening or concerning

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 Executive Director, Cooperative Safety Coordinator, Program Administrators and Building Principal(s) preparing for a targeted school violence crisis that school officials can incorporate into trainings related to each existing SEOCRP.

Actor	Action
Executive Director, Program Administrator/Building Principal, and SVP	Examine 4:170-AP1, *Comprehensive Safety and Security Plan*, and recommend any changes to existing procedures to the Executive Director or Cooperative Safety Coordinator.
Cooperative Safety Coordinator	Meets with SVP Team to foster an understanding of what additional items each 4:170-AP1 Safety Team (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, Cooperative Safety Coordinator and Safety Team; Responsibilities*) might add to its procedures to accomplish a response and recovery. 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. **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 Cooperative. Local law enforcement's familiarity with the identity of the Cooperative's legal counsel *before* 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. Considers designating a trained public relations and communication manager to inform parent(s)/guardian(s) and
Executive Director and Program Administrator(s)/Building Principal(s)	For crisis preparedness and response, ensure that: 4:170-AP1, *Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCRP)*, reflects each individual building's needs.

Actor	Action
	4:170-AP1, *Comprehensive Safety and Security Plan, Part F, School Safety Drill Plan*, supports a TSVP Plan. 4:170-AP1, *Comprehensive Safety and Security Plan, Parts G and H,* 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 Program Administrator/Building Principal's office is insufficient. For crisis recovery, ensure that 4:170-AP1, *Comprehensive Safety and Security Plan, Parts I, J, and K,* reflects Cooperative needs and that the Board Attorney is aware of the plans. Recommend to the Cooperative Safety Coordinator any other additional crisis recovery items that the 4:170-AP1 Safety Team deems necessary.

Appendix G: 4:190-AP2 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 necessarywho are trainedin behavioral threat assessment. See p. 3 of 4:190-AP1, *Targeted School Violence Prevention Program*, for authority encouraging the establishment of TATs.

TATs function at the Building level, taking direction from the Cooperative-level School Violence Prevention Team. They address potential or developing threatening behavior exhibited not only by students, but from a broad range of individuals affecting the Cooperative environment, including:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

Customize this procedure to each TAT's building-specific needs, and use it in conjunction with 4:190- AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, E1, *Principles of Threat Assessment*; 4:190- AP2, E2, *Threat Assessment Documentation*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. TAT Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

Glossary of Terms

Subject of Concern(Subject) – an individual who has been identified to pose a threat of violence or serious harm to self/others.

Target – an individual who is the intended target of the threat posed by the subject of concern.

Threat Assessment – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team lead by the Program Administrator/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. In the event that the Cooperative is unable to establish a threat assessment team with cooperative staff, the Cooperative may use a regional behavioral threat assessment and intervention team that includes mental health professionals, a representative from the Ill. Law Enforcement Alarm System, a safety education officer from the Ill. Dept. of State Police, and local law enforcement representatives.

TAT Triage Team – Consists of at least two members of the TAT designated by the Program Administrator/Building Principal to triage reported cases of threatening behavior. Screens cases to determine if sufficient resources exist to address concerns or if review and/or action by the full TAT is appropriate.

Types of Threats

Low-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

Moderate-Risk Threat: Subject/situation does not appear to pose a threat of violence or serious harm to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention.

Appendix H: SASED RISK ASSESSMENT PROCEDURES & DOCUMENTATION

A risk assessment should be initiated **immediately** whenever a *student talks about harming himself/herself (suicidal ideation) or others (homicidal ideation), or if there is concern that a student has thoughts about hurting himself/herself (suicidal ideation) or others (homicidal ideation).* The Program Administrator & Site Administrator/Principal must be informed immediately, unless safety of the students or others may be compromised. This Risk Assessment document will guide your assessment, document your concerns, and help you develop a plan.

Student:_____ School:_____ Date: _____

DOB:_____ Student Number:_____ Grade:____ Age:_____ Program:-

_____

Parent/Guardian Name(s):_____ Phone:_____ Staff

Member(s) Completing Assessment: _____

Step 1: Keep the Student Safe

❑ Direct supervision of the student(s) at all times until completion of the assessment.

❑ Take the student to safe location and/or remove students and objects that may be used to hurt self/others.

❑ If there is imminent danger to self or others, call 911. If the student is SASS eligible, call SASS 1-800-345-9049. In a remote learning situation, the parent/caregiver must make a SASS call.

*NOTE: If the circumstances do fall within the emergency exception, SASED staff **may disclose only the student records/information necessary for the paramedics or hospital staff to address the immediate emergency**. In other words, SASED staff may not disclose all student record/information simply because there is an emergency. SASED staff may release the records/information that is necessary to protect that student or others. SASED staff must make a determination, based on all relevant facts and circumstances, about the type and amount of information that is needed by the paramedics or hospital staff to handle the immediate threat to the student or others. If not necessary to deal with the threat, SASED personnel must not provide that student information to the paramedics or hospital staff, unless the parent provides written consent or some other exception is applicable*.

Step 2: Notify the Program Administrator & Site Administrator/Principal

❑ Report the situation to the school principal and program administrator immediately unless the safety of the student or others may be compromised, in which case make the report as soon as possible but no later than the end of the same school day. Program administrator contact can be made through the program's emergency only text strand.

Step 3: Identify Two Staff Members to Complete Assessment

It is important that this assessment process include at least two staff members with mental health/TAT training. If a second trained professional is not present to conduct this assessment, consult with a second staff member via phone/messaging/ Skype. In a remote learning situation, use your program's emergency only text strand to find a second. If no one responds, contact the person who is on-call that day. If no individuals are available, call Central Office at (630) 778-4500.

❑ Administrator
❑ School Psychologist
❑ School Nurse
❑ School Social Worker/BMS
❑ Teacher
❑ Other

Step 4: Notify the Student's Parent(s) or Guardian(s)

❑ Parents/guardians have been notified by ❑ telephone/voicemail ❑ text message ❑ e-mail that you will be talking to and assessing their child.

❑ Parents/guardians have been contacted by phone and asked to come to the school to discuss the incident and/or child's needs.

❑ Parents/guardians have NOT been notified because:

_____ *NOTE: A parent may not prevent a SASED staff member from calling 911, provided that the circumstances fall within the emergency exception to the parent consent requirement (or some other exception under federal and State law). Applying the emergency exception, a staff member may call 911 and release a student's records/information to emergency medical personnel.*

Step 5: Review, Interview, and Assess

The following questions will guide your assessment. Use your professional judgment and clinical skills to conduct a comprehensive and sensitive interview with the student and others involved. Describe the incident of concern. What happened? What did the student say or do?

Date of incident:_____ Time of incident: _____

Location of incident:_____ Staff member(s) in incident:_____ Are there other students/adults involved in the incident? ❑ No ❑ Yes (*Follow up as needed)*

Are any of the others involved in imminent danger? ❑ No ❑ Yes *(complete documentation of Student Interview & Staff/Parent Interviews*)

Description of Incident (include specific information about the student's statements and/or actions):

_____

_____

_____

As needed, clarify current concerns by actively seeking information from:

- ❑ **Review** student records including academic, health/attendance, sw/psych/counselor
- ❑ **Interviews**
  - ❑ Person who reported concern
  - ❑ Recipient/target
  - ❑ Witnesses
  - ❑ Parents
  - ❑ Other agencies/ providers (e.g., private therapists, human services)
  - ❑ Student of Concern
    - ❑ Columbia-Suicide Severity Rating Scale (harm to self concern) – Lifetime Recent
    - ❑ Columbia-Suicide Severity Rating Scale (harm to self concern) – Screener Since Last Contact
    - ❑ Columbia-Suicide Severity Rating Scale (harm to self concern) – Very Young Cognitive Impairment, Lifetime Recent
    - ❑ Columbia-Suicide Severity Rating Scale (harm to self concern) – Very Young Cognitive Impairment, Since Last
    - ❑ Fairfax County Public Schools Threat Assessment Documentation

Step 6: Summarize Facts & Observations of Behavior

The results of this consideration and summarization of all information/assessments gathered do not predict specific episodes of violence to self or others, nor are they a foolproof method of assessing an individual's potential to harm self or others. The purpose of this summarization is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a response.

Risk Present	**Lower**	**Medium**	**Higher**
Plan **Details** **Access to weapons** **Time** **Viability**	Vague Unavailable, difficult to obtain No specific time or in future Plan unrealistic, unlikely to be implemented	Some specifics Available, but will have to obtain Within a few hours Some details of plan are plausible	Well thought out, knows when, where, how, and who Have in hand, close by, easy access Immediately Plan realistic
History of Previous Attempts	No	Little	Yes
Significant ACES	No	Little	Yes
Inappropriate Interest	No	Little	Yes
Hopelessness/Desperation	No	Little	Yes
Positive/Trusting Relationship	Yes	Little	No
Violence as only way to solve problem	No	Little	Yes
Sources/Statements match actions			
What circumstances might affect likelihood of escalation:			

Step 7: Assess Risk Level

- ❑ **Low Risk** of threat to self/others
- ❑ **Moderate Risk** of threat to self/others
- ❑ **High Risk** of threat to self/other

Step 8: Response

Provide information to Program Administrator & Site Administrator/Principal to determine whether to complete a **Clear and Present Danger** report.

Step 9: Provide Intervention and Support

Take action to provide for the student's safety and address current concerns. A few possible interventions (check those that apply):

- ❑ Call National Suicide Prevention Lifeline 1-800-273-TALK (8255), if indicated.
- ❑ Call 911 for transportation to hospital, if indicated.
- ❑ Call SASS for an assessment, if the student is SASS eligible 1-800-345-9049. In remote environment, it is the parent/caregiver who makes the call.
- ❑ Provide direct supervision of student until parents assume control
- ❑ Parent to take their child for immediate intervention with a health care provider.
- ❑ Parent to come to school and take their child for immediate intervention with a health care provider.
- ❑ Discuss safety and home supervision with parents or guardians (access to weapons, drugs, medications).
- ❑ Initiate IEP meeting, FBA/BIP, and/or changes to goals and/or related services.
- ❑ Initiate review of existing FBA/BIP.
- ❑ See that threat is resolved through explanation, apology, or making amends
- ❑ Follow discipline procedures
- ❑ Short term classroom intervention, see below.
- ❑ Other
- ❑ Provide *Risk Assessment Notice* to parent/guardian when parent/guardian comes to the school to take responsibility for their child.
- ❑ Parent/guardian refused recommended intervention and support.

Describe:

_____

_____

Step 10: Short term classroom intervention, if indicated (check those that apply):

- ❑ Alert administrator, all support staff, and alert teachers on a need-to-know basis.
- ❑ Adults that the student can talk to for support: _____
- ❑ Describe follow-up support to be conducted by School Psychologist, Social Worker, Nurse, BMS:
- ❑ Daily or ❑ Weekly check-in with (Title/Name Extension): _____
- ❑ Provide increased supervision in these settings: _____

_____

- ❑ Modify daily schedule by:
- ❑ Behavior plan (attach a copy to this Assessment) _____
- ❑ Safety plan (attach a copy to this Assessment)
- ❑ Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe: _____

_____

- ❑ Drug and/or alcohol intervention with: _____
- ❑ Other action: _____

_____

Step 11: Review this Plan with Staff as Indicated and File this Copy

❑ Completed on: _____

Appendix I: 4:170-AP1 - Comprehensive Safety & Security Plan

Contents:[1]

A. Safety- and Security-Related Administrative Procedures and Forms

B. Definitions

C. Safety Coordinator and Safety Team; Responsibilities

D. Safety Team Meetings

E. Annual Safety Review

F. School Safety Drill Plan

G. School Emergency Operations and Crisis Response Plan (School SEOCRP)

H. Material to be Included in Each School SEOCRP

I. Managing Communications During and About an Emergency or Crisis

J. Required Notices

K. Resources

Attachment A - School Emergency Operations and Crisis Response Plan Format

Attachment B – Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program

A. Safety and Security Related Administrative Procedures and Forms

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

4:60-AP3 *Criminal History Records Check of Contractor Employees*

4:110-AP1 *School bus Post-Accident Checklist*

4:110-AP3 *School Bus Safety Rules*

4:110-E *Emergency Medical Information for Students Having Special needs or Medical Conditions Who Ride School Buses*

4:160-AP *Environmental Quality of Buildings and Grounds*

4:170-AP1,E1 *Accident or Injury Form*

4:170-AP1,E2 *Memo to Staff Members Regarding Contacts by Media About a Crisis*

4:170-AP2 *Routine Communications Concerning Safety and Security*

4:170-AP2,E1 *Letter to Parents/Guardians Regrading 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-AP4 *National Terrorism Advisory System*

4:170-AP6 *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*

4:170-AP6,E1 *School Staff AED Notification Letter*

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[1] This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in 2013, www.rems.ed.gov/docs/RESM_K-12_Guide_508.pdf . The *Guide* informs schools what they need to do, not *what* to do. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content.

4:170-AP6,E2 *Notification to Staff and Parents/Guardians of CPR and AED Video*
4:170-AP8 *Movable Soccer Goal Safety*
4:175-AP1 *Criminal Offender Notification Laws; Screening*
4:175-AP1,E1 *Informing Parents/Guardians About Offender Community Notification Laws*
4:180-AP1 *School Action Steps for Pandemic Influenza*
4:180-AP2 *Pandemic Influenza Surveillance and Reporting*
4:190 *Targeted School Violence Prevention Program*
4:190-AP1 *Targeted School Violence Prevention Program*
4:190-AP1,E1 *Targeted School Violence Prevention Program Resources*
4:190-AP2 *Threat Assessment*
Team (TAT) 4:190-AP2,E1 *Principles of*
Threat Assessment 4:190-AP2,E2
Threat Assessment Documentation
4:190-AP2,E3 *Threat Assessment Key Areas and Questions: Examples*
4:190-AP2,E4 *Responding to Types of Threats*
4:190-AP2,E5 *Threat Assessment Case Management Strategies*
4:190-AP2,E6 *Targeted School Violence Prevention and Threat Assessment Education*
6:235-E4 *Keeping Yourself and Your Kids Safe On Social Networks*
7:280-AP *Managing Students with Communicable or Infectious Diseases*
7:290-AP *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*

B. Definitions

SEOCRP is an School Emergency Operations and Crisis Response Plan[2] (formerly *Emergency Operations Plan*). Each school or facility has an SEOCRP.

First responders are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

Incident means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

Cooperative Safety Coordinator is the individual who manages the Cooperative's safety and security efforts.

Safety Team is the Executive Director's administrative committee that is responsible for its respective SEOCRP. Each school or facility has a Safety Team.

SRO means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency.[3]

C. Cooperative Safety Coordinator and Safety Team; Responsibilities

The Executive Director appoints an administrator to be the Cooperative Safety Coordinator to manage the Cooperative's safety and security efforts and serve as the Cooperative's spokesperson during a crisis or emergency.

[2] The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans*, and the School Safety Drill Act (105 ILCS 128/, amended by P.A. 100-996) refers to *emergency and crisis response plans*.

[3] 105 ILCS 5/10-20.68, added P.A. 100-984

The Executive Director or Cooperative Safety Coordinator appoints members of a Safety Team for each school or facility.

The Cooperative Safety Coordinator and each school's Safety Team are responsible for developing, implementing, and maintaining a SEOCRP with the following objectives as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013), at* rems.ed.gov/docs/REMS_K-12_Guide_508.pdf:

- Prevention, meaning the capabilities needed to avoid, deter, or stop an incident. Prevention requires the use of: (a) research-based principles of safety and security, (b) an ongoing analysis of data (e.g., incident and inspection reports, complaints, suggestions), and (c) an ongoing program for identifying and evaluating unreasonable risks.
- Protection, meaning the capabilities needed to secure schools against violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- Mitigation, meaning the capabilities needed to reduce the likelihood or impact of an incident or emergency. Mitigation requires, among other things, high-quality training and instruction programs to execute and improve the school SEOCRP.
- Response, meaning the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery. Effective response requires, among other things, a clear, rapid, factual, and coordinated system of internal and external communication.
- Recovery, meaning the capabilities needed to restore the learning environment.

D. Safety Team Meetings

The Cooperative Safety Coordinator chairs the Safety Team meetings. The meetings are held as determined by the Cooperative Safety Coordinator. The following matters are suggested agenda items:

- Review the notes from the previous meeting.
- Discuss the status of previously submitted recommendations.
- Receive, review, and discuss recommendations concerning one or more items below.
  1. Safety and security data from incidents, investigations, audits, etc.
  2. Recommendations received from stakeholders and first responders
  3. Emerging issues
  4. Status of the SEOCRP
  5. Status of the safety and security communication system
  6. Status of training programs
  7. Status of programs to build awareness of, and support for, the SEOCRP (contests, posters, drives, etc.)
- Clarify information and recommendations for a report to the Executive Director.
- Confirm the Safety Team meeting schedule and review upcoming meeting dates.

E. Annual Safety Review

The Cooperative Safety Coordinator facilitates the annual safety review meeting conducted by the Board or its designee, as required by 105 ILCS 128/25, amended by P.A. 101-455, and 128/30. During the annual safety review, the law requires the Board or its designee to "review each school building's emergency and crisis response plans, protocols, and procedures, including procedures regarding the Cooperative's threat assessment team, and each building's compliance with the school safety drill programs." If the Board uses a designee, it should preferably be someone other than the Cooperative Safety Coordinator to assure an unbiased audit. The Cooperative Safety Coordinator assists the Board or its designee to comply with annual review requirements, including without limitation, the completion of a report certifying that the review took place. See ISBE's website for an annual review checklist and report at www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan- Guide.aspx . The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property (5 ILCS 120/2(c)(8). Consult the Board Attorney for assistance with this OMA exception.

F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A.s 100-996 and 101-455 and any implementing State administrative rules shall supersede this procedure in the event of a conflict.
The Program Administrator shall keep the Executive Director or designee informed of when drills are scheduled and/or accomplished. ISBE's fillable *School Drill Documentation* form for documenting
the completion of minimum drill requirements may be used (see www.isbe.net/Documents/91-02_school_drill_documentation.pdf).

Each academic year, each school building that houses students must conduct a minimum of:

1. Three school evacuation drills. These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.
One of the three school evacuation drills requires the participation of the appropriate local fire department, unless waived as provided below. A date is selected according to the following timeline:

- No later than September 1 of each year, the local fire department or fire district must contact the Program Administrator in order to make arrangements.
- No later than September 14 of each year, the Program Administrator or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department in a school evacuation drill.
- No later than September 15 of each year, each Program Administrator or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the four available dates, and if he or she does so, the drill occurs on that date.

- Alternatively, the Program Administrator or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Program Administrator should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items or bomb threats.

2. One school bus evacuation drill. This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

In addition, instruction on safe bus riding practices should be provided for all students. See 4:110- AP3, *School Bus Safety Rule*

3. One severe weather and shelter-in-place drill. This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

4. One law enforcement drill.[4] This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the Cooperative's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill. In addition, a law enforcement drill must meet each of the following criteria:
   - During each calendar year, the appropriate local law enforcement agency contacts the Program Administrator to request participation in the law enforcement drill. The Program
     Administrator and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
   - The drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Program Administrator and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
   - After a drill in which local law enforcement participated, the Program Administrator should request a certification from local law enforcement

that the law enforcement drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.

[4] 105 ILCS 128/20(c), amended by P.A. 100-996

The Cooperative Safety Coordinator, in cooperation with the Program Administrator, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98th General Assembly, 2013)).

G. School Emergency Operations and Crisis Response Plan (SEOCRP)

Each Safety Team shall develop, implement, and maintain a SEOCRP using the process below, as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013),* at rems.ed.gov/docs/REMS_K-12_Guide_508.pdf:

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the SEOCRP.
5. Share the SEOCRP with stakeholders and train them. This includes, without limitation, having the SEOCRP accessible in a digital format

H. Material to be Included in Each SEOCRP

Each school Safety Team annually gathers and/or renews the following material for inclusion in the SEOCRP:

1. Cooperative-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program,* and 4:190-AP1, *Targeted School Violence Prevention Program.*
2. Building-level Threat Assessment Team procedures. See 4:190-AP2, *Threat Assessment Team (TAT).*
3. Building evacuation protocol. The Program Administrator or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office,
   (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (d) keep all staff informed of the evacuation plans.
4. Documents concerning safety drills. The Program Administrator shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by
   P.A.s 100- 996 and 101-455) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, AEDs, and fire extinguishers, and (d) map or plan describing the areas to be used in the event of an emergency or crisis for triage, emergency helicopter landing, media center, non- victim students, and parents/guardians. The Safety Team or Program Administrator shall annually give a copy of these to first responders.

6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
8. Carbon monoxide alarm or detector activation plans, protocols and procedures (105 ILCS 5/10- 20.57 and 430 ILCS 135/).
9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Roadway and parking rules.
15. Procedures on student illness and injuries at school and school events (23 Ill.Admin.Code Sec.1.530(c).
16. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The Cooperative's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See 4:110-AP3, *School bus Safety Rules.*
17. Safety and security related administrative material. See section A, above.
18. The location of any door security locking means and the use of the locking and unlocking means form within and outside the room(s) (105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-548).
19. Other documents identified by the Safety Team.

I. Managing Communications During and About an Emergency or Crisis

The Cooperative Safety Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning an emergency or crisis. The Executive Director serves as the spokesperson during a crisis or emergency. All Cooperative communications should come from this source to ensure accuracy, creditability, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency or crisis unless the information is from the spokesperson. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency or crisis situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.

4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

J. Required Notices

A school staff member shall immediately notify the Program Administrator when he or she:

1. Observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a).
2. Has reason to suspect that any person on school grounds is or was involved in a drug- related incident. 105 ILCS 5/10-27.1B.
3. Observes an attack on any staff member or is subject to an attack. 105 ILCS 5/10-21.7.

Upon receiving a report on any of the above, the Program Administrator or designee shall immediately notify local law enforcement. See 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*. In addition, he or she must notify the Executive Director and, within one to three days of the incident's occurrence, one or both of them must notify the Ill. Dept. of State Police (ISP). Notification to the ISP may be accomplished using ISBE's web-based School Incident Reporting System (SIRS) to report incidents electronically. SIRS is available at www.isbe.net/Pages/School-Incident-Reporting- System.aspx or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account.

K. Resources

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center; Guides for Developing Emergency Operations Plans rems.ed.gov/EOPGuides.aspx
Guide for Developing High-Quality School Emergency Operations Plans: At a Glance rems.ed.gov/K12GuideForDevelHQSchool.aspx
Guide for Developing High-Quality School Emergency Operations Plans rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center rems.ed.gov/toolbox.aspx
ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute www.alicetraining.com SBE/OSFM All Hazard Preparedness Guide for Illinois Schools www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx
Illinois Emergency Management Agency (IEMA) www2.illinois.gov/ready/Pages/default.aspx Schools/Campus - Resources https://www2.illinois.gov/ready/plan/Pages/Schools.aspx
School Safety Information Sharing Program (SSISP) https://www2.illinois.gov/ready/plan/Pages/Schools.aspx
Illinois Terrorism Task Force https://www2.illinois.gov/iema/ITTF/Pages/default.aspx National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety Policies www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis
U.S. Secret Service (USSS) Active Shooter Related Research Prior Knowledge of Potential School- Based Violence: Information Students Learn May Prevent a Targeted Attack www.secretservice.gov/data/protection/ntac/bystander_study.pdf
Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice's Bureau

of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education's Office of Safe and Drug Free Schools www.threatplan.org/default.htm

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

On Cooperative letterhead

Date:

To: Cooperative Staff and

Parent(s)/Guardian(s) From: Program

Administrator/ Building Principal Re:

Targeted School Violence Prevention

Program

Student safety is our Cooperative's top priority. To maximize safety, the Cooperative uses a threat assessment process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention 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 Cooperative's Comprehensive Safety and Security Plan.

The Cooperative wishes to create a climate that encourages sharing *any* information about a safety concern with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: students, parents/guardians, staff, and community members. The question-and-answer section below is designed to help students, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

What Is a Threat?

A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat *regardless* of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or "just kidding," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Program Administrator/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 Cooperative 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 Program Administrator/Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Program Administrator/Building Principal.

Reported threats are assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What Can Staff and Parents/Guardians Do?

The TAT will provide guidance to students and staff regarding recognizing threatening or unusual behavior that may represent a threat to the community, school, or self. Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or "just kidding" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

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

The Executive Director or designee shall develop and implement the Program for SASED owned and/or solely operated educational facilities. The Program oversees the maintenance of a Cooperative 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 Cooperative's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a Cooperative-level School Violence Prevention Team to: (a) develop a Cooperative-level Targeted School Violence Prevention Plan, and (b) oversee the Cooperative's Threat Assessment Team(s).
2. Establish a 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. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the Cooperative 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 Cooperative, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, Cooperative 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), 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 A wareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on Cooperative Property), 8:100 (Relations

with Other Organizations and Agencies)

This exhibit is a resource to educate Building-level Threat Assessment Team (TAT) members about the assumptions and principles underlying behavioral threat assessment.

Assumptions

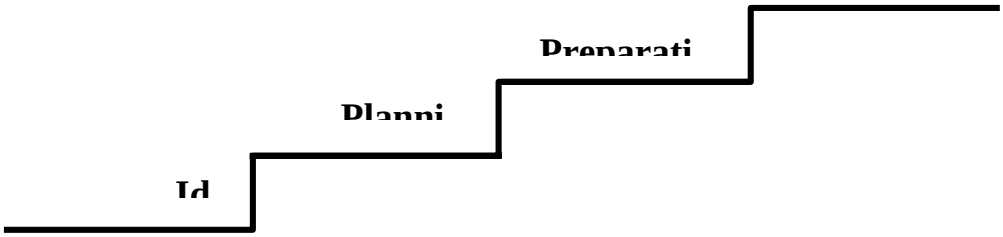
The following assumptions are informed by findings of the U.S. Secret Service and U.S. Dept. of Education's *Safe School Initiative*, as well as other research about targeted violence occurring in or related to educational settings. Key assumptions include:

1. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.
2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent(s)/guardian(s) of students, contractors, people in relationships with staff or students, and even people with no connection with the school.
3. Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack.
4. Most individuals who perpetrated violence engaged in some behavior, prior to the incident, which caused others to have serious concerns about their behavior and/or well-being.
5. Many individuals who perpetrated violence had significant difficulties with losses or failures. Many were suicidal.
6. Many individuals who perpetrated violence felt bullied, persecuted, or injured by others prior to engaging in violence.
7. In many cases, others, e.g., staff, students, peers, family members, etc., were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.
8. Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence.
9. Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations, and inhibitory factors that are present.

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.

Targeted violence is the end result of a process of thinking and behavior that begins with an idea, e.g., to use violence to address a real or perceived grievance. The process of thinking and behavior progresses to the development of a plan and moves on to preparation and acquiring the means, e.g., weapons, training, capacity, access, to carry out the plan. The culmination, regrettably, can be in violence. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1.

Violence


Preparati
Planni
Id

This process indicates opportunities to observe, identify, and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or for the well-being of, the individual. Frequently, information about an individual's ideas, plans, and preparations for violence can be observed before violence occurs. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Principles

To determine the risk of a threat, the TAT focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

TATs train to focus on the following core principles of threat assessment:

1. The central question in a threat assessment inquiry is whether an individual *poses* a threat (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm). Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat to others.
2. Targeted violence is the end result of an understandable, and often discernable, process of thinking and behavior, often referred to as the *Pathway to Violence*, noted above in Figure 1. Individuals who committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.
3. Targeted violence stems from an interaction among the Subject(s), Target(s), Environment, and Precipitating Events (STEP). Identifying, preventing, and intervening with acts of violence requires a focus on these four components and their interaction. A focus on the *Subject* of concern should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *Target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *Environment* examines the school/workplace climate and systemic issues that contribute to the risk of violence, or do not discourage it. A focus on *Precipitating* events examines critical stressors or events such as bullying, personal losses, enforcement actions, or even TAT interventions that may increase or decrease the risk for violence.
4. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment. Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation.
5. Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a

reliable basis for making judgments of the threat posed by a particular individual.

6. An integrated systems approach, coordinating between local agencies and service systems within the school and community, should guide the threat assessment and management process. Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc.) and community (e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc.) are critical to identifying, assessing, and managing individuals who are on the *Pathway to Violence*.

Appendix M: 4:190-AP2, E2 - Operational Services Exhibit - Threat Assessment Documentation

Imminent threats require immediate containment and action to protect the Cooperative's environment and/or identified or identifiable target(s). A Threat Assessment Team (TAT) does not document its activities in response to an imminent threat until after the threat is contained.

The Virginia Center for School and Campus Safety has created a model *Threat Assessment Triage and Assessment Form* (Form) containing eight parts, on pages 31-41 in a publication entitled *Threat Assessment in Virginia Public Schools: Model Policies, Procedure s, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment- model-policies-procedures-and-guidelinespdf.pdf.

The Form contains investigation questions designed to help a TAT gather information to identify, as sess, classify, respond to, and manage threats of targeted violence to the Cooperative's environment. Modify the questions on the Form to reflect the Cooperative'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*.

Appendix N: 4:190-AP2, E3 - Administrative Procedure – Threat Assessment Key Areas and Questions: Examples

This exhibit provides examples for Buildinglevel Threat Assessment Team (TAT) members to use when assessing reports of threats to the Cooperative's environment. TAT members use this exhibit to assess a threat while following 4:190-AP2, *Threat Assessment Team (TAT)*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with a subject of concern (subject): (1) learn the facts that brought the subject to the attention of school administrators and others; and (2) review information about the subject's background, interests, and behaviors.

Key Area: Interview with person(s) who reported the threat, threat recipient(s)/target(s), andother witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the subject that the primary purpose of the interview is to gather information about a possible situation of concern and, when possible, prevent harm to staff members and/or students.

Ask potential targets of the threat about their relationship to the subject and any recent interactions with him or her. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without alarming them. If you believe a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process provides a revised understanding of the situation in real time, always review new incoming information and reevaluate the threat. Maintain contact with the targets to obtain information about any more concerning behaviors, improvements to the situation, or other developments.

Key Area: Review records and consult with staff who know the subject:

Background information may assist with the approach to and questioning of the subject. It may also help determine whether the subject poses a threat to particular targets. Knowing background information before the interview may help determine whether the subject is honest. Areas that may contain helpful background information include:

1. Recent or historical work or school performance history
2. Disciplinary or personnel actions
3. Prior TAT contacts
4. Law enforcement or security contacts at school and/or in the community
5. Any involvement with mental health or social services
6. Presence of problems in the subject's life
7. Current or historical grievances that may be related to the behavior of concern
8. Electronic searches: Internet, social media, email, etc.

Key Area: Interview with the subject: Directly ask a subject who is a staff member or student about his/her reported actions and/or intentions. Many subjects will respond truthfully to direct questions when they are asked in a nonjudgmental manner. This interview could elicit important information to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further assessment may also arise.

Interviews send the message to the subject that the Cooperative noticed his/her behavior, and it caused concern. They also provide the subject an opportunity to: (1) tell his/her perspective, background, and intent; (2) be heard and experience support; and (3) reassess and redirect his/ her behavior away from concerning activities. To a subject who has mixed feelings about attacking, an interview may suggest people are interested in his/her welfare, and that there are better, more effective, ways to deal with challenges or with specific people.

While interviewing a subject might provide valuable information, relying solely on that interview to make judgments about whether the subject poses a threat likely presents problems. Information offered during the interview may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned

during the interview is very important

.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the TAT's response to the main question in its assessment: Does the subject pose a threat of targeted violence toward the Cooperative's environment? Examine information gathered for evidence of behavior and conditions that suggest the subject is planning and preparing for an act of violence and/or to cause harm to him/herself or others in the

Cooperative environment. Based on a review of the totality of the information available, try to answer the following questions:

1. **What are the subject's motive(s) and goal(s)? What first brought him/her to someone's attention?**
   Does the subject have a major grievance or grudge? If so, against whom?
   Does the situation or circumstance that led to these statements or actions still exist? What efforts have been made to resolve the problem and
   what was the result?
   Does the subject feel that any part of the problem is resolved or see any alternatives?
   Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services
2. **Have there been any communications suggesting ideas, intent, planning, or preparation for violence?**
   What, if anything, has the subject communicated to someone else (targets, friends, coworkers, others) or written in a diary, journal, email, or website concerning his/her grievances, ideas and/ or intentions? Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.? Has anyone been alerted or *warned away*?
3. **Has the subject shown any inappropriate interest in, fascination, and/or identification with other perpetrators and/or incidents of mass or targeted violence, e.g., terrorism, school/ workplace shootings, mass murderers:**
   Previous perpetrators of targeted violence? Grievance of perpetrators?
   Weapons/tactics of perpetrators? Effect or notoriety of perpetrators?
4. **Does the subject have, or is he/she developing, the capacity to carry out an act of targeted violence?**
   How organized is the subject's thinking and behavior? Does the subject have the means, e.g., access to a weapon, to carry out an attack? Is he/she trying to get the means to carry out an attack? Has he/she developed the will and ability to cause harm? Has he/she practiced or rehearsed for the violence? What is the *intensity of effort* expended in attempting to develop the capability?
5. **Is the subject experiencing hopelessness and/or desperation?**
   Is there information to suggest that the subject is feeling hopeless or desperate?
   Has the subject experienced a recent failure, loss, and/or loss of status? Is the subject having significant difficulty coping with a stressful event?
   Has the subject engaged in behavior that suggests that he/she has considered suicide?
6. **Does the subject have a positive, trusting, sustained relationship with at least one responsible person?**
   Does the subject have at least one friend, colleague, family member, or other person that he/she trusts and can rely upon for support, guidance or assistance?
   Is that trusted person someone that would work collaboratively with the TAT for the well-being of the subject?
   Is the subject emotionally connected to other people or becoming more socially isolated?
7. **Does the subject see violence as an acceptable, desirable – or the only – way to solve a**

problem?

Does the subject still perceive alternatives to violence to address his/her grievances?
Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
Has the subject been "dared" by others to engage in an act of violence?
Has the subject expressed sentiments of finality or desperation to address grievances?

8. **Are the subject's conversation and *story* consistent with his/her actions?**
   Does information from other interviews and the subject's own behavior confirm or dispute what the subject says is happening and how he/she is dealing with it?
   Is there corroboration across sources or are the subject's statements at odds with his/her actions?
9. **Are other people concerned about the subject's potential for violence?**
   Are those who know the subject concerned about him/her: (a) taking action based on violent ideas or plans; (b) targeting a specific person; or (c) engaging in protective actions, e.g., distancing, avoiding, minimizing conflict, etc.?
10. **What circumstances might affect the likelihood of an escalation to violent behavior?** What events or situations in the subject's life, now or in the near future, may increase or decrease the likelihood that the subject will engage in violent behavior? Are TAT interventions escalating, deescalating, or having no effect on movement toward violence? What is the response of others who know about the subject's ideas or plans? Do others: (a) actively discourage the subject from acting violently; (b) encourage the subject to attack;
    (c) deny the possibility of violence; or (d) passively collude with an attack, etc.?

Appendix O: 4:190-AP2, E4 - Exhibit – Responding to Types of Threats

After a threat is assessed, use this exhibit with subhead Responding to and Managing Threats in 4:190- AP2, Threat Assessment Team (TAT). Each threat level listed provides research-based appropriate responses for TATs.

Imminent Threat Responses

Imminent threats require immediate: containment and action to protect the target, referral to law enforcement, and consultation with school security. Following containment and action to protect the target, the TAT becomes involved and follows the procedures set forth in High-Risk Threat Responses.

Low-Risk Threat Responses

Resolve a low-risk threat case with any of the following, as appropriate:

1. No further action;
2. Have involved individuals issue a clarification, explanation, retraction and/or an apology;
3. Refer the subject for disciplinary action in accordance with Board policy; and/or
4. Refer the subject and/or target to school and/or community-based resources.

If the subject and/or target is referred for resources or services, a member of the TAT is designated to monitor the subject's/target's reactions for a short period of time, to ensure the referral was effective. When the target is a student the TAT may, at its discretion, notify the target and his/her parent(s)/guardian(s). If the parent(s)/guardian(s) are notified, contact them promptly and reassure them that the threat has been resolved. That TAT may also notify parent(s)/guardian(s) of the subject, so they are aware of the situation and that it has been resolved.
If new information comes to the attention of the TAT, reassess and update the case

management plan. Moderate-Risk Threat Responses

Resolve a moderate-risk threat case with any of the following, as appropriate:

1. Protect the target with the following precautions:
    a. Direct supervision to prevent the threat while at school, at school functions, or on the bus.
    b. Caution the subject about the consequences of carrying out the threat.
    c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
    d. When the subject is a student, contact the subject's parent(s)/guardian(s) to assume responsibility for supervising the subject and to enlist their support to prevent the subject from carrying out the threat.
2. Consult with the school resource officer to assist in monitoring and supervising the subject and determine the need, if any, for law enforcement action.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Refer the subject and/or target for counseling, conflict mediation, or other interventions to reduce the threat and to address the underlying conflict/issues that led to the threat. The Building Principal/Program Administrator will involve school-based professionals and/or community-based professionals who can provide assistance and appropriate intervention.
5. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. Follow parameters for the mental health risk assessment as outlined in High-Risk Threat Responses, below.

High-Risk Threat Responses

Resolve a high-risk threat with any of the following, as appropriate:

1. Notify law enforcement to contain the threat and to consult regarding school safety and security.
2. Immediately protect the target with the following precautions:
    a. Direct supervision to prevent the threat while at school, at school programs, or on the bus.
    b. Caution the subject about the consequences of carrying out the threat.
    c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
    d. When the subject is a student, contact the subject's parent(s)/guardian(s) to enlist their support to prevent the subject from carrying out the threat; have either law enforcement or the subject's parent(s)/guardian(s) assume responsibility for supervising the subject.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. The mental health risk assessment will be conducted by a qualified independent medical/psychological professional who does not have a treatment relationship with the subject. The professional will base his/her assessment on a review of all available information, including but not limited to an interview of the subject by the professional. The professional will prepare a written report that identifies the problem/conflict that prompted the threat and recommends strategies to address the problem/conflict and to reduce the risk of violence.

    a. The Program Administrator/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
Cooperative's Director of Programs and Services and Board Attorney (through the Executive Director, if not authorized to contact the Board Attorney directly)

Appendix P: 4:190-AP2, E5 - Exhibit – Threat Assessment Case Management Strategies

Case management is a critical component of Building-level Threat Assessment Team (TAT) work. TATs use this exhibit to examine four types of research-based case management strategies when developing a case management plan in response to a threat. Types include: subject-based, target-based, environmental/system, and monitoring for the impact of precipitating events. See subhead Responding to and Managing Threats in 4:190-AP2, Threat Assessment Team (TAT).

Case management integrates interventions, as appropriate, across the following relevant domains:

S De-escalate, contain, or control the **subject** who may take violent action;
T Decrease vulnerabilities of the **target**;
E Modify physical and cultural **environment** and systems to discourage escalation; and,
P Prepare for and mitigate against **precipitating events** that may trigger adverse reactions.

<u>Subject-Based Case Management Strategies</u>
Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. TATs focus on interventions that de-escalate, contain, control, and redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well- being. Examples include, but are not limited to:

1. Maintain channel of communication and engagement (with subject) to:
    a. Gather information
    b. Build rapport and relationship
    c. Decrease isolation
    d. De-escalate volatile reactions
    e. Provide feedback and mentoring
    f. Monitor reactions to grievances, interventions, and precipitating events
2. Problem-solving about legitimate grievances
3. Referral for assistance or support services, such as:
    a. Academic assistance or accommodations
    b. Social skills training
    c. Behavioral contracting
    d. Modification of student classroom assignment or schedule
    e. Modification of work schedule or assignments
    f. Alternative schooling/home schooling
    g. Involvement in extra-curricular activities
    h. Performance improvement plans
    i. Peer coaching/mentoring
4. Counseling/mental health services, such as:
    a. Check-in/check-out with school counseling staff
    b. Outpatient counseling/mental health care
    c. Emergency psychiatric evaluation
5. Disciplinary measures, such as:
    a. Subject confrontation or warning
    b. Administrative orders for no contact or communication
    c. Detention
    d. Suspension
    e. Termination/expulsion
    f. Law enforcement involvement
    g. Court-issued protective orders
    h. Diversion programs

TATs select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

TATs recognize that even fair and reasonable discipline can be perceived by the subject as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the subject do not address the ongoing challenges of:

1. Moving the subject away from thoughts and plans of, and capacity for, violence and/or disruption;
2. Connecting the subject to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the subject when he/she is no longer connected to the Cooperative.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: “I have lost everything. I have only a short time to act. I will give them what they deserve.” TATs

consider and plan for those responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

Target-Based Case Management Strategies

TATs attempt to minimize risk and negative impact on targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject. Examples of target- based case management strategies include, but are not limited to:

1. Coaching regarding personal safety approaches in dealing with the subject:
   a. Clear statements to the subject, e.g., "relationship/contact is unwanted" or "stop all contact and/or communication"
   b. Avoid subsequent contact/response
   c. Document all further contacts
   d. Do not engage emotionally, monitor "buttons" getting pushed
2. Minimize publicly available information, e.g., by scrubbing internet information, checking privacy settings on social media applications
3. Maintain awareness of surroundings
4. Vary routine
5. Develop contingency plans for escape, shelter, and support
6. Encourage use of support systems, e.g., counseling/mental services and victim assistance programs

Environmental/System Case Management Strategies

TATs take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the subject or target.

Strategies include, but are not limited to:

1. Address systemic, policy, or procedural problems that may serve as precipitating event sacross cases
2. Bullying prevention/intervention programs
3. Enhance school/workplace climate – build and support a caring community
4. Intervene with associates that support or encourage violent behavior
5. Enhance conflict management skills of subgroups
6. Identify and address gaps in awareness of reporting and intervention options
7. Identify and address gaps in the threat assessment and management process

Monitoring for the Impact of Precipitating Events on Case Management

TATs recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. TATs maintains an ongoing, longterm approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events su ch as:

1. Loss impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization
2. Injustice
3. Implementation of administrative notices/court orders
4. Violation of administrative notices/court orders
5. Anniversary events, e.g., date of beginning of relationship, date of end of relationship, date serv ed with court orders/separation documents, birthdays, holidays
6. Contagion effect of other high-profile or locally significant acts of violence

Appendix Q: Documentation for Threat Assessment & Student Threat Assessment and Response Report

in

Gene Deisinger, Ph.D. & Marisa Randazzo, Ph.D. Illinois School and Campus Security Program *Student Behavioral Threat Assessment*

Adapted from

Fairfax County Public Schools Threat Assessment Documentation (2013)

Student Threat Assessment and Response Report

PART I. THREAT REPORTED

Instructions:
This form should be completed by the school threat assessment team following a preliminary assessment by the school administrator.

Administrator completing form:

Position:

School:

Source of report: ☐ Teacher, instructional staff ☐ Support staff (bus driver, cafeteria, maintenance) ☐ Student ☐ Anonymous
☐ Other (specify):

Date assessment completed:

Information on student making threat/engaging in concerning behavior:

Name of student:

Date of birth: Grade:

Address:

Home phone:

Emergency contact: Relationship:

Is there a history of violent behavior in school? ☐ Yes ☐ No ☐ Unknown

Is there a history of violent behavior away from school? ☐ Yes ☐ No ☐ Unknown

Is there a history of discipline referrals? ☐ Yes ☐ No ☐ Unknown

Other information:

Information about the threat/concerning behaviors:

Date threat occurred: Date administrator learned of threat:

Where the threat was made:

Who reported the threat:

What was reported (quote as closely as possible; use quotation marks to identify direct quotes):

Information on target/recipient(s) of threat:

Has the intended target and/or victim(s) been identified? ☐ Yes ☐ No

Name(s) and grade of victim(s):

Primary recipient(s) of the threat (check all that apply):
☐ Student ☐ Teacher ☐ Parent ☐ Administrator ☐ Other

PART II. FINDINGS FROM INTERVIEWS
Student Interview
What exactly was said or done:
What was meant by what was said or done:
Student's understanding of how what was said/done would make target feel:
Reason student said or did concerning act:
What student now plans:
Witness Interview
What exactly the student said or did:
What witness thinks student meant:
What witness thinks was motive for what student said/did:
Threat Recipient(s) Interview (if applicable)
What exactly the student said or did, if witnessed:
Nature of relationship with student; whether there is history of conflict or prior threats:
What recipient thinks was motive for what student said/did:

PART III. ANALYSIS OF FINDINGS

1. What are the student's motive(s) and goals?

2. Have there been any communications suggesting ideas or intent to attack?

3. Has the subject shown inappropriate interest in: ☐ school attacks or attackers ☐ weapons (including recent acquisition of any relevant weapon) ☐ incidents of mass violence (terrorism, workplace violence, mass murderers	If yes, describe:
4. Has the student engaged in attack-related behaviors such as ☐ developing an attack idea or plan ☐ making efforts to acquire or practice with weapons ☐ casing, or checking out, possible sites and areas for attack ☐ rehearsing attacks or ambushes	If yes, describe:

5. Does the student have the means to carry out an act of targeted violence?

6. Is the student experiencing hopelessness, desperation, and/or despair?

7. Does the student have a trusting relationship with at least one responsible adult?

8. Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?

9. Is the student's conversation and "story" consistent with his or her actions?

10. Are other people concerned about the student's potential for violence?

11. What circumstances might affect the likelihood of an attack?

12. Are any of the following indicators of potential for violence present?

Indicators		Comments
Ideas or plans about injuring him/herself or attacking a school or persons at school	☐ Yes ☐ No ☐ Unknown	
Communications or writings that suggest that the student has an unusual or worrisome interest in school attacks	☐ Yes ☐ No ☐ Unknown	
Comments that express or imply the student is considering mounting an attack at school	☐ Yes ☐ No ☐ Unknown	
Recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack	☐ Yes ☐ No ☐ Unknown	
Communications or writings suggesting the student condones or is considering violence to redress a grievance or solve a problem	☐ Yes ☐ No ☐ Unknown	
Rehearsals of attacks or ambushes	☐ Yes ☐ No ☐ Unknown	

PART IV. DETERMINATION OF THREAT LEVEL

Check one:

☐ Imminent threat ☐ High risk threat ☐ Moderate risk threat ☐ Low risk threat

Basis for determination:

PART V. RESPONSE

Once the threat is classified, follow **all corresponding, prescribed responses specified below.**

Imminent Threat Response

Steps taken to contain the threat:

Low Risk Moderate Risk High Risk/Imminent

RESPONSES TO LOW RISK THREAT	RESPONSES TO MODERATE RISK THREAT	RESPONSES TO HIGH RISK/IMMINENT THREAT
☐ Consult with threat assessment team, as needed ☐ Contact subject student's parents and/or guardians, if necessary ☐ Notify intended victim(s)'s parents and/or guardians, if necessary ☐ See that threat is resolved through explanation, apology, or making amends ☐ Consult with Safety and Security specialist and/or SRO, if necessary ☐ Refer subject student for services to resolve problem, if appropriate ☐ Follow discipline procedures as per conduct policy ☐ Develop behavior intervention plan and/or contract, as appropriate ☐ Refer for school- or community-based services, as appropriate ☐ Assign a case manager to monitor student and status of intervention, as appropriate ***Documentation*** ☐ Complete appropriate Parts of Student Threat Assessment and Response Report and maintain with student's discipline record	☐ Mobilize threat assessment team ☐ Notify subject student's parents and/or guardians ☐ Provide direct supervision of subject student until parents and/or guardians assume control ☐ Caution the subject student about the consequences of carrying out the threat ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s) ☐ Consult with SRO to assist in monitoring/ supervising subject student and determining need for law enforcement action. ☐ Notify superintendent or designee ☐ Follow discipline procedures as per conduct policy ☐ If needed, refer subject student for mental health assessment ☐ Assign a team member to monitor student and status of intervention, as appropriate ☐ If warranted by findings of mental health assessment, develop/monitor safety plan. ***Documentation*** ☐ Submit report to [designated administrative office] within 72 hours of receipt of threat. ☐ Submit updated report every 30 days until resolution and closure of case ☐ Maintain threat assessment documentation in the Student Threat Assessment and Response Report.	☐ Notify law enforcement per regulation to contain threat; and consult with Safety and Security ☐ Mobilize threat assessment team ☐ Provide direct supervision of subject student until removed from campus by law enforcement or parent/guardian. ☐ Caution the subject student about the consequences of carrying out the threat ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s) ☐ Notify subject student's parents and/or guardians ☐ Notify superintendent or designee ☐ Follow discipline procedures as per conduct policy ☐ Refer subject student for mental health assessment, notifying parents of requirements for re-admission to school ☐ Assign team member to monitor student and intervention/safety plan. ☐ Develop/monitor safety plan ***Documentation*** ☐ Submit report to [designated administrative office] within 72 hours of receipt of threat. ☐ Submit updated report every 30 days until resolution and closure of case ☐ Maintain threat assessment documentation in the Student Threat Assessment and Response Report.

Print name of administrator: _____ Date:

Signature of administrator: _____

(Signature indicates agreement with identified level of threat and the above actions have been taken.)

PART VI. STUDENT THREAT ASSESSMENT AND RESPONSE REPORT UPDATE

Instructions:
*This section should be completed by the administrator **and** other team members such as the school psychologist, school social worker, or others, as appropriate, within one week of incident.*

Date of Update

Disciplinary action(s) taken:

Student suspended? ☐ Yes ☐ No

Student recommended for expulsion? ☐ Yes ☐ No

Student recommended for further disciplinary action and/or consideration? ☐ Yes ☐ No

Comment:

Special Education? If yes:

Recommendation to reconvene IEP team? ☐ Yes ☐ No

Develop Functional Behavioral Assessment and/or Behavior Intervention Plan for IEP? ☐ Yes ☐ No

If no, should the student be referred to Child Study or Local Screening? ☐ Yes ☐ No

Comment:

Actions with potential victim(s) of the threat or students impacted by the threat:

Case Manager Name:

Case Manager Job Title:

Offered or provided brief supportive counseling? ☐ Yes ☐ No ☐ Provided ☐ Declined

Communicated with victim(s) and parent(s) or guardian(s)? ☐ Yes ☐ No

Altered schedule to minimize contact with student who made the threat? ☐ Yes ☐ No

Advised victim(s) and/or parent(s) or guardian(s) of their right to contact police? ☐ Yes ☐ No

Name of staff member who provided this information:

Student services staff to monitor student at regular intervals? ☐ Yes ☐ No

Name of staff member who will monitor student:

Informed victim(s) and parent(s) or guardian(s) of re-entry date and plan for re-entry of student who made the threat, if applicable? ☐ Yes ☐ No

Additional Comments:

Actions with student making the threat:

Case Manager Name:

Case Manager Job Title:

Alter schedule to minimize contact with threatened student? ☐ Yes ☐ No

Student services staff to monitor? ☐ Yes ☐ No

Name of staff member who will monitor student:

School-based supportive counseling offered or planned? ☐ Yes ☐ No

Name/position of staff member who will provide counseling to student:

Referral for private or community-based mental health services? ☐ Yes ☐ No

Consult with any other agency? ☐ Yes ☐ No

Agency & Name of Contact:

Other actions planned:

Print name of administrator: _____ Date:_____

Signature of administrator: _____
(Signature indicates agreement with identified level of threat and the above actions have been taken.)

PART VII. VERIFICATION OF CASE CLOSURE

This case has been resolved and necessary actions have been taken to provide support or assistance to the student who made the threat and to any impacted students.

Signature of case manager (if appropriate): _____ Date: _____

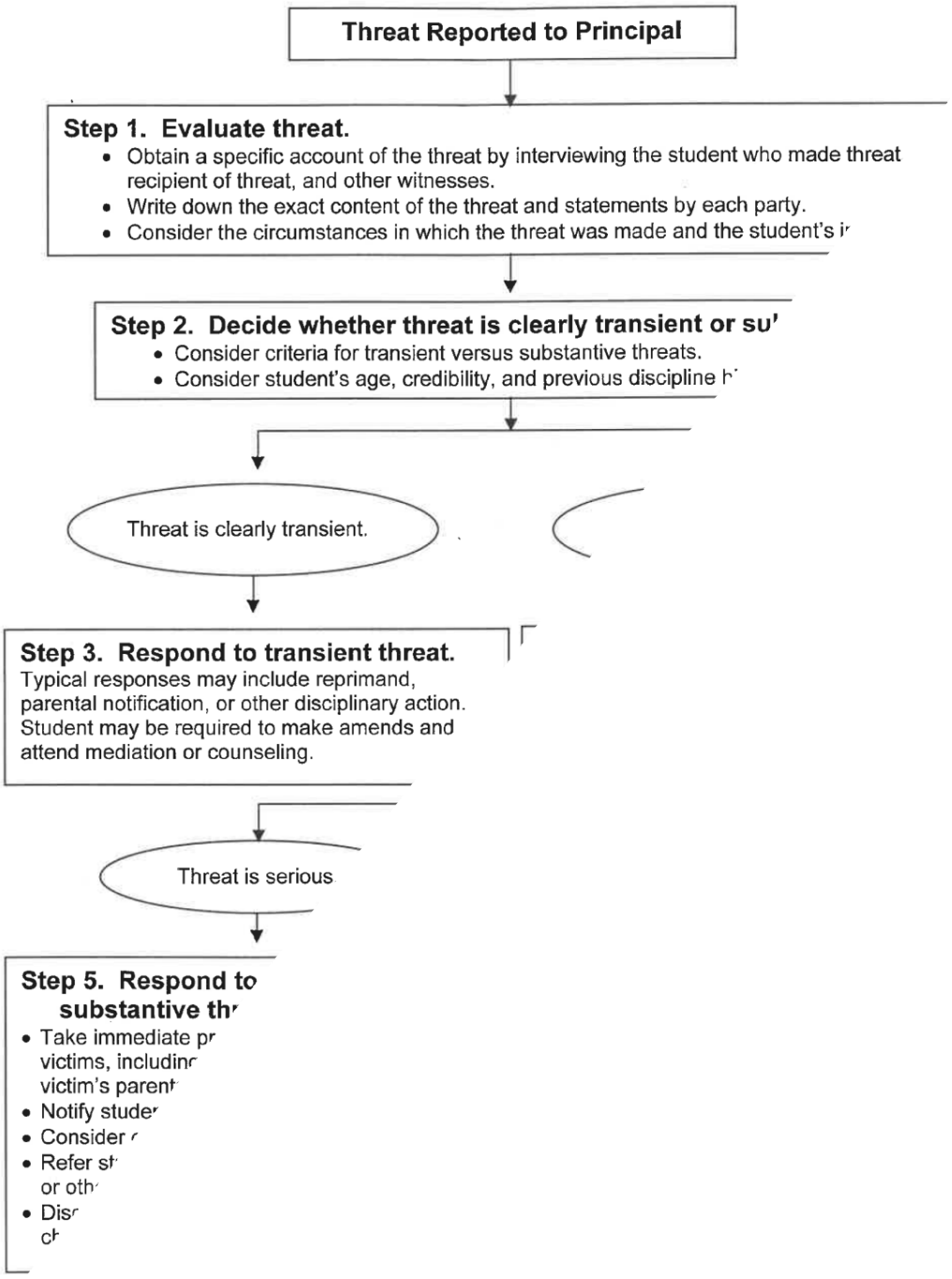
Signature of administrator: _____ Date: _____

Flowchart & Protocol
Decision Tree for Student Threat Assessment & Threat Assessment and Response Protocol

in

Gene Deisinger, Ph.D. & Marisa Randazzo, Ph.D. Illinois School and Campus Security Program *Student Behavioral Threat Assessment*

Figure 1. Decision tree for student threat assessment.



THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence (Cornell & Sheras, 2006)*

IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text messaging, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended victim(s) and regardless of whether the intended victim is aware of the threat. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or verbiage such as slurs, insults, or verbal abuse that does not constitute a threat. Threats may be implied or stated in an indirect manner if a recipient would reasonably regard the behavior as a threat. WHEN IN DOUBT, treat the expression as a threat and conduct a threat assessment.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

Student Interview

- Do you know why I wanted to talk with you?
- What happened when you were [place of incident]?
- What exactly did you say? And what exactly did you do?
- What did you mean when you said or did that?
- How do you think he/she feels about what you said or did?
- What was the reason you said or did that?
- What are you going to do now that you have made this threat?

Witness Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do?
- What do you think he/she meant when saying that?
- How do you feel about what he/she said or did?
- Why did he/she say or do that?

DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE

Transient Threat

Meets one or more of the following:

- Non-genuine expression or intended as joke or figure or speech
- Non-sustainable intent to harm or temporary anger that is resolved
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification

WHEN IN DOUBT, consider threat as substantive and assess further

Substantive Threat

Factors to consider in judging a threat to be substantive:

- Specific, plausible details such as a specific victim, time, place, and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)
- Student's age and capability of carrying out the threat
- Student's history of aggressive behavior
- Credibility of student and witness accounts

DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS

	Serious A threat to assault	**Very Serious** Threat to kill, rape, or inflict severe injury or use weapons
RESPOND TO TRANSIENT THREAT	**RESPOND TO SERIOUS THREAT**	**RESPOND TO VERY SERIOUS THREAT**
❖ Contact student's parents if necessary ❖ Notify intended victim's parents if necessary to prevent further problems ❖ See that threat is resolved through explanation, apology or making amends ❖ Consult with safety and security specialist/SRO if appropriate ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan /behavior contract as appropriate ❖ Maintain threat assessment documentation in student's cumulative file, if completed, as appropriate	❖ Mobilize threat assessment team members as needed ❖ Notify student's parents ❖ Protect and notify intended victim and parents of victim ❖ Caution the student about the consequences of carrying out the threat ❖ Provide direct supervision of student until parents assume control ❖ Consult with SRO or safety/security specialist ❖ Refer for conflict resolution or counseling ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan/behavior contract ❖ Maintain threat assessment documentation in student's cumulative file	❖ Mobilize threat assessment team and follow procedures for Serious threat, including protective action and notification of intended victim and parents of victim ❖ Provide direct supervision of student until parents assume control ❖ Notify assistant superintendent or designee ❖ Consult with SRO or safety /security specialist for investigation of threat ❖ Initiate immediate mental health assessment if emergency situation; otherwise notify parents of need for mental health assessment ❖ Follow discipline procedures ❖ Develop Behavior Intervention Plan/behavior contract ❖ Maintain threat assessment documentation in student's cumulative file

For more information, contact the University of Virginia Youth Violence Project <http://youthviolence.edschool.Virginia.edu> or email <youthvio@virginia.edu>

Minimum Component Checklist

District: _____ School: _____ Annual Review Date(s): _____

Reviewer Name: _____ Representing: _____

To indicate review conclusion, circle "S" when Satisfactory, "M" when Missing; or "R" when Revision is needed.

I. Concept of Operations.			
A. Description of the school's overall approach to emergency operations.	S	M	R
B. Statement about how and when emergency plan will be implemented.	S	M	R
C. Identify who will coordinate with first responder agencies and how the coordination will take place.	S	M	R
D. Identify who will be responsible for making revision to the Master School Emergency and Crisis Response Plan and for disseminating to all agencies (i.e. principals, first responders, etc.)	S	M	R
II. Direction and Control.			
A. School Emergency Management Organization (Incident Command System)	S	M	R
B. Definition/Assignment of Roles and Responsibilities with designated backup for each role.	S	M	R
1. Responsibilities of individuals who discover an emergency or crisis.	S	M	R
2. Responsibilities of leader/commander and other members of the emergency team.	S	M	R
3. Responsibilities of monitors who will ensure the proper execution of the planned response.	S	M	R
4. Responsibilities for communicating with first responders, building occupants, families, representatives of the media, and other members of the community.	S	M	R
5. Responsibilities for maintaining emergency-related records.	S	M	R
C. Description of the Responses planned (i.e. what should happen, when, and at whose direction) to address various emergencies or crisis that are known to occur in or affect schools, including at least:	S	M	R
1. Severe weather	S	M	R
2. Fire	S	M	R
3. Bomb threat or the discovery of suspicious items	S	M	R
4. Structural failure	S	M	R
5. The failure of utilities or loss of utility service	S	M	R
6. Bus accidents	S	M	R
7. The release of hazardous materials, both indoors and outdoors	S	M	R
8. The presence of an intruder, use of a weapon, or taking of a hostage	S	M	R
9. Public health or medical emergencies	S	M	R
10. Earthquake	S	M	R
11. Nuclear power plant accidents (if located within 10 miles of such a plant)	S	M	R
D. Inventory of resources that are available when responding to emergencies including:	S	M	R
1. Emergency contact list, identifying persons, by title and agency, who will be notified in an emergency.	S	M	R
2. Methods for accounting for the whereabouts and status of all children and the process established for releasing students into the care of their parents and others.	S	M	R
3. Response guidance material and the method of providing it to students and staff, including support personnel such as bus drivers, secretaries, custodians, and visitors.	S	M	R
4. Emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, two-way and battery-operated radios, etc.) maintained for students and staff to use during an emergency or crisis.	S	M	R
III. Training and Preparedness.			
A. The description of actions taken (i.e. the training provided and the materials used to ensure that all administrators, staff and students understand the warning signals and know what to do in an emergency, including but not limited to the objectives and types of school safety drills conducted in conformance with Sections 15 and 20 of the Act.	S	M	R
B. Information that exists about the school, such as hazard analyses, area maps, site plans, safety reference plans (See 23 Ill. Adm. Code 180.120), community agreements, etc.	S	M	R
C. Record and results of the required school safety drills and any optional drills conducted.	S	M	R

Annual Review Report

District: _____ School: _____ Annual Review Date(s): _____

105 ILCS 128, Section 25. **Annual Review Meeting**

a) **Purpose.** Each school (public and non-public), through its school board or the board's designee shall conduct a minimum of one annual meeting at which it will review each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols and procedures, and the school safety drill programs.

b) **Participants.** Each school board or the board's designee is required to participate in the annual review and to invite each of the following parties to the annual review and provide each party with a minimum of 30-days' notice before the date of the annual review:

1) Principal(s) or designee. _____.

2) Representatives of any other education-related organization or association deemed appropriate by district.
_____.

3) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including but not limited to:

A) Appropriate local fire department or district(s). _____.

B) Appropriate local law enforcement agency. _____.

C) Appropriate local emergency medical services agency if the agency is a separate, local first responder unit.
_____.

D) Any other member of the first responder or emergency management community that has contacted the district superintendent or his or her designee during the past year to request involvement in a school's emergency planning or drill process.

4) School board's choice to invite to the annual review any other persons who it believes will aid in the review process, including, but not limited to, any members of any other education-related organization or the first responder or emergency management community.
_____.

c) **Report.** Upon conclusion of annual review, school board or board's designee shall sign one page report including:

1) Summary of recommended changes to existing school safety plans and drill plans are attached.

2) The parties listed above (b) were invited to the annual review and provided with a minimum of 30-days' notice before the date of the annual review. The annual review's attendance record is attached.

3) This certifies that an effective review of the emergency and crisis response plans, protocols, and procedures and the school safety drill programs for all/every school building at (school district) located at (address) has occurred.
(school board or board's designee) _____ (signature).

4) The school district will train on and implement those plans, protocols, and programs, during the academic year.

5) The plan is hereby authorized by (school board or board's designee)
_____(signature) on this day of _____(date).

d) **Copies and Comments.** The school board or its designee shall send a copy of this report to each party that participates in the annual review process and to the regional superintendent of schools. If any of the participating parties have comments on the certification document, those parties shall submit their comments in writing to the appropriate regional superintendent. The regional superintendent shall maintain a record of these comments.

Cc: Annual Review Participants, Appropriate Regional Superintendent

School Closure E- Learning Plan

Addressing the instructional needs of students and staff during school closures due to emergencies

Updated Nov 16, 2021

Summary of Plan – Info for Students & Families

Student & Caregiver Responsibilities

During remote learning days, students and caregivers have certain responsibilities. The Illinois State Board of Education recommends the following responsibilities:

Student Responsibilities

- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically to the extent possible
- Be respectful to yourself, teachers, and peers

Caregiver Responsibilities

- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Technology & Logistics

Each student in SASED programs has been assigned a 1:1 device (e.g., Chromebook, i-Pad) to be used for instruction at school and at home on e-learning days. When severe weather is forecast, students will be asked to bring their devices home with them in order to have them available if an e-learning day is called. On an e-learning day, students should log onto their device at the usual start of the school day. Once logged on, the student will open their electronic learning platform (i.e., Seesaw, Google Classroom, or Microsoft Teams) to get their schedule for the day. Instructions for these platforms are available at this link under Guidance & Resources.

Learning & Assessment

Remote e-learning activities in SASED programs will be designed around each student's IEP goals, and as applicable, the Illinois Learning Standards for K- 12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, or the SASED Transition Outcomes for students aged 18-22. All students will receive at least 5 clock hours of instruction on remote e-learning days. At least 2.5 hours daily will be teachers and students meeting together virtually for instruction and/or remote services (Illinois State Board of Education5, 2020), with the addition of activities, assessment/feedback/progress monitoring, and independent student work at the student's own pace. Students will receive the related services as they would normally occur if they were in-person according to the students' schedule on a given day of closure.

For help

- Is your question about curriculum, classwork, grades? Please ask your student's teacher.
- Is your question about technology? Please ask your student's teacher or contact _____

Summary of Plan – Info for Teachers & Staff

Task	Who is responsible?	When
Create e-learning packet in advance as a "just in case" and send home or keep in students' backpacks (optional)	Classroom teams (teachers, TAs/MATAs, related services)	Nov/Dec
Staff will be notified of a potential upcoming e-learning day prior to the end of the school day.	Program/Service Administrator, Central Office Administrator, Host District Administrator	Day before potential e-learning day / severe weather in forecast
If notified that the following day might be an e-learning day, send the following home with students: ▪ Student 1:1 device ▪ Any texts or paper-based materials that the students might need in e-learning ▪ Instructions on how and where to log on for e-learning day ○ Learning management system or Zoom link for the start of the day or assignment/activity for start of school day ○ Time – start of regular school day ○ Schedule for the day with links (optional)	Teacher	Day before potential e-learning day / severe weather in forecast
Adjust lesson plans to e-learning. Collaborate with classroom team members to plan any needed schedule changes for students or staff.	Classroom teams (teachers, TAs/MATAs, related services)	Day before potential e-learning day &/or day of e-learning
Work with host district staff to ensure students who are included in general education classes can access e-learning for those classes as well	Classroom teams (teachers, TAs/MATAs, related services)	Day before potential e-learning day &/or day of e-learning
If schedule wasn't sent home with students, send schedule to students via email	Teacher, or designee	By student's regular start of their school day
Take attendance in Synergy as usual	Teacher/secretary	e-learning day
Provide instruction for at least 5 hours, including at least 2.5 hours of synchronous instruction on e-learning day	Classroom teams (teachers, TAs/MATAs, related services)	e-learning day
Troubleshoot tech issues by connecting with tech team, as needed.	Classroom teams, tech team, families	e-learning day
Monitor any asynchronous work and respond to student questions that might arise	Classroom teams (teachers, TAs/MATAs, related services)	e-learning day
Remind students to bring their device and all materials back to school	Classroom teams (teachers, TAs/MATAs, related services)	End of e-learning day
Ensure that all devices and materials returned to school	Classroom teams (teachers, TAs/MATAs, related services)	Day after e-learning day

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Attendance

Purpose & Benefits

- To allow students the opportunity for engaged learning during scheduled emergency days
- To ensure the safety of students and staff on days of inclement weather
- To maintain the school calendar by not adding emergency days at the end of the school year to be made up
- To avoid unexpected interruptions in learning and services provided to students
- To promote school and family collaboration on generalization and maintenance of skills in the home environment
- To promote flexible learning in the digital age and learning beyond school walls

105 ILCS 5/10-20.56 Requirements for Remote E-Learning Day Plans

Remote e-learning day plans must adhere to the requirements set forth in Section 10-20.56 of the Illinois School Code. The following information summarizes SASED's response to the requirements under 105 ILCS 5/10-20.56:

- E-learning days will not exceed the minimum number of emergency days in the approved school calendar of the SASED or host school site
- The e-learning program may utilize the internet, telephones, texts, chat rooms, and other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners.
- Accessibility of the remote instruction to all staff and all students enrolled in the district:
  - SASED is partnering with its member/host districts to ensure that all students have access to an appropriate device (e.g., Chromebook or I-Pad).
  - SASED will continue to work with its member districts to ensure that all students have internet access available to them for remote learning.
  - Assistive technology required for students to access instruction will be made available based on each student's individual needs.
  - Students and staff will have access to the software necessary for e-learning.
- A public hearing was held on December 8, 2021, at a regular meeting of the SASED Board of Control. The terms of the proposal were presented and an opportunity for public comments was provided. Notice of the public hearing was provided at least 10 days in advance of the hearing by publication in the _____; electronic notice designed to reach the parents and guardians of all students enrolled in SASED programs, and electronic notice designed to reach the collective bargaining representatives SASED employees and those not in a collective bargaining unit.
- The proposal contains provisions designed to reasonably and practicably accomplish the following:
  - *Provide at least 5 clock hours of instruction or schoolwork for each student participating in an e-learning day*

- *Ensure access from home for all students participating including a device, the Internet, and other forms of electronic communication that must be utilized*
- *Non-electronic materials will be made available to students who either do not have access to the required technology on the e-learning day or students who are prevented from accessing the required technology*
- *Provide appropriate learning opportunities for students with special needs:*
  All students being served by SASED are eligible for special education services and have Individualized Education Plans (IEPs). Some students are included in general education classes for some of their classes. Most students served in SASED-run programs receive special education supports and services, including all academic classes, in a self-contained special education classroom.
    - Students who are included for general education academic subjects will receive remote instruction from their general education teacher in those academic subject areas using the host school's learning management system for synchronous and asynchronous learning activities, including for the distribution assignments and communications. SASED program classroom staff and/or district special education staff will provide accommodation and modification supports for these subject areas based on the individual needs of the student.
    - Students who receive all academic instruction in self-contained special education classrooms will receive specialized remote instruction from SASED teachers and related service staff, with support from paraprofessionals using a developmentally appropriate learning management system (i.e., See Saw, Google Classroom, or Microsoft Teams). Instruction, distribution of assignments, and communications will occur through the learning management system and will include both synchronous and asynchronous learning activities. Accommodations and modification supports also will be provided by these staff.
    - Specialized instruction and supports will include individualized supports for each student's IEP goals and objectives.
    - SASED staff will assess and provide feedback as appropriate on submitted work from students all of whom have Individualized Education Plans.
    - SASED staff will communicate with students and/or guardians to support the e- learning plan.
  - *Take attendance and monitor and verify each student's remote participation:*
    - Student attendance will be taken and recorded in the Synergy SIS.
    - Teachers and related service staff will monitor student assignments and engagement in the synchronous and asynchronous learning activities through their learning management system and by email or phone.
    - Teachers and related service staff will monitor questions and conversations through the learning management system, email, and/or by phone.
    - Student work verification will occur through the learning management system, online instructional applications, and/or completed paper packets.
    - Refer to the Attendance section of this document for additional information.
- *Address the extent to which student participation is within the student's control as to the time, pace, and means of learning*
- *Provide effective notice to students and their parents or guardians of the use of particular days for e-learning*
    - This information was communicated to teachers, staff, and students on ___
- *Provide staff and students with adequate training for e-learning day participation*
    - Most students and staff learned how to do remote learning using their

devices and learning management systems during the COVID-19 pandemic school closures. However, training and practice will be provided in the late Fall of each school year to ensure that all staff and students can access their remote learning tools.

- *Ensure an opportunity for any collective bargaining negotiations with representatives of SASED's employees that would be legally required, including all classifications of SASED employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day*
- *Review and revise the program as implemented to address difficulties confronted*
- *Communicate the protocol regarding general expectations and responsibilities of e-learning to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.*
    - This information was communicated to teachers, staff, and students on ____

Key Definitions

SASED defines "Continuity of Instruction" as a continuation of academic activities as much as possible while mitigating the effects of any significant academic disruption(s). SASED is committed to utilizing remote e- learning, as necessary, in a manner that maintains the continuity of instruction in the event of an emergency disruption that may result in the suspension of learning, including in-school classes and/or after school/extra-curricular activities.

Remote learning/Remote e-learning refers to learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibly-timed, and it may or may not involve technology. These days are counted as pupil attendance days for calculation of the length of the SASED programs official calendar under 105 ILCS 5/10-20.56.

Synchronous Learning occurs when there is a scheduled time for the educator and students to meet together virtually for instruction in real time.

Asynchronous Learning occurs when the student is working independently at their own time and pace without real time live instruction or interaction with the educators or other students. Learning in this mode may include virtual instruction through pre-recorded content.

General Staff Expectations

During remote e-learning days, each classroom team (i.e., licensed professional staff) is responsible for maintaining the remote learning plans for their students. Class work on remote e-learning and days should substantially align with the current class content/IEPs and should advance the curriculum and IEPs forward to the fullest extent possible. For consistency, the following general expectations apply:

- Certified/licensed professional staff members will work their *regular work day hours* per the contract with dedicated time online/email/phone daily to provide synchronous and asynchronous instruction and answer student and parent/guardian questions about assignments and SASED-approved online communication technologies
- Classified staff and support staff members will work their *regular work day* by providing continuity of learning supports and other activities as directed by the classroom teacher and/or program administrator
- Staff will review this SASED School Closure E-Learning Plan for familiarity and knowledge of procedures
- Staff members will attend all necessary meetings (e.g. all-staff, IEP, GLT, etc.) as

scheduled by the program administrator (or, case manager, etc.) on e-learning days
- Staff members will maintain open lines of communication with PLTs, GLTs, administrators, SIIS team coaches and tech support to collaborate on learning strategies and maximize colleague expertise, skills, and resources

Specific Roles & Responsibilities for Staff

The following Roles and Responsibilities for Staff are designed to provide general clarity and guidance for staff to facilitate remote e-learning days with success for students and families.

Teachers & Vision/Hearing Itinerants

- Plan a variety of student lessons and activities that are accessible to all students in remote settings
- Use a SASED-approved learning management system (LMS) to ensure that at least 2.5 hours of synchronous instruction is provided daily by the team, as well as to provide asynchronous instruction if synchronous instruction is not used for the entire school day. The LMS also may be used to distribute content & assignments, and communicate with students/families. (Seesaw, Google Classroom, Microsoft Teams)
- Create the daily schedule/calendar of lessons, meetings, activities, & assignments for students and communicate the schedule to students and families
- Provide instruction as closely as it was intended to be delivered on that particular school day
- Assess and provide timely feedback on submitted work or live work and progress
- Be available to answer student/caregiver questions
- Uphold duties as a mandated reporter for suspected child abuse/neglect
- Participate in team meetings (PLT, GLT, classroom teams) as scheduled
- Prepare and participate in IEPs as scheduled
- Vision/Hearing Itinerants only: Facilitate access to curriculum and instruction as regularly scheduled

Program-Based Related Services (SLPs, social workers, program-based BMSs, psychologists, O&Ms, nurses)

- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered on that particular school day
- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Ensure consent for group online instruction is obtained before providing any live group instruction/activities
- Related service staff will use SASED-approved learning management system or other approved online communication technologies to provide services to students virtually
- Provide instructions and activities for strategies that students can work on from home
- Utilize SASED-approved learning management system, other approved online communication technologies, or documents stored in your SASED provided OneDrive or Sharepoint sites to provide and exchange information with students and parents
- Participate in team meetings (PLT, GLT, classroom teams) as scheduled
- Prepare and participate in IEPs as scheduled
- Nurses only: Read and respond to teacher, parent, student, and administrator email inquiries concerning student health

District-Based Related Services (OTs, PTs)

- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered on that particular school day
- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Continue to prepare for and participate in IEP meetings as scheduled

Support Staff (Teacher Assistants, Sign Language Interpreters, Bus Drivers, MATAs)

- Read alouds
- Join lessons to assist students to support engagement
- Video participation in the classroom (i.e.: be a model for A-PE)
- One-on-ones, write up tips to help support the parents (submit to teacher for review prior to sharing with parents)
- Sign language interpreting
- Brailling
- Facilitating communication in a family's primary language (other than English) as appropriate
- Other activities to be determined

School Improvement& Instructional Support Team Coaches (SIIST/AT)

- Coaches may be called on to develop at-home strategies to support student behavior through written and phone/video communication
- Support SASED staff in coaching of implementation of learning management systems (e.g., Microsoft Teams, Seesaw, Host District Google Classroom) and instructional technology
- Support staff with remote learning and blended remote learning with content tips & ideas
- Work on current district/program projects
- Develop new trainings on hot topics
- Provide virtual professional development

Program Secretaries & Administrative Assistants

- Manage attendance in Synergy
- Read and respond to teacher, parent, student, and administrator email inquiries
- Use online systems from home to do normal tasks like approving timesheets, updating student information, create PO's, and other assigned tasks
- Complete and disseminate IEP paperwork
- Copy and collate paper packets

Program Administrators & Central Office Administrators

- Develop and implement thoughtful, accessible remote e-learning day plans using stakeholder input, when possible
- Support staff in implementing remote learning plans
- Facilitate IEPs as scheduled
- Monitor student attendance and other staff procedures
- Virtually visit GLT Meetings as scheduled to provide support, facilitation, and instructional leadership
- Virtually visit classrooms on a regular basis
- Facilitate the distribution of hardware, packets, etc.

- Work with districts on behalf of families

Student & Caregiver Responsibilities

Student Responsibilities

- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling
- Be respectful to yourself, teachers, and peers

Caregiver Responsibilities

- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Student Engagement/Instruction

Illinois Learning Standards

Remote e-learning activities in SASED programs will be designed around the Illinois Learning Standards for K-12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, and the SASED Transition Outcomes for students aged 18-22.

Hours of Instruction

Per Section 10-19.05 of the school code, all students will receive at least 5 clock hours of instruction on remote e-learning days. Each remote e- learning day will include at least 2.5 hours daily of educator-led synchronous instruction with the addition of asynchronous instruction, activities, assessment/feedback /progress monitoring, and independent student work. Students will receive the related services that would have occurred in a students' schedule on a given day of closure. Information will be sent to students and families using a developmentally appropriate Learning Management System, Seesaw, Google Classroom, or Microsoft Teams. Each SASED program/classroom will develop a schedule for remote e-learning that will be provided to the students and families the morning of the closure.

Planning

- Staff will plan instruction for at least a 5-hour day, including at least 2.5 hours of synchronous learning ~~for resources.~~
- Staff will work as teams to create and send to students/families a schedule for each student, including specific times for all whole group, small group, and individual synchronous learning activities that includes related services and progress monitoring times
- Staff will use the curricular resources and materials identified by their program/service
- Class teams will create ~~/adapt paper packets and~~ other non-digital ~~students~~ materials as appropriate.
- Students, parents/caregivers, ~~and staff will be~~ provided with ~~resources and~~ participate in training annually to ensure that they can log in and use the learning management system (e.g., Seesaw, Microsoft Teams, Google Classroom) and instructional technology (e.g., Wonders, Unique Learning) that will be utilized for their class

Delivery

- Staff will deliver remote synchronous and asynchronous learning activities for 5-hours each day using the materials designated by the program/service
- Class teams will rotate ~~through their schedule to~~ provide group and/or individual synchronous and asynchronous activities
- Recording of any activities will not include students
- Staff will include teaching ~~/reteaching of CHAMPS~~, including STOIC, ~~practices as needed~~ to support e-learning
- Class teams will assign work tasks that students will turn in for feedback/grading
- Class teams will take and record student attendance daily
- Class teams will log all activities as usual.
- Class teams will monitor student engagement in paper packets and other non-digital students materials as appropriate.
- Staff and students/caregivers will utilize the learning management system, instructional technology, and non-digital materials as defined by their program
- Students will actively participate in the synchronous and asynchronous learning activities for 5- hours each day
- Students will complete and turn in assigned work by the due date

Feedback & Assessment

Providing specific, timely feedback to students, including IEP updates and grades, is important to student learning (Illinois State Board of Education5, 2020). During remote e-learning, teachers and related service staff should include regular, on-going formative assessments to monitor student learning.

Appendix U: Reunification Form

SASED Family Reunification Information – Insert School Name Insert Date Have photo identification out and ready to show school personnel.	
Student Name:	
Student Grade:	Student Cell Phone:
Name of Person Picking Up Student:	
Signature:	
Phone Number of Person Picking Up Student:	
Relationship to Student:	
Photo Id Matches Person Picking Up Student: Y N	

Print Student Name Again:			
Student Grade:	***School Personnel Completes Upon Release of Student***		
Student Birthdate:	Time:	Initial:	*Other:*

Appendix V: Approval and Implementation/Record of Changes

Approval and Implementation

This Emergency Operations Plan is hereby approved. This plan is effective immediately and supersedes all previous editions. Members of the SASED EOP Team have the authority to make modifications to this plan.

EXECUTIVE DIRECTOR	DATE
BOARD OF CONTROL	DATE
SOUTHEAST SCHOOL ADMINISTRATOR	DATE
TRANSITION CENTER ADMINISTRATOR	DATE

Record of Changes

When changes are made to this plan, those changes will be documented in the chart below.

Date	Who Made the Change	What was Changed	Notes
Example 8/23/2020	*Example SASED EOP Team*	*Example Version 1 – approved by the Board of Control*	*Example Collaborated with the safety team, and approved by the local and county emergency operations.*
6/23/21	SASED EOP Team	Version 1 – approved by the Board of Control	
10/7/21	SASED EOP Team	Version 1 – added Appendix R & S referenced in Basic Plan VIII.B to the Appendices.	
6/14/22	SASED EOP Team	Updated throughout	

Record of Distribution

This plan has been distributed to the following stakeholders:

Name/Title	Agency	Date of Delivery	Copies Received

John Zaruba	DuPage County Sheriff		
Mark Puknaitis	Naperville Fire Department, Chief		
Dan Taylor	Lisle Police Department		
Doug Mulford	Lisle Fire Department		

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To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Enrollment

Purpose:
The purpose of this memo is to update the Board of Control regarding SASED enrollment for the current school year.

Background:
The chart below shows the changes in enrollment for each SASED program. Rows highlighted in yellow reflect changes between May 1, 2022, and June 1, 2022. Page two provides a synopsis of the reasons for losses for quarter four. Page three of this document provides information on current student enrollment by member district.

	Southeast	**Directions**	**STARS**	**MN**	**Vision**	**DHH**	**Transition**	**Project SEARCH**	**Total Enrollment**
August, 2021 (as of 8/26/21)	60	19	37	98	64	45	15	11	349
September 2021 (as of 9/7/21)	63	19	37	100	64	46	15	11	355
October, 2021	68	18	38	98	64	46	16	11	359
November, 2021	69	16	38	96	65	49	15	11	359
December, 2021	71	18	37	94	64	49	15	11	359
January, 2022	66	18	36	91	63	51	14	11	350
February, 2022	66	18	37	93	63	50	14	11	352
March, 2022	66	19	36	93	63	50	13	11	351
April, 2022	63	20	36	96	65	50	13	11	354
May, 2022	64	24	37	97	65	50	13	10	360
June, 2022	64	22	37	97	65	51	13	10	359
Gains **5/2/22-6/1/22**	+4	0	0	0	0	+1	0	0	+5
Losses **5/2/22-6/1/22**	-4	-2	0	0	0	0	0	0	-6
Net Change 5/2/22-6/1/22	**0**	**-2**	**0**	**0**	**0**	**+1**	**0**	**0**	**-1**

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4th Quarter Reasons for Losses	Southeast	Directions	STARS	MN	Vision	DHH	Transition	Project SEARCH	Total
# who returned to home school		1							1
# moved to alternate/private placement									
# who moved out of their resident district	1	1							2
# who dropped out									
# who moved to district homebound/in-hospital status									
# who transferred to home schooled									
# Other	3- Graduated HS	1 - Graduated HS						1 - medical reasons	5
Totals	4	3							8

Each member district who had students who left SASED programs during the 2021-22 school year was provided with documentation of their losses reasons for the year.

Year End Summary of the most frequent losses reasons for the 2021-22 school year:

# of students	Reason for Losses	Break down by program
11	Returned to school in home district	1 DHH, 1 Dir, 2 MN, 5 SE, 1 STARS, 1 VI
8	Transferred to private placement (more restrictive)	2 MN, 5 SE, 1 VI
15	Moved	2 DHH, 1 Dir, 4 MN, 2 SE, 3 STARS, 1 Tran, 2 VI

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SASED Programs - Member & DWC Districts - Student Enrollment - EOY 2022									
Member District	**Southeast**	**Directions EL, MS, HS**	**STARS**	**Multi Needs**	**Vision**	**DHH**	**Transition**	**Project Search**	**District Total**
20	2			4		1			**7**
25				1		2			**3**
33	4	1		2		2			**9**
34	2	2	1						**5**
45	5	2		2	1	3			**13**
48	2	2	1	2	1				**8**
58	3	4	14	17	2	1			**41**
60	2		6	11	1	2			**22**
63	1		3	3		1			**8**
66	1		1	6		2			**10**
68	6	3	6	10					**25**
88	1	2		6	4		4		**17**
94	7	1		2			2	1	**13**
99	7	2		6	7		1		**23**
180	4	1	4	7	1				**17**
201				5	2	1	3		**11**
202	2	2		9			3		**16**
205	9		1	2	2	3		2	**19**
DWC+ Kane/Will/ Kendall	6			2	44	33		7	**92**
Total Enrollment	**64**	**22**	**37**	**97**	**65**	**51**	**13**	**10**	**359**
	SE total includes 0 CIBS student								***grand total includes 0 CIBS student***
Difference from 5/1/2022	**N/C**	**-2**	**N/C**	**N/C**	**N/C**	**1**	**N/C**	**N/C**	**-1**

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

Teaching • Leading • Believing

To: Board of Control
From: Mindy McGuffin, Executive Director
Date: June 22, 2022
Re: Board Committee Updates

Purpose:

The purpose of this memo is to provide an update on the activities of the policy and finance committees and the protocols subcommittee.

Protocols Subcommittee
Mrs. Joanna Vazquez-Drexler (99)
Mr. Terry Walloch (D20)
Dr. Mark Cross (D63)
Dr. Andrew Wise (D66)

Policy Committee 2022-2023
• Mrs. Joanna Vazquez-Drexler (99)
• Dr. Jean Barbanente (88)
• Mr. Ray Kielminski (48)
• Mrs. Lynn Casey Maher (94)
• Dr. Kristina Davis (33)

Upcoming Policy Committee Meeting Dates: None

Finance Committee 2022-2023
Dr. Matt Rich (34)
Mr. Jack Buscemi (25)
Mr. Tom Ruggio (68)
Mrs. Leah Conover (201)
Sue Cady (CSBO 60)
Mr. Ray Kielminski (48)

Upcoming Finance Committee Meeting Dates: None

The protocols subcommittee will convene later in the Spring on a date and time yet to be determined.

SASED Teaching • Leading • Believing ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Early CHOICES Agreement with Michelle Sands

Purpose: The purpose of this memo is to provide information for action regarding the Early CHOICES Agreement with Michelle Sands.

Background: The contract is for the evaluation of the School Year 2022 Community of Practice with the following deliverables:

- Analyze pre/post quantitative data related to participant perceptions on usefulness, skills/knowledge gained and provide brief summary report.
- Preliminary report of qualitative and quantitative evaluation data (focus group, perception, survey data) and related power point presentation.
- Outline and support design of final evaluation report
- Final analysis/evaluation report, including potential implications/lessons learned/next steps, and related power point presentation
- Design pre and post data collection measures.

Next Steps: Approval of the Early CHOICES agreement with Michelle Sands in the amount of $8,000.

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is made by and between The School Association for Special Education in DuPage County ("SASED"), which is operating as Early CHOICES ("Early CHOICES"), and _Michelle M. Sands ("Contractor") (collectively referred to as "the Parties").

The Parties agree as follows:

1. **SERVICES.** Early CHOICES shall engage Contractor to provide the following service: **Evaluation of the School Year 2022 Community of Practice (COP)**

2. TERM. Contractor shall provide services to Early CHOICES pursuant to this Agreement during the period of __June 1, 2022 to June 30, 2022_ ("Agreement Term").

3. COMPENSATION. In exchange for the services provided pursuant to Paragraph 1, Early CHOICES shall pay Contractor ___$8,000.00__, plus related travel expenses not to exceed __n/a_. Contractor must submit a signed "Contractor Request for Payment" form to SASED to initiate payment. Contractor will be issued a Form 1099 and shall be solely responsible for paying all applicable payroll or employment taxes, including but not limited to FICA, federal personal income tax, state personal income tax, and state disability tax.

4. EXPENSES. Contractor shall bear all other expenses incurred in the performance of this Agreement unless pre-approved in writing by SASED's Executive Director or designee.

5. INDEPENDENT CONTRACTOR. Contractor is an independent contractor and not an employee of SASED or Early CHOICES. Nothing in this Agreement shall be construed to create the relationship of employer and employee, principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Unless otherwise stated in this Agreement, Contractor is not entitled to any of the benefits normally provided to employees of SASED or Early CHOICES.

6. CONFIDENTIALITY. Contractor acknowledges that she/he may have access to information that constitutes "school student records" as defined in the *Illinois School Student Records Act* (105 ILCS 10/1, et seq.) and/or "education records" as defined in the *Family Educational Rights and Privacy Act* ("FERPA," 20 U.S.C. §1232g) and/or "personally identifiable information" as defined in FERPA's implementing regulations (34 CFR §99.3), which information is collectively referred to as "Student Data." With regard to Student Data, Contractor certifies that she/he will comply with all applicable laws, regulations and SASED policies relating to confidentiality, privacy, disclosure and data security. At the conclusion of the Agreement Term, Contractor agrees to return all Student Data to Early CHOICES.

7. OTHER RULES AND POLICIES. Contractor agrees to abide by any other rules, policies, and procedures as communicated by Early CHOICES.

8. **TERMINATION.** This Agreement may be terminated early for the following reasons:

a. Mutual agreement, with fourteen (14) days' notice;
b. Permanent disability (inability to perform essential job functions with or without accommodation);
c. Death; or
d. Cause.

Termination for cause during the term of this Agreement shall be for any conduct, act, or failure to act by the Contractor, which, at the sole discretion of Early CHOICES, is deemed detrimental to the best interests of Early CHOICES.

9. **RETURN OF PROPERTY.** Upon termination or completion of the Agreement Term, Contractor will promptly return to Early CHOICES all property belonging to Early CHOICES, including without limitation: all computers, technology, office supplies, keys and any other property in any form.

10. **CONTINUING OBLIGATIONS.** Notwithstanding the termination of this Agreement for any reason, the provisions of Paragraph 6 of this Agreement will continue in full force and effect following such termination.

11. **NON-DISCRIMINATION.** Contractor agrees that she/he shall not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other status protected by law in its programs and/or activities.

12. **LIABILITY.** Contractor agrees to indemnify and hold harmless SASED, its employees and agents, against any and all claims, damages, costs, losses, and/or expenses arising from or related to the performance of this Agreement. This includes but is not limited to reasonable attorney's fees**.**

13. **WAIVER.** The failure of either party to enforce any provisions of this Agreement shall not be deemed a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

14. **SEVERABILITY.** If any part or parts of this Agreement shall be held unenforceable for any reason, the remainder of this Agreement shall continue in full force and effect. If any provision of this Agreement is deemed invalid or unenforceable by any court of competent jurisdiction, and if limiting such provision would make the provision valid, then such provision shall be deemed to be construed as so limited.

of this Agreement. There are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified in writing and must be signed by both SASED and Contractor.

16. NOTICE. Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

For Contractor: _Michelle M. Sands
N9522 Andrew Drive
Appleton, WI 54915__

For SASED: Dr. Mindy McGuffin, Executive Director
School Association for Special Education in DuPage County
2900 Ogden Avenue
Lisle, Illinois 60532

17. GOVERNING LAW. The laws and regulations of the State of Illinois shall govern the validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the Parties.

18. **BOARD APPROVAL**. This Agreement is subject to the approval of the SASED Board of Control.

THEREFORE, SASED and Contractor now voluntarily and knowingly execute this Agreement.

SASED

By:_____ Date:_____
Executive Director

By: _____ Date:_____
Director of Business Operations

Contractor

By:_____ Date: 6/1/2022

Michelle Sands Deliverables Appendix A

Deliverables	**Timeline**	**Cost**
Analyze pre/post quantitative data related to participant perceptions on usefulness, skills/knowledge gained and provide brief summary report	Due by June 30, 2022	$1,400.00
Preliminary report of qualitative and quantitative evaluation data (focus group, perception, survey data) and related PowerPoint presentation	Due by June 30, 2022	$1,700.00
Outline and support of design of final evaluation report	Due by June 30, 2022	$1000.00
Final analysis/evaluation report, including potential implications/lessons learned/next steps, and related PowerPoint presentation	Due by June 30, 2022	$3,000.00
Design Pre and Post data collection measurers	Due by June 30, 2022	$900.00
Total		$8,000.00

DIRECTOR OF PROGRAMS AND SERVICES

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Matthew Layton ("the Director of Programs and Services") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Director of Programs and Services for a term of twelve months commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred Twenty-Four Thousand Six Hundred Seventy and 00/100 Dollars ($124,670.00). The Director of Programs and Services shall work a Two Hundred Fifty-Nine (259)-day calendar each school year and shall be paid his annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Director of Programs and Services' behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Director's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Director of Programs and Services' behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Director of Programs and Services does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Director of Programs and Services did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of

employment to secure the Director of Programs and Services' future services, knowledge and experience.

3. During the term of this Agreement, the Director of Programs and Services shall hold a valid Professional Educator License, and such other relevant Administrative endorsements as shall qualify him to act as Director of Programs and Services of SASED under the *School Code of Illinois* and the Rules of the Illinois State Board of Education.

B. BENEFITS

1. SASED shall reimburse the Director of Programs and Services for expenses incurred for business-related travel outside the Chicago metropolitan area in accordance with SASED policies and procedures.

2. As a condition of his employment, the Director of Programs and Services shall be required to travel between SASED buildings and programs and make other business-related trips including, but not limited to, meetings with SASED and member school district representatives, parents and constituents, and other local, State and federal agencies and organizations. It is recognized that because of such required travel, the Director of Programs and Services will incur expenses of a business nature for the lease or acquisition of a vehicle and the expenses typically associated therewith, including insurance. As a condition of his employment and in order to fulfill the aforementioned required travel, the Director of Programs and Services shall provide, at his sole expense, a personally owned or leased vehicle for business purposes and bear all costs associated with the lease or purchase, upkeep and maintenance of said vehicle. The Director of Programs and Services, at the Director of Programs and Services' sole cost, shall also maintain automobile insurance coverage for business usage of said vehicle. Coverage shall not be less than Illinois statutory minimums, shall not have any exclusions for business use, and shall include Auto Physical Damage coverage to the vehicle as SASED's coverages will not be responsible for any physical damage to the Director of Programs and Services' vehicle. All coverages should be placed with a carrier with an AVI or greater rating by AM Best. A Certificate of Insurance shall be provided

as proof of insurance and shall name SASED, the SASED Governing Board and SASED Board of Control as Additional Insureds. As and for a vehicle allowance to be used by the Director of Programs and Services towards the lease or acquisition of a vehicle and all expenses associated therewith, including insurance, the BOARD shall pay to the Director of Programs and Services the sum of Four Hundred and No/100 Dollars ($400.00) per month. It shall be the Director of Programs and Services' sole responsibility to maintain appropriate documentation of the business use of the vehicle for personal income tax purposes.

3. As a condition of his employment, the Director of Programs and Services shall be required to utilize a BOARD-provided cellular telephone for SASED-related business. The Board shall pay for the cost of such cellular telephone.

4. The Director of Programs and Services shall also be entitled to the following BOARD-paid benefits:

   a. Medical, dental and vision insurance for the Director of Programs and Services and his eligible dependents;

   b. Term life insurance in the face amount of Fifty Thousand Dollars ($50,000); and

   c. Supplemental disability insurance, when combined with TRS disability payments for which the Director of Programs and Services may be eligible, shall provide no more than sixty percent (60%) of the Director of Programs and Services' base salary in the event of disability.

However, in the event that the Board's contribution towards the Director of Programs and Services' participation in the SASED group hospitalization and major medical insurance group plan under this Section subjects the Board to any excise tax, civil money penalty or civil action for noncompliance with the nondiscrimination provisions of the *Patient Protection and Affordable Care Act*, P.L. 111-148 and/or the *Health Care and Education Reconciliation Act*, P.L. 111-152, the Board shall immediately reduce its contribution towards the Director of Programs and Services participation by the amount necessary to avoid the imposition of an excise tax, civil money penalty or civil action. Further, and in such event, unless otherwise agreed to in writing by the Parties, the Board shall elect to

convert the amount of the reduction to an alternative form of compensation or combination of compensation and benefit(s) to the extent necessary to avoid the imposition of an excise tax, civil money penalty or civil action; however, in no event shall such an alternative form of compensation or combination of compensation and benefit(s) subject the Board to an employer contribution to TRS for an increase in creditable earnings in excess of six percent (6%).

5. The Director of Programs and Services shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.

6. The Director of Programs and Services shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.

7. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Executive Director of SASED. Vacation days shall be taken during the school year for which they were granted, or by December 31 of the following school year, provided that no more than five (5) unused vacation days may be carried over to the final school year of this Agreement. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost. In consideration of the salary increases provided under this Agreement and the carryover of unused vacation days as provided under this subsection, and insofar that the parties agree that any payment made to the Director of Programs and Services for unused vacation at the termination of the Agreement is not intended as TRS creditable earnings, payment for unused vacation days at the Director of Programs and Services' final per diem rate shall become due and payable to the Director of Programs and Services thirty (30) days following the later of (a) the Director of Programs and Services last day of work, (b) termination of this Agreement, or (c) the Director of Programs and Services' final regular payroll.

8. The Director of Programs and Services may attend, subject to the Executive Director's Approval, appropriate professional meetings at the national and state

level and documented expenses incurred shall be paid by SASED.

9. The Director of Programs and Services shall be allowed such holidays, benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise determine.

10. The BOARD shall pay all of the Director of Programs and Services' dues and membership fees in professional organizations approved by the Executive Director.

C. POWERS AND DUTIES

1. The Director of Programs and Services shall devote maximum attention and energy to the business of SASED. The Director of Programs and Services shall not, during the term of this Agreement, engage in other business activities which will detract from his ability to function as the Director of Programs and Services. The Director of Programs and Services may attend and teach with the prior approval of the Executive Director university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and engage in writing activities and speaking engagements. The Director of Programs and Services may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Director of Programs and Services shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Director of Programs and Services by the Executive Director. The BOARD reserves the right to reassign the Director of Programs and Services to different duties from time to time during the term of the contract, without a loss of pay.

3. The Director of Programs and Services shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:

a. Mutual agreement;

b. Disability, as certified by a physician, which makes the performance of the Director of Programs and Services' duties impossible;

c. Discharge for cause;

d. Death; or

e. Retirement of the Director of Programs and Services.

2. The BOARD may terminate this Agreement by written notice to the Director of Programs and Services at any time after the Director of Programs and Services has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Director of Programs and Services may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Director of Programs and Services shall be entitled to appear before the BOARD to discuss such causes. If the Director of Programs and Services chooses to be accompanied by legal counsel, he shall bear any of his costs therein involved. Such meeting shall be conducted in closed session.

E. EVALUATION

The Executive Director and the Director of Programs and Services shall, on an annual basis consistent with the cycle for evaluating certified teachers, discuss and evaluate their working relationship, rapport and understanding, as well as the Director of Programs and Services' progress toward the annual performance goals or other evaluation standards. At that time, the Director of Programs and Services' performance under the Agreement and progress toward the goals shall be appraised by the Executive Director and a written evaluation of that performance shall be provided to the Director of Programs and Services. The initial meeting to review the evaluation is generally planned to occur by February 1st. The parties may schedule such other meetings to review the evaluation or other performance considerations and determine, if necessary, the terms and conditions of the

continued future employment of the Director of Programs and Services. The results of the evaluation, or failure by the Executive Director to complete an evaluation does not preclude dismissal or nonrenewal of the contract. At any time during the term of this Agreement, if the Director of Programs and Services' performance fails to meet expectations communicated to the Director in writing, whether through an evaluation or otherwise, the BOARD may terminate this Agreement. Such termination of the Agreement for performance deficiencies is in addition to the provisions in Paragraph D, and no hearing will be required.

F. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Director of Programs and Services and to the BOARD Chairperson.

G. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Director of Programs and Services, and appended to this Agreement.

H. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject

matter, whether oral or written.

5. This Agreement shall be binding upon and inure to the benefit of the Director of Programs and Services, his successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Director of Programs and Services	**SASED Board of Control**
	By: _____
Matthew Layton	**Chairperson**
	Attest: _____
	Secretary
Date: June 14, 2022	**Date:** _____

ASSISTANT PROGRAM ADMINISTRATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Keith Zmijewski ("the Assistant Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Assistant Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of Eighty Five Thousand and No/100 Dollars ($85,000). The Assistant Program Administrator shall work a Two Hundred Twenty (220) work-day calendar each school year and shall be paid his annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Assistant Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Assistant Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Assistant Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Assistant Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Assistant Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions

are made as a condition of employment to secure the Assistant Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Assistant Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Assistant Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Assistant Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.1 above.
3. The Assistant Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Assistant Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Assistant Program Administrator shall devote maximum attention and energy to the business of SASED. The Assistant Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from his ability to function as the Assistant Program Administrator. The Assistant Program Administrator may attend and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Assistant Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Assistant Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Assistant Program Administrator by the Executive Director or designee. The BOARD reserves the right to reassign the Assistant Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.
3. The Assistant Program Administrator shall be responsible for and deemed to have knowledge of all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Assistant Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Assistant Program Administrator.
2. The BOARD may terminate this Agreement by written notice to the Assistant Program Administrator at any time after the Assistant Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Assistant Program Administrator may request a hearing before the BOARD.
3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Assistant Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the Assistant Program Administrator chooses to be accompanied by legal counsel, he shall bear any of his costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending

the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Program Administrator or Executive Director shall evaluate the Assistant Program Administrator's performance on an ongoing basis and shall meet with the Assistant Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Assistant Program Administrator.

F. CONTINUED EMPLOYMENT

The Assistant Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Assistant Program Administrator or reclassify the Assistant Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Assistant Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in

writing and sent by certified mail, return receipt requested, to the residence of the Assistant Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Assistant Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Assistant Program Administrator, his successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Assistant Program Administrator

Keith Zmijewski

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: 6/16/2022 **Date:** _____

DIRECTOR OF HUMAN RESOURCES

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Julie Grohn ("the Director of Human Resources") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Director of Human Resources for a term of twelve months commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred Thirty Thousand Nine Hundred Three and 50/100 Dollars ($130,903.50). The Director of Human Resources shall work a Two Hundred Fifty-Nine (259)-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Director of Human Resources' behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Director's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Director of Human Resources' behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Director of Human Resources does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Director of Human Resources did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of employment to secure the Director of Human Resources' future services, knowledge and experience.

3. During the term of this Agreement, the Director of Human Resources shall hold a valid Professional Educator License, and such other relevant Administrative endorsements as shall qualify her to act as Director of Human Resources of SASED under the *School Code of Illinois* and the Rules of the Illinois State Board of Education.

B. BENEFITS

1. SASED shall reimburse the Director of Human Resources for expenses incurred for business-related travel outside the Chicago metropolitan area in accordance with SASED policies and procedures.

2. As a condition of her employment, the Director of Human Resources shall be required to travel between SASED buildings and programs and make other business-related trips including, but not limited to, meetings with SASED and member school district representatives, parents and constituents, and other local, State and federal agencies and organizations. It is recognized that because of such required travel, the Director of Human Resources will incur expenses of a business nature for the lease or acquisition of a vehicle and the expenses typically associated therewith, including insurance. As a condition of her employment and in order to fulfill the aforementioned required travel, the Director of Human Resources shall provide, at her sole expense, a personally owned or leased vehicle for business purposes and bear all costs associated with the lease or purchase, upkeep and maintenance of said vehicle. The Director of Human Resources, at the Director of Human Resources' sole cost, shall also maintain automobile insurance coverage for business usage of said vehicle. Coverage shall not be less than Illinois statutory minimums, shall not have any exclusions for business use, and shall include Auto Physical Damage coverage to the vehicle as SASED's coverages will not be responsible for any physical damage to the Director of Human Resources' vehicle. All coverages should be placed with a carrier with an AVI or greater rating by AM Best. A Certificate of Insurance shall be provided as proof of insurance and shall name SASED, the SASED Governing Board and SASED Board of Control as Additional Insureds. As and for a vehicle allowance to be used by the Director of

Human Resources towards the lease or acquisition of a vehicle and all expenses associated therewith, including insurance, the BOARD shall pay to the Director of Human Resources the sum of Four Hundred and No/100 Dollars ($400.00) per month. It shall be the Director of Human Resources' sole responsibility to maintain appropriate documentation of the business use of the vehicle for personal income tax purposes.

3. As a condition of her employment, the Director of Human Resources shall be required to utilize a BOARD-provided cellular telephone for SASED-related business. The Board shall pay for the cost of such cellular telephone.

4. The Director of Human Resources shall also be entitled to the following BOARD-paid benefits:

   a. Medical, dental and vision insurance for the Director of Human Resources and her eligible dependents;

   b. Term life insurance in the face amount of Fifty Thousand Dollars ($50,000); and

   c. Supplemental disability insurance, when combined with TRS disability payments for which the Director of Human Resources may be eligible, shall provide no more than sixty percent (60%) of the Director of Human Resources' base salary in the event of disability.

However, in the event that the Board's contribution towards the Director of Human Resource's participation in the SASED group hospitalization and major medical insurance group plan under this Section subjects the Board to any excise tax, civil money penalty or civil action for noncompliance with the nondiscrimination provisions of the *Patient Protection and Affordable Care Act*, P.L. 111-148 and/or the *Health Care and Education Reconciliation Act*, P.L. 111-152, the Board shall immediately reduce its contribution towards the Director of Human Resources participation by the amount necessary to avoid the imposition of an excise tax, civil money penalty or civil action. Further, and in such event, unless otherwise agreed to in writing by the Parties, the Board shall elect to convert the amount of the reduction to an alternative form of compensation or combination of compensation and benefit(s) to the extent necessary to avoid the imposition of an excise tax, civil

money penalty or civil action; however, in no event shall such an alternative form of compensation or combination of compensation and benefit(s) subject the Board to an employer contribution to TRS for an increase in creditable earnings in excess of six percent (6%).

5. The Director of Human Resources shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.

6. The Director of Human Resources shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.

7. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Executive Director of SASED. Vacation days shall be taken during the school year for which they were granted, or by December 31 of the following school year, provided that no more than five (5) unused vacation days may be carried over to the final school year of this Agreement. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost. In consideration of the salary increases provided under this Agreement and the carryover of unused vacation days as provided under this subsection, and insofar that the parties agree that any payment made to the Director of Human Resources for unused vacation at the termination of the Agreement is not intended as TRS creditable earnings, payment for unused vacation days at the Director of Human Resources' final per diem rate shall become due and payable to the Director of Human Resources thirty (30) days following the later of (a) the Director of Human Resources' last day of work, (b) termination of this Agreement, or (c) the Director of Human Resources' final regular payroll.

8. The Director of Human Resources may attend, subject to the Executive Director's Approval, appropriate professional meetings at the national and state level and documented expenses incurred shall be paid by SASED.

9. The Director of Human Resources shall be allowed such holidays, benefits and

other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise determine.

10. The BOARD shall pay all of the Director of Human Resources' dues and membership fees in professional organizations approved by the Executive Director.

C. POWERS AND DUTIES

1. The Director of Human Resources shall devote maximum attention and energy to the business of SASED. The Director of Human Resources shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Director of Human Resources. The Director of Human Resources may attend and teach with the prior approval of the Executive Director university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and engage in writing activities and speaking engagements. The Director of Human Resources may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.
2. The duties and responsibilities of the Director of Human Resources shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Director of Human Resources by the Executive Director. The BOARD reserves the right to reassign the Director of Human Resources to different duties from time to time during the term of the contract, without a loss of pay.
3. The Director of Human Resources shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Director of Human Resources' duties impossible;

c. Discharge for cause;

d. Death; or

e. Retirement of the Director of Human Resources.

2. The BOARD may terminate this Agreement by written notice to the Director of Human Resources at any time after the Director of Human Resources has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Director of Human Resources may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Director of Human Resources shall be entitled to appear before the BOARD to discuss such causes. If the Director of Human Resources chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session.

E. EVALUATION

The Executive Director and the Director of Human Resources shall, on an annual basis consistent with the cycle for evaluating certified teachers, discuss and evaluate their working relationship, rapport and understanding, as well as the Director of Human Resources' progress toward the annual performance goals or other evaluation standards. At that time, the Director of Human Resources' performance under the Agreement and progress toward the goals shall be appraised by the Executive Director and a written evaluation of that performance shall be provided to the Director of Human Resources. The initial meeting to review the evaluation is generally planned to occur by February 1st. The parties may schedule such other meetings to review the evaluation or other performance considerations and determine, if necessary, the terms and conditions of the continued future employment of the Director of Human Resources. The results of the evaluation, or failure by the Executive Director to complete an evaluation does not preclude dismissal or nonrenewal of the contract. At any time during the term of this Agreement, if the Director of Human Resource's performance fails to meet expectations communicated to the Director

in writing, whether through an evaluation or otherwise, the BOARD may terminate this Agreement. Such termination of the Agreement for performance deficiencies is in addition to the provisions in Paragraph D, and no hearing will be required.

F. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Director of Human Resources and to the BOARD Chairperson.

G. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Director of Human Resources, and appended to this Agreement.

H. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Director of Human Resources, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Director of Human Resources

Julie Grohn

Julie Grohn

Date: 6/13/2022

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

DIRECTOR OF BUSINESS - CHIEF SCHOOL BUSINESS OFFICIAL

EMPLOYMENT AGREEMENT

JULY 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Don Robinson ("Director of Business-Director of Business-Chief School Business Official") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Director of Business - Chief School Business Official for a term of twelve months commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred Forty-One Thousand, Seven Hundred Fifty and No/100 Dollars ($141,750). The Director of Business-Chief School Business Official shall work a Two Hundred Fifty-Nine (259)-day calendar each school year and shall be paid his annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Director of Business-Chief School Business Official's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the CSBO's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Director of Business-Chief School Business Official's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Director of Business-Chief School Business Official does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Director of Business-Chief School Business Official did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the

BOARD to the TRS, and that such contributions are made as a condition of employment to secure the Director of Business-Chief School Business Official's future services, knowledge and experience.

3. During the term of this Agreement, the Director of Business-Chief School Business Official shall hold a valid Professional Educator License, and such other relevant Administrative endorsements shall qualify him to act as Director of Business-Chief School Business Official of SASED under the *School Code of Illinois* and the Rules of the Illinois State Board of Education.

B. BENEFITS

1. SASED shall reimburse the Director of Business-Chief School Business Official for expenses incurred for business-related travel outside the Chicago metropolitan area in accordance with SASED policies and procedures.

2. As a condition of his employment, the Director of Business-Chief School Business Official shall be required to travel between SASED buildings and programs and make other business-related trips including, but not limited to, meetings with SASED and member school district representatives, parents and constituents, and other local, State and federal agencies and organizations. It is recognized that because of such required travel, the Director of Business-Chief School Business Official will incur expenses of a business nature for the lease or acquisition of a vehicle and the expenses typically associated therewith, including insurance. As a condition of his employment and in order to fulfill the aforementioned required travel, the Director of Business-Chief School Business Official shall provide, at his sole expense, a personally owned or leased vehicle for business purposes and bear all costs associated with the lease or purchase, upkeep and maintenance of said vehicle. The Director of Business-Chief School Business Official, at the Director of Business-Chief School Business Official's sole cost, shall also maintain automobile insurance coverage for business usage of said vehicle. Coverage shall not be less than Illinois statutory minimums, shall not have any exclusions for business use, and shall include Auto Physical Damage coverage to the vehicle as SASED's coverages will not be responsible for any

physical damage to the Director of Business-Chief School Business Official's vehicle. All coverages should be placed with a carrier with an AVI or greater rating by AM Best. A Certificate of Insurance shall be provided as proof of insurance and shall name SASED, the SASED Governing Board and SASED Board of Control as Additional Insureds. As and for a vehicle allowance to be used by the Director of Business-Chief School Business Official towards the lease or acquisition of a vehicle and all expenses associated therewith, including insurance, the BOARD shall pay to the Director of Business-Chief School Business Official the sum of Four Hundred and No/100 Dollars ($400.00) per month. It shall be the Director of Business-Chief School Business Official's sole responsibility to maintain appropriate documentation of the business use of the vehicle for personal income tax purposes.

3. As a condition of his employment, the Director of Business-Chief School Business Official shall be required to utilize a BOARD-provided cellular telephone for SASED-related business. The Board shall pay for the cost of such cellular telephone.

4. The Director of Business-Chief School Business Official shall also be entitled to the following BOARD-paid benefits:

   a. Medical, dental and vision insurance for the Director of Business-Chief School Business Official and his eligible dependents;

   b. Term life insurance in the face amount of Fifty Thousand Dollars ($50,000); and

   c. Supplemental disability insurance, when combined with TRS disability payments for which the Director of Business-Chief School Business Official may be eligible, shall provide no more than sixty percent (60%) of the Director of Business-Chief School Business Official's base salary in the event of disability.

However, in the event that the Board's contribution towards the Director of Business-Chief School Business Official's participation in the SASED group hospitalization and major medical insurance group plan under this Section subjects the Board to any excise tax, civil money penalty or civil action for

noncompliance with the nondiscrimination provisions of the *Patient Protection and Affordable Care Act*, P.L. 111-148 and/or the *Health Care and Education Reconciliation Act*, P.L. 111-152, the Board shall immediately reduce its contribution towards the Director of Business-Chief School Business Official participation by the amount necessary to avoid the imposition of an excise tax, civil money penalty or civil action. Further, and in such event, unless otherwise agreed to in writing by the Parties, the Board shall elect to convert the amount of the reduction to an alternative form of compensation or combination of compensation and benefit(s) to the extent necessary to avoid the imposition of an excise tax, civil money penalty or civil action; however, in no event shall such an alternative form of compensation or combination of compensation and benefit(s) subject the Board to an employer contribution to TRS for an increase in creditable earnings in excess of six percent (6%).

5. The Director of Business-Chief School Business Official shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.

6. The Director of Business-Chief School Business Official shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.

7. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Executive Director of SASED. Vacation days shall be taken during the school year for which they were granted, or by December 31 of the following school year, provided that no more than five (5) unused vacation days may be carried over to the final school year of this Agreement. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost. In consideration of the salary increases provided under this Agreement and the carryover of unused vacation days as provided under this subsection, and insofar

that the parties agree that any payment made to the Director of Business-Chief School Business Official for unused vacation at the termination of the Agreement is not intended as TRS creditable earnings, payment for unused vacation days at the Director of Business-Chief School Business Official' final per diem rate shall become due and payable to the Director of Business-Chief School Business Official thirty (30) days following the later of (a) the Director of Business-Chief School Business Official's last day of work, (b) termination of this Agreement, or (c) the Director of Business-Chief School Business Official's final regular payroll.

8. The Director of Business-Chief School Business Official may attend, subject to the Executive Director's Approval, appropriate professional meetings at the national and state level and documented expenses incurred shall be paid by SASED.

9. The Director of Business-Chief School Business Official shall be allowed such holidays, benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise determine.

10. The BOARD shall pay all of the Director of Business-Chief School Business Official's dues and membership fees in professional organizations approved by the Executive Director.

C. POWERS AND DUTIES

1. The Director of Business-Chief School Business Official shall devote maximum attention and energy to the business of SASED. The Director of Business-Chief School Business Official shall not, during the term of this Agreement, engage in other business activities which will detract from his ability to function as the Director of Business-Chief School Business Official. The Director of Business-Chief School Business Official may attend and teach with the prior approval of the Executive Director university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and engage in writing activities and speaking engagements. The Director of

Business-Chief School Business Official may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Director of Business – Chief School Business Official shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Director of Business – Chief School Business Official by the Executive Director. The BOARD reserves the right to reassign the Director of Business – Chief School Business Official to different duties from time to time during the term of the contract, without a loss of pay.

3. The Director of Business – Chief School Business Official shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Director of Business-Chief School Business Official's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of the Director of Business-Chief School Business Official.

2. The BOARD may terminate this Agreement by written notice to the Director of Business-Chief School Business Official at any time after the Director of Business-Chief School Business Official has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Director of Business-Chief School Business Official may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Director of

Business-Chief School Business Official shall be entitled to appear before the BOARD to discuss such causes. If the Director of Business-Chief School Business Official chooses to be accompanied by legal counsel, he shall bear any of his costs therein involved. Such meeting shall be conducted in closed session.

E. EVALUATION

The Executive Director and the Director of Business-Chief School Business Official shall, on an annual basis consistent with the cycle for evaluating certified teachers, discuss and evaluate their working relationship, rapport and understanding, as well as the Director of Business-Chief School Business Official's progress toward annual performance goals or other performance standards. At that time, the Director of Business-Chief School Business Official's performance under the Agreement and progress toward the goals shall be appraised by the Executive Director and a written evaluation of that performance shall be provided to the Director of Business-Chief School Business Official. The initial meeting to review the evaluation is planned occur by February 1st. The parties may schedule such other meetings to review the evaluation or other performance considerations and determine, if necessary, the terms and conditions of the continued future employment of the Director of Business-Chief School Business Official. The results of the evaluation, or failure by the Executive Director to complete an evaluation does not preclude dismissal or nonrenewal of the contract. At any time during the term of this Agreement, if the Director of Business Services-Chief School Business Official's performance fails to meet expectations communicated to the Director in writing, whether through an evaluation or otherwise, the BOARD may terminate this Agreement. Such termination of the Agreement for performance deficiencies is in addition to the provisions in Paragraph D, and no hearing will be required.

F. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Director of Business-Chief School Business Official and to the BOARD Chairperson.

G. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Director of Business-Chief School Business Official, and appended to this Agreement.

H. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Director of Business-Chief School Business Official, his successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Director of Business-Chief School Business Official

Don Robinson

2022-06-14

Date:

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

_____

Date:

PROGRAM ADMINISTRATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Michele Capio ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-Five Thousand, Nine Hundred Sixty-Four and 74/100 Dollars ($105,964.74). The Program Administrator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of employment to secure

the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Administrator is re-employed as a Program Administrator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term

duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.

2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the Program Administrator chooses to be accompanied by legal counsel, she shall

bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Administrator

Michele Capio

Date: 6/16/22

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM ADMINISTRATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Laura Capparelli ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-Three Thousand, Eight Hundred Eighty-Seven and 00/100 Dollars ($103,887.00). The Program Administrator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the

TRS, and that such contributions are made as a condition of employment to secure the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Administrator is re-employed as a Program Administrator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a

consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.

2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the

Program Administrator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the

Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Administrator

Laura Capparelli

Laura Capparelli

Date: 6/14/2023

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM COORDINATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Sherilyn Genin ("the Program Coordinator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Coordinator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-Three Thousand, Eight Hundred Eighty-Seven and No/100 Dollars ($103,887.00). The Program Coordinator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Coordinator's behalf to the Illinois Municipal Retirement Fund ("IMRF") the Program Coordinator's required contributions to said pension system. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Coordinator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Coordinator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the IMRF. Both parties acknowledge that the Program Coordinator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the IMRF, and that such contributions are made as a condition of employment to secure the Program Coordinator's future

services, knowledge and experience.

3. During the term of this Agreement, the Program Coordinator shall hold a valid License with the Illinois Department of Financial and Professional Regulation. (IDFPR).

B. BENEFITS

1. The Program Coordinator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Coordinator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Coordinator is re-employed as a Program Coordinator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Coordinator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Coordinator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Coordinator shall devote maximum attention and energy to the business of SASED. The Program Coordinator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Coordinator. The Program Coordinator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to

other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Program Coordinator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Coordinator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Coordinator by the Executive Director. The BOARD reserves the right to reassign the Program Coordinator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Coordinator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Coordinator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Coordinator.

2. The BOARD may terminate this Agreement by written notice to the Program Coordinator at any time after the Program Coordinator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Coordinator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Coordinator shall be entitled to appear before the BOARD to discuss such causes. If the Program Coordinator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing

shall prohibit the Board from suspending the Coordinator without pay pending completion of the requirements of this section. After the effective date of dismissal the Coordinator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Coordinator's performance on an ongoing basis and shall meet with the Program Coordinator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Coordinator.

F. CONTINUED EMPLOYMENT

The Program Coordinator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Program Coordinator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Coordinator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.

3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.

4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.

5. This Agreement shall be binding upon and inure to the benefit of the Program Coordinator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Coordinator

Sherilyn Genin

Date: 6/14/22

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM ADMINISTRATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Amy Gebre ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-One Thousand, Eight Hundred-Fifty and No/100 Dollars ($101,850). The Program Administrator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of employment to secure the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Administrator is re-employed as a Program Administrator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and

speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.

2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the Program Administrator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed

session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Administrator

Amy Gebre

Amy Gebre

Date: 10/13/2022

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM ADMINISTRATOR
EMPLOYMENT AGREEMENT
July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Tara Corral ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-One Thousand, Eight Hundred-Fifty and No/100 Dollars ($101,850). The Program Administrator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of employment to secure the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Administrator is re-employed as a Program Administrator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and

speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.

2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the Program Administrator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed

session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

DHH
Program Administrator

_____
Tara Corral

Date: _____

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM ADMINISTRATOR
EMPLOYMENT AGREEMENT
July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Christine DiRienzo ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred Five Thousand, Nine Hundred Sixty-Four and 74/100 Dollars ($105,964.74). The Program Administrator shall work a Two Hundred Twenty (220) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the TRS, and that such contributions are made as a condition of employment to secure

the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.1 above.
3. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.
2. The duties and responsibilities of the Program Administrator shall be those duties

set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.
2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.
3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the Program Administrator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further

payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Administrator

_____
Christine DiRienzo

Date: _____

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

PROGRAM ADMINISTRATOR
EMPLOYMENT AGREEMENT
July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Sheila White ("the Program Administrator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Program Administrator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of One Hundred-Ten Thousand, Six Hundred Fifty-Three and 40/100 Dollars ($110,653.40). The Program Administrator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Program Administrator's behalf to the State of Illinois Teachers' Retirement System ("TRS") and the Teachers' Health Insurance Security Fund ("T.H.I.S. Fund") the Program Administrator's required contributions to said pension system and health fund. It is the parties' intention to qualify all such payments paid by the BOARD on the Program Administrator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Program Administrator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the TRS. Both parties acknowledge that the Program Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the

TRS, and that such contributions are made as a condition of employment to secure the Program Administrator's future services, knowledge and experience.

3. During the term of this Agreement, the Program Administrator shall hold a valid Professional Educator License.

B. BENEFITS

1. The Program Administrator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Program Administrator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave, pursuant to Paragraph B.5 above.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Director of Programs and Services of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Program Administrator is re-employed as a Program Administrator for the following school year. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Program Administrator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Program Administrator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Program Administrator shall devote maximum attention and energy to the business of SASED. The Program Administrator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Program Administrator. The Program Administrator may attend, and teach with the prior approval of the Director of Programs and Services university courses, seminars, or other professional growth activities; serve as a

consultant to other non-SASED districts or educational agencies for short-term duration without loss of salary; lecture; and, engage in writing activities and speaking engagements. The Program Administrator may not jeopardize the functioning of SASED by any lengthy and conspicuous absence for such activities.

2. The duties and responsibilities of the Program Administrator shall be those duties set forth in the applicable job description and such other professional duties as from time to time may be assigned to the Program Administrator by the Executive Director. The BOARD reserves the right to reassign the Program Administrator to different duties from time to time during the term of the contract, without a loss of pay.

3. The Program Administrator shall be responsible for and deemed to have knowledge of, all of the policies and rules and regulations established by the Board and shall comply with their requirements.

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Program Administrator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Program Administrator.

2. The BOARD may terminate this Agreement by written notice to the Program Administrator at any time after the Program Administrator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Program Administrator may request a hearing before the BOARD.

3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Program Administrator shall be entitled to appear before the BOARD to discuss such causes. If the

Program Administrator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending the Administrator without pay pending completion of the requirements of this section. After the effective date of dismissal the Administrator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Director of Programs and Services, Assistant Director for Programs and Services or Executive Director shall evaluate the Program Administrator's performance on an ongoing basis and shall meet with the Program Administrator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Program Administrator.

F. CONTINUED EMPLOYMENT

The Program Administrator is assigned strictly on a yearly basis for which entitlement to continued employment may not be claimed beyond the term of this Contract. The Program Assistant may attain or retain tenure rights otherwise provided under the *Illinois School Code*, if applicable; however, such status does not impair the BOARD's right to terminate this Contract at the end of any school year (i.e., June 30) and either non-renew the employment of the Program Administrator or reclassify the Program Administrator with a concomitant reduction of salary and benefits. The BOARD may also terminate this Agreement for failure to perform assigned duties or breach of Program Administrator's responsibilities under this Agreement. Termination for such performance deficiencies or breach is in addition to the provisions in Paragraph D, and no hearing will be required.

G. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the

Program Administrator and to the BOARD Chairperson.

H. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Program Administrator, and appended to this Agreement.

I. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Program Administrator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Program Administrator	**SASED Board of Control**
_____	**By:** _____
Sheila White	**Chairperson**
	Attest: _____
	Secretary
Date: _____	**Date:** _____

TECHNOLOGY COORDINATOR

EMPLOYMENT AGREEMENT

July 1, 2022 through June 30, 2023

THIS EMPLOYMENT AGREEMENT ("Agreement") is made on the date hereinafter set forth between Gina Hubbard ("the Technology Coordinator") and the Board of Control of ("BOARD") of the School Association for Special Education in DuPage County ("SASED").

A. EMPLOYMENT AND SALARY

1. The BOARD employs the Technology Coordinator for a term of one (1) year commencing on July 1, 2022 and terminating on June 30, 2023 at an annual salary of Seventy Three Thousand Five Hundred and No/100 Dollars ($73,500). The Technology Coordinator shall work a Two Hundred Fifty-Nine (259) work-day calendar each school year and shall be paid her annual salary in equal installments in accordance with SASED rules governing payment of administrative staff members.

2. In addition to the annual salary stated in Paragraph A.1 of this Agreement, the BOARD shall pay on the Technology Coordinator's behalf to the Illinois Municipal Retirement Fund ("IMRF") the Technology Coordinator's required contributions to said pension system. It is the parties' intention to qualify all such payments paid by the BOARD on the Technology Coordinator's behalf as employer payments pursuant to Section 414(h) of the Internal Revenue Code of 1986, as amended. The Technology Coordinator does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the IMRF. Both parties acknowledge that the Technology Coordinator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the BOARD to the IMRF, and that such contributions are made as a condition of employment to secure the Technology Coordinator's future services, knowledge and experience.

3. The termination date of this Agreement may be extended by mutual agreement, pursuant to the terms of Section D, with or without a modification of the annual salary provisions.

B. BENEFITS

1. The Technology Coordinator shall be entitled to receive fourteen (14) days of sick leave per year, which may accumulate up to three hundred forty (340) days. No reimbursement or buy-back of these days shall be allowed.
2. The Technology Coordinator shall be entitled to receive two (2) personal days and one (1) emergency day. Personal days and the emergency day may be used as in the case of sick leave. Any unused personal or emergency days shall be added to accumulated sick leave.
3. Paid vacation of twenty (20) working days during each school year of this Agreement will be granted. Any vacation time must be approved in advance by the Executive Director of SASED. Vacation leave days that are not used by the end of the school year are forfeited, provided that if the Technology Coordinator is re-employed as a Technology Coordinator for the following school year, a maximum of five (5) unused days may be carried over for use by the following December 31. Vacation days are not cumulative. Vacation days not used in accordance with this subsection shall be deemed lost.
4. The Technology Coordinator shall be afforded paid leave for a State or Federal holiday which the Board of Control has determined also to be a school holiday. The Technology Coordinator will be eligible for consideration for benefits and other privileges as are set forth in the then-applicable policies of SASED for administrative personnel, or as the BOARD may otherwise approve.

C. POWERS AND DUTIES

1. The Technology Coordinator shall devote maximum attention and energy to the business of SASED. The Technology Coordinator shall not, during the term of this Agreement, engage in other business activities which will detract from her ability to function as the Technology Coordinator..

D. TERMINATION

1. This Agreement may be terminated by:
   a. Mutual agreement;
   b. Disability, as certified by a physician, which makes the performance of the Technology Coordinator's duties impossible;
   c. Discharge for cause;
   d. Death; or
   e. Retirement of Technology Coordinator.
2. The BOARD may terminate this Agreement by written notice to the Technology Coordinator at any time after the Technology Coordinator has been absent from employment for whatever cause for a continuous period of four (4) months after the exhaustion of sick, personal and vacation leave. All of SASED's obligations shall cease upon such termination. Prior to termination for disability, the Technology Coordinator may request a hearing before the BOARD.
3. Discharge for cause shall be for conduct which is prejudicial to SASED. Reasons for discharge for cause shall be given in writing, and the Technology Coordinator shall be entitled to appear before the BOARD to discuss such causes. If the Technology Coordinator chooses to be accompanied by legal counsel, she shall bear any of her costs therein involved. Such meeting shall be conducted in closed session. Nothing shall prohibit the Board from suspending the Coordinator without pay pending completion of the requirements of this section. After the effective date of dismissal the Coordinator shall not be entitled to further payments of compensation of any kind under this Contract.

E. EVALUATION

The Executive Director shall evaluate the Technology Coordinator's performance on an ongoing basis and shall meet with the Technology Coordinator at least once during the Contract Term to discuss and evaluate performance, goals, working relationship, rapport and understanding in accordance with an evaluation plan established by the Executive Director. Failure of the Executive Director or designee to complete an evaluation does not preclude termination or non-renewal of this Contract. After such evaluation, the

Parties may schedule a meeting to review the evaluation and determine, if necessary, the terms and conditions of the continued future employment of the Technology Coordinator.

F. NOTICE

Any notice required to be given under this Agreement shall be deemed sufficient if it is in writing and sent by certified mail, return receipt requested, to the residence of the Technology Coordinator and to the BOARD Chairperson.

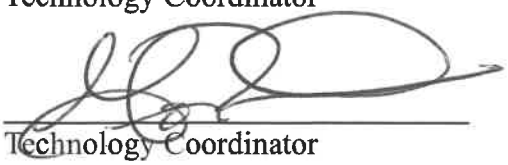
G. AMENDMENTS

Any amendment to this Agreement shall be reduced to writing, formally approved by the BOARD, executed by the BOARD Chairperson and Secretary, and the Technology Coordinator, and appended to this Agreement.

H. MISCELLANEOUS

1. This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only. If there is any conflict between such headings and numbers and the text of this Agreement, the text shall control.
3. This Agreement shall be executed in one or more counterparts, each of which shall be considered an original and all of which taken together shall be considered one and the same instrument.
4. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
5. This Agreement shall be binding upon and inure to the benefit of the Technology Coordinator, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.

Technology Coordinator



Technology Coordinator

Date: 6/16/22

SASED Board of Control

By: _____
Chairperson

Attest: _____
Secretary

Date: _____

SASED Teaching • Leading • Believing ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: MOA with SASED

Purpose:
The purpose of this memo is to provide the Board of Control with information for discussion with action regarding an MOA with the SASED Education Association IEA-NEA and the SASED Board of Control.

Background Information:
There are four teachers who currently in their retirement track receiving a locked in 4% yearly increase.

This MOA is an agreement to pay the staff for the extra day that was added into the calendar this year.

The change by adding the day will take each staff member slightly over the 4% using a daily per diem.

Recommendation: Approval of the MOA between the SASED Board of Control and the SASED Association IEA-NEA as presented.

MEMORANDUM OF AGREEMENT

The parties to this Agreement, SASED and the SASED Education Association, IEA-NEA, (hereinafter "Association", collectively "the parties") engaged in negotiations for a successor Collective Bargaining Agreement for fiscal years 2022 through 2024 (hereinafter "CBA".) As part of that negotiation, the parties wish to further clarify the following:

1. Beginning with the 2021-2022 school year and each school year thereafter, the parties agreed to extend the school year from no more than 183 days to no more than 184 days (Section 7.5.)

2. Pursuant to the Retirement Enhancement Program in Section 5.10 of the CBA, bargaining unit members who submit a letter of intent to retire during the term of the CBA are entitled to wage increases of four percent (4%) for up to four (4) years. Effective at the time of the parties' agreement on this Memorandum of Agreement (hereinafter "MOA"), four (4) members of the bargaining unit have submitted a letter of intent to retire pursuant to Section 5.10(C) of the parties' CBA and are eligible for the four percent (4%) wage increases. Those four (4) individuals are: Lisa McCullough, Richard Laren, Wendy Brusich and Jayne Quetsch-Rohrer.

3. As a result of the agreement detailed in paragraph 1, above, permitting a 184-day school year, the bargaining unit members specified in paragraph 2 will receive increases that exceed four percent (4%.) SASED is agreeable to paying these four (4) bargaining unit members a per diem rate at their regular rate of pay for the 184th day of work for the 2021-2022 school year. In no event shall SASED be obligated to make such per diem payment if the payment results in a total annual year to year creditable earnings increase exceeding six percent (6%.)

4. This MOA shall only apply to the four (4) bargaining unit members detailed in paragraph 2, above, regardless if any additional bargaining unit employees submit a letter of intent to retire during the term of the CBA. Any additional bargaining unit members who submit a letter of intent to retire will be paid as detailed in Section 5.10(F) of the CBA. Additionally, this MOA does not apply to any bargaining unit employees who have submitted a letter of intent to retire and who are receiving wage increases of six percent (6%) pursuant to the parties' CBA.

5. This MOA does not constitute and shall not be deemed an admission on the part of either of the parties of any wrongdoing, liability, error or violation of the parties' CBA. Nor shall this Agreement be precedential, create a past practice by SASED, alter the past practice established by the bargaining relationship between the parties, or be subject to or introduced in a grievance arbitration.

6. This Memorandum of Agreement will expire at the same time as the parties' current CBA.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement by their duly authorized representatives.

Representing:

_____	_____
SASED	SASED Education Association, IEA-NEA
Title _____	Title Certified Union President
Date _____	Date 06/14/2022

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

Teaching • Leading • Believing

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: DRS 23 Secondary Transitional Experience

Purpose: The purpose of this memo is to provide information for discussion with action regarding DRS 23 Secondary Transitional Experience agreement

Background: STEP is a program of Pre-employment transition services (PTS) which includes evaluation, training, and work-based learning components designed to prepare students with disabilities for transition to employment and optimum community participation during and after high school.

Recommendation: Approval of DRS 23 Secondary Transitional Experience agreement in the amount of $322,000

STATE OF ILLINOIS
CONTRACT
ILLINOIS DEPARTMENT OF HUMAN SERVICES

Division of Rehabilitation Services

2023

The Parties to this contract are the State of Illinois acting through the undersigned Agency (collectively the State) and the Vendor. This contract, consisting of the signature page and numbered sections listed below and any attachments referenced in this contract, constitute the entire contract between the Parties concerning the subject matter of the contract, and in signing the contract, the Contractor affirms that the Certifications and if applicable the Financial Disclosures and Conflicts of Interest attached hereto are true and accurate as of the date of the Contractor's execution of the contract. This contract supersedes all prior proposals, contracts and understandings between the Parties concerning the subject matter of the contract. This contract can be signed in multiple counterparts upon agreement of the Parties.

Contract includes BidBuy Purchase Order? (The Agency answers this question prior to contract filing.)

☐ Yes
☒ No

Contract uses Illinois Procurement Gateway Certifications and Disclosures?

☐ Yes (IPG Certifications and Disclosures including FORMS B)
☒ No

1. **DESCRIPTION OF SUPPLIES AND SERVICES**
2. **PRICING**
3. **TERM AND TERMINATION**
4. **STANDARD BUSINESS TERMS AND CONDITIONS**
5. **SUPPLEMENTAL PROVISIONS**
6. **STANDARD CERTIFICATIONS**
7. **FINANCIAL DISCLOSURES AND CONFLICTS OF INTEREST (IF APPLICABLE)**
8. **CONTRACT SPECIFIC CERTIFICATIONS AND DISCLOSURES – "FORMS B" (IF APPLICABLE)**
9. **PURCHASE ORDER FROM BIDBUY (IF APPLICABLE**

In consideration of the mutual covenants and agreements contained in this contract, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree to the terms and conditions set forth herein and have caused this contract to be executed by their duly authorized representatives on the dates shown on the following CONTRACT SIGNATURES page.

Agreement No: 46CBF00189

STATE OF ILLINOIS
CONTRACT
ILLINOIS DEPARTMENT OF HUMAN SERVICES

Division of Rehabilitation Services

2023

VENDOR

Vendor Name:	SCHOOL ASSN FOR SPECIAL EDUC	Address:	2900 Ogden Ave, Lisle, IL 60532 ~~65331 Cornwall Rd Naperville, IL 60540-3635~~
Signature:		Phone:	~~630-230-9234~~ 630-955-8104
Name:	Melinda McGuffin ~~MICHAEL VOLPE~~	Fax:	~~630-230-0057~~ 331-903-1543
Title:	Executive Director ~~CHIEF EXECUTIVE OFFICER~~	Email:	~~statham@sased.org~~ mmcguffin@sased.org
Date:			

STATE OF ILLINOIS

Procuring Agency Or University:	Department of Human Services (DHS or IDHS)	Phone:	-
Street Address:	100 South Grand Avenue E	Fax:	
City, State & Zip:	Springfield, IL 62704-3802		
Signature:		Date:	
Name:	Grace B. Hou		
Title:	Secretary		
Designee Name:			
Designee Title:	Contract Obligations Analyst		
Other Approver's Signature:		Date:	
Other Approver's Name:			
Other Approver's Title:			

AGENCY USE ONLY **NOT PART OF CONTRACTUAL PROVISIONS**

Agency Reference #:

Project Title:

Contract #: 46CBF00190

Procurement Method (IFB, RFP, Small Purchase, etc.):

IPB Reference #:

IPB Publication Date:

Award Code:

Subcontractor Utilization? ☐ Yes ☒ No Subcontractor Disclosure? ☐ Yes ☐ No

Funding Source:

Obligation #: 46CBF00190

Small Business Set-Aside? ☐ Yes ☐ No Percentage:

Minority Owned Business? ☐ Yes ☐ No Percentage:

Women Owned Business? ☐ Yes ☐ No Percentage:

Persons with Disabilities Owned Business? ☐ Yes ☐ No Percentage:

Veteran Owned Small Business? ☐ Yes ☐ No Percentage:

Other Preferences?

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1. DESCRIPTION OF SUPPLIES AND SERVICES

1.1. SUPPLIES AND/OR SERVICES REQUIRED:

EXHIBIT A

FEDERAL PROGRAM NAME: REHABILITATION SERVICES VOCATIONAL REHABILITATION GRANTS TO STATES
STATE PROGRAM NAME: SECONDARY TRANSITIONAL EXPERIENCE PROGRAM

SCOPE OF SERVICES

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT22-PROVPC00-ERP2
Sponed. Prog: PROV
Appropriation Amount: $129,000.00
These funds are Used/Reported by the Provider as Federal Funds: No
Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT22-PROVPC00-ERP8
Sponed. Prog: PROV
Appropriation Amount: $112,500.00
These funds are Used/Reported by the Provider as Federal Funds: No
Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT23-PROVPC00-ERP2
Sponed. Prog: PROV
Appropriation Amount: $43,000.00
These funds are Used/Reported by the Provider as Federal Funds: No

Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT23-PROVPC00-ERP8
Sponed. Prog: PROV
Appropriation Amount: $37,500.00
These funds are Used/Reported by the Provider as Federal Funds: No
Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

This contract is for purchase of care services related to the Vocational Rehabilitation Program.

Scope of Services
Secondary Transitional Experience Program (STEP) is a program of Pre-Employment Transition Services (PTS) which includes
evaluation, training, and work-based learning components designed to prepare students with disabilities for transition to employment and optimum community participation during and after high school. To promote this emphasis, DHS-DRS requires: customized services that are responsive to the individual support needs and learning styles of students and include linkages to
education, other agencies and adult services; compliance with Department of Education 34 CFR based on the Rehabilitation ACT of 1973 as amended by WIOA; and compliance with all state and federal Department of Labor (DOL) regulations. One or

more of the following foundational skills is required for payment of services.

1. Job Exploration Counseling: Classroom instruction usually conducted within the school setting that could include: career exploration for in-demand occupations, as well as nontraditional employment; labor market trends; career interest inventories and identifying careers of interest to the student.

2. Work-based learning experiences: Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible. These will include: On Campus OJE-OJT, Community OJE-OJT,

Employer Paid Work experiences, Work-Site tours to learn about necessary job skills, job shadowing, mentoring opportunities in the community, internships, apprenticeships, short-term employment, or fellowships.

3. Counseling on Post-Secondary Education: Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education. This would include advising students and parents or representatives on academic curriculum, providing information about college applications and admission processes, completing
the FAFSA, or providing disability support services.

4. Workplace Readiness Training: Classroom or community-based instruction beyond that received in a work-related class. This typically provides training in skill areas other than vocational development that students will need to function independently within the community. Skill areas may include, but are not limited to, use of public transportation, meal preparation, money
management, household management, communication and interpersonal skills, job seeking skills, understanding employer expectations and are tailored to the individual's needs.

5. Instruction in Self-Advocacy: Learning about rights, responsibilities, and how to request accommodations or services as well as being able to communicate any thoughts, concerns or needs while seeking services. Conducting informational interviews, mentoring with educational staff, employers, individuals in the community, or other areas and participating in youth leadership
activities are all examples.

------ END OF PROGRAM: SECONDARY TRANSITIONAL EXPERIENCE PROGRAM -------

For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed Supplies and/or Services.

☐ If checked, see the attached BidBuy Purchase Order for a Description of Supplies and/or Services.

1.2. MILESTONES AND DELIVERABLES:

EXHIBIT B

1. Ensure program accessibility to students with disabilities that includes:
a. Opportunities to work, with or without individualized supports, in competitive jobs in the community prior to school exit, and
b. A minimum of 10 hours of work experience for each student per calendar week approved by the STEP Counselor, which earns credits towards graduation requirements.

2. Provide referral information for DHS-DRS to determine student eligibility for services and approve participation in STEP. Which shall include at a minimum:
a. Social security number
b. Consent for services
c. Release of information if the customer is under 18 or has a legal guardian
d. Most recent Individualized Education Program (IEP)

e. Existing medical documentation, most recent psychological and record reviews. If applicable, social history will also be included; or

f. Any other verification that the student has been determined by another educational or governmental agency to be an individual with a disability.

3. Develop and monitor a coordinated educational (IEP), vocational (IPE) plan with students, parents, multi-disciplinary school personnel, STEP counselor, and adult service providers. STEP counselor must be involved in any decisions that would alter previously agreed upon STEP
programming for individual students, including placement in or removal from work-based learning experiences. A copy of the students' most recent IEP must be sent annually to DHS-DRS while a student is in STEP.

4. Invite DRS counselor to annual IEP staffing at least ten (10) days in advance.

5. Secure sites for work-based learning experiences (approved by STEP counselor) that are compatible with students' interests and needs using DHS-DRS OJE/OJT Work Site Form.

6. Obtain appropriate wage compensation for STEP students in accordance with state and federal labor laws.

7. Provide adequate program supervision and personnel to carry out the contracted program of services.

8. Submit all billings, reports, and student evaluations as specified in this contract and/or the STEP Manual in a timely and accurate manner.

9. Identify potential STEP participants for DHS-DRS referrals.

10. Inform parents and students of the availability of STEP and DHS-DRS services, and of their rights and responsibilities in transition planning.

11. Comply with all provisions as specified within the agreement.

12. Encourage active participation on the local Transition Planning Committee(s).

13. Maintain all records five (5) years, plus the current year.

The school district or cooperative agrees that it will provide STEP services only to individuals who are applicants for DRS vocational rehabilitation services or individuals who have been found eligible for DRS vocational rehabilitation services. All questions about the potential eligibility of an individual will be referred to DRS before any services are provided under this agreement.

DRS is responsible for supervision of the vocational rehabilitation funds used to provide STEP services as well as ongoing monitoring of STEP services.

DRS staff is responsible for working with school personnel to initiate services to individual students, to monitor services provided and outcomes achieved, and report the findings to DRS administration.

The DRS counselor is responsible for the following activities: approval of on-the job evaluation (OJE) and on-the job training (OJT); approval of work-based learning experiences; approval of the work site form; review of quarterly student evaluations completed by the students work site supervisor; review of monthly student time sheets which document the wages paid and hours worked in work-based learning experiences, and review of monthly STEP work verification reports.

The DRS Project Officer is responsible for monitoring STEP contracts. Specific responsibilities include: review of monthly STEP work verification reports; review of the quarterly match report, which identifies the costs associated with school personnel providing STEP services and the time allocated to providing STEP services; review of the STEP flow chart each quarter which identifies all students in the school receiving STEP services, the services received by each student, and the successful integrated community employment placements and number of hours worked; reconciliation at the conclusion of the contract year the contract payments to the school district with performance and service data and calculates funds owed to DRS, if any; and meeting with school personnel to discuss any changes in the STEP contract for the following year. An on-site review will also be
conducted every three years.

The DRS field offices supervisor is responsible for supervision of the rehabilitation counselors involved in provision of STEP services and the quality of the casework provided by the counselors. The DRS Community Resources central office unit is responsible for supervision of the project officers and communication with the DRS central office fiscal unit, which manages payments to school/providers holding STEP contracts.

The school district or cooperative agrees that services provided under the STEP agreement are subject to and must comply with all provisions of the, Vocational Rehabilitation portion of the Illinois WIOA Unified State Plan, including the order of selection policy.

DRS staff is exclusively responsible for determination of eligibility of an individual for the vocational rehabilitation program and for placement of an individual into a category under the order of selection policy. School personnel may provide DRS with diagnostic and evaluative information concerning an individual's disabling condition and functional capacities, with the
understanding that the certification of eligibility is to be made by qualified DRS staff.

DRS will provide school personnel with training and materials necessary to understand the VR eligibility process and the DRS order of selection policy. DRS staff will also upon request provide consultation to school personnel on individual cases where there is uncertainty about the eligibility or an individual or whether the eligible individual may meet the order of selection
policy requirement.

Performance Based Guidelines

Performance Outcome is defined as: Competitive, integrated, unsubsidized community-based work for 240 hours and a minimum of 60 working days.

In addition, the following terms apply:

1. Competitive Integrated Employment: means work that is performed on a full-time or part-time basis (including

self-employment) and for which the customer is compensated with the customary wage and level of benefits, but not less than minimum wage and;

A. Is not less than customary rate paid by the employer for the same or similar work performance performed by other employees who are not individuals with disabilities in similar occupations;

B. In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar tasks;

C. Is eligible for the level of benefits provided to other employees;

D. Is in a location in the community where the individual with a disability interacts with individuals who are not individuals with disabilities; and

E. Presents as appropriate opportunities for advancement that are similar to those for other employees who are not individuals with disabilities with similar positions.

2. 'Unsubsidized' means: Wages are paid in full by the employer. There are no wage reimbursements from any source, i.e.: DHS/DRS, WIOA, etc.

3. Multiple placements can be used to achieve the outcome, which do not have to be consecutive, as long as all other criteria apply, i.e., competitive, integrated, unsubsidized, etc.

4. Holiday, evening, weekend, and summer work schedules can be used to achieve the outcome, as long as the same level of supervision is provided by the provider that existed during the regular Monday-Friday STEP program. Supervision is generally provided by the Pre-Vocational Coordinator, but other provider personnel may be assigned. Transition Specialists and STEP Counselors, however, may not be assigned to provide program supervision.

5. Students must work for 2 or more hours per work day.

6. If the disability precludes a student's ability to work 2 or more hours per day, a minimum of 1 hour per day is allowed with proper documentation, a goal of increased participation, and DRS Counselor or Project Officer approval. For students in this category, an outcome credit may be obtained with 120 hours and a minimum of 60 working days.

7. The Transition Specialist/STEP Counselor must document any circumstances that would affect a student's ability to fully participate in 2 hours of STEP services per day.

8. Work can be with or without support.

9. Only one outcome credit per student per contract year is allowed. This does allow for the possibility of more than one outcome credit on the same student when served during different school years, as long as all other criteria are met. It also allows for a carry-over of days from one contract period to the next contract period to count towards an outcome credit, as long as all other criteria are met. The burden of proof for outcome credits lies with the provider and will be documented by the STEP Training/Work Verification Sheet information and flow chart.

10. Providers can claim outcome credits for students who transfer into a program if they can verify that the performance outcome criteria has been met, i.e., obtaining documentation from the program that the student transferred from via the STEP student information and flow chart. The burden of proof lies with the provider wishing to claim the outcome credit.

The following information is critical to ensure timely payments and program operations:

1. Billings are to be completed on a monthly basis. Match expenditure reports are submitted at least quarterly.

2. Incomplete, inaccurate forms required for payment will result in delayed payments.

3. Non-compliance per Provider Responsibilities/Assurances may result in suspension of payments until DHS/DRS is satisfied that compliance concerns have been addressed.

4. The final billing should be clearly marked as such on all forms required for payment.

------ END OF PROGRAM: SECONDARY TRANSITIONAL EXPERIENCE PROGRAM -------

1.3. VENDOR/STAFF SPECIFICATIONS:

1.4. TRANSPORTATION AND DELIVERY:

1.5. SUBCONTRACTING:

Subcontractors Choose an item allowed.

For purposes of this section, subcontractors are those specifically hired to perform all or part of the work covered by the contract. If subcontractors will be utilized, Vendor must identify below the names and addresses of all subcontractors it will be entering into a contractual agreement that has an annual value of $50,000 or more in the performance of this Contract, together with a description of the work to be performed by the subcontractor and the anticipated amount of money to the extent the information is known that each subcontractor is expected to receive pursuant to the Contract. Attach additional sheets as necessary.

1.5.1. Will subcontractors be utilized?

Subcontractors ☐ Yes ☑ No

1.5.2. All contracts with the subcontractors identified above must include the Standard Certifications completed and signed by the subcontractor.

1.5.3. If the annual value of any the subcontracts is more than $50,000, then the Vendor must provide to the State the Financial Disclosures and Conflicts of Interest for the subcontractor.

1.5.4. If the subcontractor is registered in the Illinois Procurement Gateway (IPG) and the Vendor is using the subcontractor's Standard Certifications or Financial Disclosures and Conflicts of Interest from the IPG, then the

Vendor must also provide a completed Forms B for the subcontractor

1.5.5. If at any time during the term of the Contract, Vendor adds or changes any subcontractors, Vendor will be required to promptly notify, in writing, the State Purchasing Officer or the Chief Procurement Officer of the names and addresses and the expected amount of money that each new or replaced subcontractor will receive pursuant to the Contract. Any subcontracts entered into prior to award of the Contract are done at the Vendor's and subcontractor's risk.

1.6. Successor Vendor:

☐ Yes ☑ No This contract is for services subject to 30ILCS 500/25 - 80. Heating and air conditioning service contracts, plumbing service contracts, and electrical service contracts are not subject to this requirement. Non-service contracts, construction contracts, qualification based selection contracts, and professional and artistic services contracts are not subject to this requirement.

If yes is checked, then the Vendor certifies:

(i) that is shall offer to assume the collective bargaining obligations of the prior employer, including any existing collective bargaining agreement with the bargaining representative of any existing collective bargaining unit or units performing substantially similar work to the services covered by the contract subject to its bid or offer; and

(ii) that it shall offer employment to all employees currently employed in any existing bargaining unit who perform substantially similar work to the work that will be performed pursuant to this contract.

This certification supersedes a response to certification 4, Form F, of the Illinois Procurement Gateway (IPG).

1.7. WHERE SERVICES ARE TO BE PERFORMED:

Unless otherwise disclosed in this section all services shall be performed in the United States. If the Vendor performs the services purchased hereunder in another country in violation of this provision, such action may be deemed by the State as a breach of the contract by Vendor.

Vendor shall disclose the locations where the services required shall be performed and the known or anticipated value of the services to be performed at each location. If the Vendor received additional consideration in the evaluation based on work being performed in the United States, it shall be a breach of contract if the Vendor shifts any such work outside the United States.

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2. PRICING

2.1. TYPE OF PRICING:

The Illinois Office of the Comptroller requires the State to indicate whether the contract value is firm or estimated at the time it is submitted for obligation. The total value of this contract is

Pricing	☐	Fixed	☑	Estimated

2.2. EXPENSES ALLOWED:

Expenses	☑	are not allowed	☐	are allowed as follows:

2.3. DISCOUNT:

The State may receive a N/A % discount for payment within N/A days of receipt of correct invoice.

2.4. VENDOR'S PRICING: Attach additional pages if necessary.

2.4.1. Payment Terms :

EXHIBIT C

Foundational Skills	RuralMetro
Job Exploration Counseling	$125$150
Work-Based Learning Experiences	$225$275
Counseling on Post-Secondary Education	$50 $75
Workplace Readiness Training	$150$175
Instruction in Self Advocacy	$50 $75
Total Foundational Skills	$600 $750
Total Outcome Value	$3,400 $4,300

*Job Coaching is not an allowable service in this contract

Providers may only earn payment for each Foundational Skill and Outcome Value once per student during the school year.

Pricing Details	Rural	Metro
Projected number of students to be served under the STEP Contract	0	200
Max number of Performance outcomes allowed:	0	40
Max number of students to receive Foundation skills;	0	200

Foundational Skill Limit:	$0	$150,000
Performance Portion:	$0	$172,000
Total Contract Amount:	$0	$322,000

DHS-DRS will pay the provider the outcome value for all successful outcomes verified by DHS-DRS during the agreement year up to the total number of projected outcomes listed above.

Funding may not be used to pay for alcoholic beverages; and cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities. A vendor hosting a meeting or conference may not use funds to pay for food for conference attendees unless doing so is necessary to accomplish the legitimate meeting or conference business. Vendors must receive written pre-approval to use grant funds to host a meeting or conference that includes food. Furthermore, all meeting or conference materials or publicity of any nature paid for with these funds must include appropriate disclaimers that identify the Department of Human Services, Division of Rehabilitation Services as the sponsoring agency and must not be released without prior written approval from the State's Authorized Representative.

All publicity and/or public action must also include a provision that the contents do not necessarily represent the policy of the Department of Human Services, Division of Rehabilitation Services nor is it an endorsement. For purposes of this provision, publicity includes: notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the vendor individually or jointly with others, with respect to the program, publications, or services provided resulting from the grant agreement or subsequent amendments.

2.4.2. Price for the Initial Term: $322,000.00

For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed Pricing.

☐ If checked, see the attached BidBuy Purchase Order for the Vendor's Price for the Initial Term.

2.4.3. Renewal Compensation: If the contract is renewed, the price shall be at the same rate as for the initial term unless a different compensation or formula for determining the renewal compensation is stated in this section.

2.4.3.1. Agency/University Formula for Determining Renewal Compensation:

Not Applicable

2.4.3.2. Price for Renewal(s):

Not Applicable

2.5. MAXIMUM AMOUNT:

☑

If this item applies, the box is checked and the total payments under this contract shall not exceed $322,000.00 without a formal amendment.

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3. TERM AND TERMINATION

3.1 **TERM OF THIS CONTRACT:** This contract has an initial term of Jul 1, 2022 to Jun 30, 2023. If a start date is not identified, the term shall commence upon the last dated signature of the Parties.

For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed term.

☐ If checked, see the attached BidBuy Purchase Order for the Term of this Contract.

3.1.1 In no event will the total term of the contract, including the initial term, any renewal terms and any extensions, exceed 10 years.

3.1.2 Vendor shall not commence billable work in furtherance of the contract prior to final execution of the contract except when permitted pursuant to 30 ILCS 500/20-80.

3.2 RENEWAL:

3.2.1. Any renewal is subject to the same terms and conditions as the original contract unless otherwise provided in the pricing section. The State may renew this contract for any or all of the option periods specified, may exercise any of the renewal options early, and may exercise more than one option at a time based on continuing need and favorable market conditions, when in the best interest of the State. The contract may neither renew automatically nor renew solely at the Vendor's option.

3.2.2. Pricing for the renewal term(s), or the formula for determining price, is shown in the pricing section of this contract.

3.2.3 The State reserves the right to renew for a total of N/A years in any one of the following manners:

3.2.3.1 One renewal covering the entire renewal allowance;

3.2.3.2 Individual one-year renewals up to and including the entire renewal allowance; or

3.2.3.3 Any combination of full or partial year renewals up to and including the entire renewal allowance.

3.3 **TERMINATION FOR CAUSE:** The State may terminate this contract, in whole or in part, immediately upon notice to the Vendor if: (a) the State determines that the actions or inactions of the Vendor, its agents, employees or subcontractors have caused, or reasonably could cause, jeopardy to health, safety, or property, or (b) the Vendor has notified the State that it is unable or unwilling to perform the contract.

If Vendor fails to perform to the State's satisfaction any material requirement of this contract, is in violation of a material provision of this contract, or the State determines that the Vendor lacks the financial resources to perform the contract, the State shall provide written notice to the Vendor to cure

the problem identified within the period of time specified in the State's written notice. If not cured by that date the State may either: (a) immediately terminate the contract without additional written notice or (b) enforce the terms and conditions of the contract.

For termination due to any of the causes contained in this Section, the State retains its rights to seek any available legal or equitable remedies and damages.

3.4 TERMINATION FOR CONVENIENCE: The State may, for its convenience and with thirty (30) days prior written notice to Vendor, terminate this contract in whole or in part and without payment of any penalty or incurring any further obligation to the Vendor.

3.4.1. Upon submission of invoices and proof of claim, the Vendor shall be entitled to compensation for supplies and services provided in compliance with this contract up to and including the date of termination.

3.5 AVAILABILITY OF APPROPRIATION: This contract is contingent upon and subject to the availability of funds. The State, at its sole option, may terminate or suspend this contract, in whole or in part, without penalty or further payment being required, if (1) the Illinois General Assembly or the federal funding source fails to make an appropriation sufficient to pay such obligation, or if funds needed are insufficient for any reason (30 ILCS 500/20-60), (2) the Governor decreases the Department's funding by reserving some or all of the Department's appropriation(s) pursuant to power delegated to the Governor by the Illinois General Assembly, or (3) the Department determines, in its sole discretion or as directed by the Office of the Governor, that a reduction is necessary or advisable based upon actual or projected budgetary considerations. Contractor will be notified in writing of the failure of appropriation or of a reduction or decrease.

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4. STANDARD BUSINESS TERMS AND CONDITIONS

4.1 PAYMENT TERMS AND CONDITIONS:

4.1.1 Late Payment: Payments, including late payment charges, will be paid in accordance with the State Prompt Payment Act and rules when applicable. 30 ILCS 540; 74 Ill. Adm. Code 900. This shall be Vendor's sole remedy for late payments by the State. Payment terms contained on Vendor's invoices shall have no force and effect.

4.1.2 Minority Contractor Initiative: Any Vendor awarded a contract under Section 20-10, 20-15, 20-25 or 20-30 of the Illinois Procurement Code (30 ILCS 500) of $1,000 or more is required to pay a fee of $15. The Comptroller shall deduct the fee from the first check issued to the Vendor under the contract and deposit the fee in the Comptroller's Administrative Fund. 15 ILCS 405/23.9.

4.1.3 Expenses: The State will not pay for supplies provided or services rendered, including related expenses, incurred prior to the execution of this contract by the Parties even if the effective date of the contract is prior to execution.

4.1.4 Prevailing Wage: As a condition of receiving payment Vendor must (i) be in compliance with the contract, (ii) pay its employees prevailing wages when required by law, (iii) pay its suppliers and subcontractors according to the terms of their respective contracts, and (iv) provide lien waivers to the State upon request. Examples of prevailing wage categories include public works, printing, janitorial, window washing, building and grounds services, site technician services, natural resource services, security guard and food services. The prevailing wages are revised by the Illinois Department of Labor (DOL) and are available on DOL's official website, which shall be deemed proper notification of any rate changes under this subsection. Vendor is responsible for contacting DOL at 217-782-6206 or (http://www.state.il.us/agency/idol/index.htm) to ensure understanding of prevailing wage requirements.

4.1.5 Federal Funding: This contract may be partially or totally funded with Federal funds. If Federal funds are expected to be used, then the percentage of the good/service paid using Federal funds and the total Federal funds expected to be used will be provided to the awarded Vendor in the notice of intent to award.

4.1.6 Invoicing: By submitting an invoice, Vendor certifies that the supplies or services provided meet all requirements of the contract, and the amount billed and expenses incurred are as allowed in the contract. Invoices for supplies purchased, services performed and expenses incurred through June 30 of any year must be submitted to the State no later than July 31 of that year; otherwise Vendor may have to seek payment through the Illinois Court of Claims. 30 ILCS 105/25. All invoices are subject to statutory offset. 30 ILCS 210.

4.1.6.1 Vendor shall not bill for any taxes unless accompanied by proof that the State is subject to the tax. If necessary, Vendor may request the applicable Agency's state tax exemption number and federal tax exemption information.

4.1.6.2 Vendor shall invoice at the completion of this contract unless invoicing is tied in this contract to milestones, deliverables, or other invoicing requirements agreed to in the contract.

Send invoices to:

Agency:	Division of Rehabilitation Services
Attn:	VANESSA JACO
Address:	100 W Randolph St
City, State Zip	Chicago, IL 60601-3218

☐ See attached BidBuy Purchase Order

For procurements conducted in BidBuy, the Agency may include in this contract the BidBuy Purchase Order as it contains the Bill To address.

4.2 **ASSIGNMENT:** This contract may not be assigned, transferred in whole or in part by Vendor without the prior written consent of the State.

4.3 **SUBCONTRACTING:** For purposes of this section, subcontractors are those specifically hired to perform all or part of the work covered by the contract. Vendor must receive prior written approval before use of any subcontractors in the performance of this contract. Vendor shall describe, in an attachment if not already provided, the names and addresses of all authorized subcontractors to be utilized by Vendor in the performance of this contract, together with a description of the work to be performed by the subcontractor and the anticipated amount of money that each subcontractor is expected to receive pursuant to this contract. If required, Vendor shall provide a copy of any subcontracts within fifteen (15) days after execution of this contract. All subcontracts must include the same certifications that Vendor must make as a condition of this contract. Vendor shall include in each subcontract the subcontractor certifications as shown on the Standard Certification form available from the State. If at any time during the term of the Contract, Vendor adds or changes any subcontractors, then Vendor must promptly notify, by written amendment to the Contract, the State Purchasing Officer or the Chief Procurement Officer of the names and addresses and the expected amount of money that each new or replaced subcontractor will receive pursuant to the Contract. 30 ILCS 500/20-120.

4.4 **AUDIT/RETENTION OF RECORDS:** Vendor and its subcontractors shall maintain books and records relating to the performance of the contract or subcontract and necessary to support amounts charged to the State pursuant the contract or subcontract. Books and records, including information stored in databases or other computer systems, shall be maintained by the Vendor for a period of three (3) years from the later of the date of final payment under the contract or completion of the contract, and by the subcontractor for a period of three (3) years from the later of final payment under the term or completion of the subcontract. If Federal funds are used to pay contract costs, the Vendor and its subcontractors must retain their respective records for five (5) years. Books and records required to be maintained under this section shall be available for review or audit by representatives of: the procuring Agency, the Auditor General, the Executive Inspector General, the Chief Procurement Officer, State of Illinois internal auditors or other governmental entities with monitoring authority, upon reasonable notice and during normal business hours. Vendor and its subcontractors shall cooperate fully with any such audit and with any investigation conducted by any of these entities. Failure to maintain books and records required by this section shall establish a presumption in favor of the State for the recovery of any funds paid by the State under this contract or any subcontract for which adequate books and records are not available to support the purported disbursement. The Vendor or subcontractors shall not impose a charge for audit or examination of the Vendor's or subcontractor's books and records. 30 ILCS 500/20-65.

4.5 **TIME IS OF THE ESSENCE:** Time is of the essence with respect to Vendor's performance of this contract. Vendor shall continue to perform its obligations while any dispute concerning the contract is being resolved unless otherwise directed by the State.

4.6 **NO WAIVER OF RIGHTS:** Except as specifically waived in writing, failure by a Party to exercise or enforce a right does not waive that Party's right to exercise or enforce that or other rights in the future.

4.7 **FORCE MAJEURE:** Failure by either Party to perform its duties and obligations will be excused by unforeseeable circumstances beyond its reasonable control and not due to its negligence, including acts of nature, acts of terrorism, riots, labor disputes, fire, flood, explosion, and governmental prohibition. The non-declaring Party may cancel the contract without penalty if performance does not resume within thirty (30) days of the declaration.

4.8 **CONFIDENTIAL INFORMATION:** Each Party to this contract, including its agents and subcontractors, may have or gain access to confidential data or information owned or maintained by the other Party in the course of carrying out its responsibilities under this contract. Vendor shall presume all information received from the State or to which it gains access pursuant to this contract is confidential. Vendor information, unless clearly marked as confidential and exempt from disclosure under the Illinois Freedom of Information Act, shall be considered public. No confidential data collected, maintained, or used in the course of performance of the contract shall be disseminated except as authorized by law and with the written consent of the disclosing Party, either during the period of the contract or thereafter. The receiving Party must return any and all data collected, maintained, created or used in the course of the performance of the contract, in whatever form it is maintained, promptly at the end of the contract, or earlier at the request of the disclosing Party, or notify the disclosing Party in writing of its destruction. The foregoing obligations shall not apply to confidential data or information lawfully in the receiving Party's possession prior to its acquisition from the disclosing Party; received in good faith from a third Party not subject to any confidentiality obligation to the disclosing Party; now is or later becomes publicly known through no breach of confidentiality obligation by the receiving Party; or is independently developed by the receiving Party without the use or benefit of the disclosing Party's confidential information.

4.9 **USE AND OWNERSHIP:** All work performed or supplies created by Vendor under this contract, whether written documents or data, goods or deliverables of any kind, shall be deemed work for hire under copyright law and all intellectual property and other laws, and the State of Illinois is granted sole and exclusive ownership to all such work, unless otherwise agreed in writing. Vendor hereby assigns to the State all right, title, and interest in and to such work including any related intellectual property rights, and/or waives any and all claims that Vendor may have to such work including any so-called "moral rights" in connection with the work. Vendor acknowledges the State may use the work product for any purpose. Confidential data or information contained in such work shall be subject to confidentiality provisions of this contract.

4.10 INDEMNIFICATION AND LIABILITY: The Vendor shall indemnify and hold harmless the State of Illinois, its agencies, officers, employees, agents and volunteers from any and all costs, demands, expenses, losses, claims, damages, liabilities, settlements and judgments, including in-house and contracted attorneys' fees and expenses, arising out of: (a) any breach or violation by Vendor of any of its certifications, representations, warranties, covenants or agreements; (b) any actual or alleged death or injury to any person, damage to any real or personal property, or any other damage or loss claimed to result in whole or in part from Vendor's negligent performance; (c) any act, activity or omission of Vendor or any of its employees, representatives, subcontractors or agents; or (d) any actual or alleged claim that the services or goods provided under this contract infringe, misappropriate, or otherwise violate any intellectual property (patent, copyright, trade secret, or trademark) rights of a third party. In accordance with Article VIII, Section 1(a),(b) of the Constitution of the State of Illinois and 1973 Illinois Attorney General Opinion 78, the State may not indemnify private parties absent express statutory authority permitting the indemnification. Neither Party shall be liable for incidental, special, consequential, or punitive damages.

4.11 INSURANCE: Vendor shall, at all times during the term of this contract and any renewals or extensions, maintain and provide a Certificate of Insurance naming the State as an additionally insured for all required bonds and insurance. Certificates may not be modified or canceled until at least thirty (30) days' notice has been provided to the State. Vendor shall provide: (a) General Commercial Liability insurance in the amount of $1,000,000 per occurrence (Combined Single Limit Bodily Injury and Property Damage) and $2,000,000 Annual Aggregate; (b) Auto Liability, including Hired Auto and Non-owned Auto (Combined Single Limit Bodily Injury and Property Damage), in amount of $1,000,000 per occurrence; and (c) Worker's Compensation Insurance in the amount required by law. Insurance shall not limit Vendor's obligation to indemnify, defend, or settle any claims.

4.12 INDEPENDENT CONTRACTOR: Vendor shall act as an independent contractor and not an agent or employee of, or joint venture with the State. All payments by the State shall be made on that basis.

4.13 SOLICITATION AND EMPLOYMENT: Vendor shall not employ any person employed by the State during the term of this contract to perform any work under this contract. Vendor shall give notice immediately to the Agency's director if Vendor solicits or intends to solicit State employees to perform any work under this contract.

4.14 COMPLIANCE WITH THE LAW: The Vendor, its employees, agents, and subcontractors shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations, orders, federal circulars and all license and permit requirements in the performance of this contract. Vendor shall be in compliance with applicable tax requirements and shall be current in payment of such taxes. Vendor shall obtain at its own expense, all licenses and permissions necessary for the performance of this contract.

4.15 BACKGROUND CHECK: Whenever the State deems it reasonably necessary for security reasons, the State may conduct, at its expense, criminal and driver history background checks of Vendor's and subcontractor's officers, employees or agents. Vendor or subcontractor shall immediately reassign any individual who, in the opinion of the State, does not pass the background check.

4.16 APPLICABLE LAW:

4.16.1 **PREVAILING LAW:** This contract shall be construed in accordance with and is subject to the laws and rules of the State of Illinois.

4.16.2 **EQUAL OPPORTUNITY:** The Department of Human Rights' Equal Opportunity requirements are incorporated by reference. 44 ILL. ADM. CODE 750.

4.16.3 **COURT OF CLAIMS; ARBITRATION; SOVEREIGN IMMUNITY:** Any claim against the State arising out of this contract must be filed exclusively with the Illinois Court of Claims. 705 ILCS 505/1. The State shall not enter into binding arbitration to resolve any dispute arising out of this contract. The State of Illinois does not waive sovereign immunity by entering into this contract.

4.16.4 **OFFICIAL TEXT:** The official text of the statutes cited herein is incorporated by reference. An unofficial version can be viewed at (www.ilga.gov/legislation/ilcs/ilcs.asp).

4.17 ANTI-TRUST ASSIGNMENT: If Vendor does not pursue any claim or cause of action it has arising under Federal or State antitrust laws relating to the subject matter of this contract, then upon request of the Illinois Attorney General, Vendor shall assign to the State all of Vendor's rights, title and interest in and to the claim or cause of action.

4.18 CONTRACTUAL AUTHORITY: The Agency that signs this contract on behalf of the State of Illinois shall be the only State entity responsible for performance and payment under this contract. When the Chief Procurement Officer or authorized designee or State Purchasing Officer signs in addition to an Agency, he/she does so as approving officer and shall have no liability to Vendor. When the Chief Procurement Officer or authorized designee or State Purchasing Officer signs a master contract on behalf of State agencies, only the Agency that places an order or orders with the Vendor shall have any liability to the Vendor for that order or orders.

4.19 EXPATRIATED ENTITIES: Except in limited circumstances, no business or member of a unitary business group, as defined in the Illinois Income Tax Act, shall submit a bid for or enter into a contract with a State agency if that business or any member of the unitary business group is an expatriated entity

4.20 NOTICES: Notices and other communications provided for herein shall be given in writing via electronic mail whenever possible. If transmission via electronic mail is not possible, then notices and other communications shall be given in writing via registered or certified mail with return receipt requested, via receipted hand delivery, via courier (UPS, Federal Express or other similar and reliable carrier), or via facsimile showing the date and time of successful receipt. Notices shall be sent to the individuals who signed this contract using the contact information following the signatures. Each such notice shall be deemed to have been provided at the time it is actually received. By giving notice, either Party may change its contact information.

4.21 MODIFICATIONS AND SURVIVAL: Amendments, modifications and waivers must be in writing and signed by authorized representatives of the Parties. Any provision of this contract officially declared void, unenforceable, or against public policy, shall be ignored and the remaining provisions shall be interpreted, as far as possible, to give effect to the Parties' intent. All provisions that by their nature

would be expected to survive, shall survive termination. In the event of a conflict between the State's and the Vendor's terms, conditions and attachments, the State's terms, conditions and attachments shall prevail.

4.22 PERFORMANCE RECORD / SUSPENSION: Upon request of the State, Vendor shall meet to discuss performance or provide contract performance updates to help ensure proper performance of the contract. The State may consider Vendor's performance under this contract and compliance with law and rule to determine whether to continue the contract, suspend Vendor from doing future business with the State for a specified period of time, or whether Vendor can be considered responsible on specific future contract opportunities.

4.23 FREEDOM OF INFORMATION ACT: This contract and all related public records maintained by, provided to or required to be provided to the State are subject to the Illinois Freedom of Information Act (FOIA) (50 ILCS 140) notwithstanding any provision to the contrary that may be found in this contract.

4.24 SCHEDULE OF WORK: Any work performed on State premises shall be done during the hours designated by the State and performed in a manner that does not interfere with the State and its personnel.

4.25 WARRANTIES FOR SUPPLIES AND SERVICES:

4.25.1. Vendor warrants that the supplies furnished under this contract will: (a) conform to the standards, specifications, drawing, samples or descriptions furnished by the State or furnished by the Vendor and agreed to by the State, including but not limited to all specifications attached as exhibits hereto; (b) be merchantable, of good quality and workmanship, and free from defects for a period of twelve months or longer if so specified in writing, and fit and sufficient for the intended use; (c) comply with all federal and state laws, regulations and ordinances pertaining to the manufacturing, packing, labeling, sale and delivery of the supplies; (d) be of good title and be free and clear of all liens and encumbrances and; (e) not infringe any patent, copyright or other intellectual property rights of any third party. Vendor agrees to reimburse the State for any losses, costs, damages or expenses, including without limitations, reasonable attorney's fees and expenses, arising from failure of the supplies to meet such warranties.

4.25.2. Vendor shall ensure that all manufacturers' warranties are transferred to the State and shall provide to the State copies of such warranties. These warranties shall be in addition to all other warranties, express, implied or statutory, and shall survive the State's payment, acceptance, inspection or failure to inspect the supplies.

4.25.3. Vendor warrants that all services will be performed to meet the requirements of this contract in an efficient and effective manner by trained and competent personnel. Vendor shall monitor performances of each individual and shall immediately reassign any individual who does not perform in accordance with this contract, who is disruptive or not respectful of others in the workplace, or who in any way violates the contract or State policies.

4.26 **REPORTING, STATUS AND MONITORING SPECIFICATIONS:** Vendor shall immediately notify the State of any event that may have a material impact on Vendor's ability to perform this contract.

EMPLOYMENT TAX CREDIT: Vendors who hire qualified veterans and certain ex-offenders may be eligible for tax credits. 35 ILCS 5/216, 5/217. Please contact the Illinois Department of Revenue (telephone #: 217-524-4772) for information about tax credits.

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5. SUPPLEMENTAL PROVISIONS

5.1. STATE SUPPLEMENTAL PROVISIONS:

☐ Agency Definitions

☐ Required Federal Clauses, Certifications and Assurances

☐ Public Works Requirements (construction and maintenance of a public work). 820 ILCS 130/4.

☐ Prevailing Wage (janitorial cleaning, window cleaning, building and grounds, site technician, natural resources, food services, and security services, if valued at more than $200 per month or $2000 per year or printing) 30 ILCS 500/25-60.

☑ Agency Specific Terms and Conditions

5.1.1. TRAVEL EXPENSES.

DHS will not compensate the Vendor for expenses related to travel, lodging or meals.

5.1.2. INDEPENDENT CONTRACTOR.

The Vendor is an independent contractor under this Contract and neither the Vendor nor any employee or agent of the Vendor is an employee of DHS and does not acquire any employment rights with DHS or the State of Illinois by virtue of this Contract. The Vendor will provide the agreed services and achieve the specified results free from the direction or control of DHS as to the means and methods of performance. The Vendor will be required to provide its own equipment and supplies necessary to conduct its business; provided that in the event that, for its convenience or otherwise, DHS makes any such equipment, supplies or both available to the Vendor, the Vendor's use of such equipment or supplies provided by DHS pursuant to this Contract shall be strictly limited to official DHS or State of Illinois business and not for any other purpose, including any personal benefit or gain.

5.1.3. LAWSUITS.

Indemnification will be governed by the State Employee Indemnification Act (5 ILCS 350/1 et seq.) as interpreted by the Illinois Attorney General. DHS makes no representation that the Vendor, an independent contractor, will qualify or be eligible for indemnification under said Act.

5.1.4. REDUCTIONS IN AMOUNTS PAYABLE.

Notwithstanding any other provision herein to the contrary, the amount payable, or estimated amount payable, to the Vendor under this Contract is subject to a reduction as necessary or advisable, based upon actual or projected budgetary considerations, at the sole discretion of DHS, or as may be directed by the Office of the Governor. If such a reduction occurs, DHS shall negotiate in good faith regarding any reduction in the supplies and/or services required by this Contract.

5.1.5. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT.

If applicable, the Vendor certifies that it is in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Pub. Law 104-191, 45 CFR Parts 160, 162 and 164, and the Social Security Act 42 U.S.C. §§1320d-2 through 1320d-7, in that it may not use or disclose protected health information other than as permitted or required by law and agrees to use appropriate safeguards to prevent use or disclosure of the protected health information. The Vendor further certifies that it is in compliance with all applicable State and Federal record retention provisions, including, but not limited to, the six-year record retention provision in HIPAA.

☑ Other (describe)

[DHS may have performance measures and standards applicable to this Contract. If so, those are identified in this sub-section.]

EXHIBIT E - PERFORMANCE MEASURES:

Reports should include:
1. The number of students in the program
2. The number of students that are working in community integrated employment
3. The number of students receiving Pre-Employment Transition Services (PTS).

The provider will submit the information in the following manner:

STEP Training/ Work Verification Sheet Monthly report of students who worked that month. This is used to track program participants, hours worked, status and performance of the contract information. It is provided to the STEP counselor, Transition Specialist, by the 15th of the month following the month of reporting. June STEP Training/Work Verification sheet is due by July 5th.

Quarterly Match Report identifies the cost of the school personnel involved in STEP for the time they are released for STEP. It is forwarded to the STEP counselor or Transition Specialist, by the 15th of the month following the end of the quarter e.g. October, January, and April. The 4th quarter match report is due by July 5th.

Flow Chart identifies all the students who have been involved in STEP during the contract year and the services and programs in which they have been involved. Also, outcomes, expected date of graduation, PTS, terminations and anticipated need for SEP. It is reviewed by STEP Counselor or Transition Specialist, then Project Officer after the end of each quarter.

Final Reconciliation shows amount of contract, outcomes and services provided, total DHS payments received, and money owed to provider or DHS, if any. This is reviewed by the Project Officer, then STEP Administrator and Contract Unit by July 5th.

STEP Training/Work Verification due monthly; Match report due quarterly; Flow Chart due quarterly; Final Reconciliation due July 5th.

------ END OF PROGRAM: SECONDARY TRANSITIONAL EXPERIENCE PROGRAM -------

EXHIBIT F - PERFORMANCE STANDARDS:

The following is being monitored for acceptable performance:

STEP Training/Work Verification Sheet for performance programs as this shows the students in competitive jobs and their progress. The Flow Chart which identifies the PTS provided. The provider must reach the projected number of outcomes and PTS; and spend the contract funds in services.

------ END OF PROGRAM: SECONDARY TRANSITIONAL EXPERIENCE PROGRAM -------

5.2. VENDOR SUPPLEMENTAL PROVISIONS:

EXHIBIT G: SPECIFIC CONDITIONS:

N/A

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STATE OF ILLINOIS
TAXPAYER IDENTIFICATION NUMBER

I certify that:

The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

I am a U.S. person (including a U.S. resident alien).

- If you are an individual, enter your name and SSN as it appears on your Social Security Card.
- If you are a sole proprietor, enter the owner's name on the name line followed by the name of the business and the owner's SSN or EIN.
- If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's name on the name line and the D/B/A on the business name line and enter the owner's SSN or EIN.
- If the LLC is a corporation or partnership, enter the entity's business name and EIN and for corporations, attach IRS acceptance letter (CP261 or CP277).
- For all other entities, enter the name of the entity as used to apply for the entity's EIN and the EIN.

Name: SCHOOL ASSN FOR SPECIAL EDUC

Business Name: SCHOOL ASSN FOR SPECIAL EDUC

Taxpayer Identification Number:

Social Security Number _____

or

Employer Identification Number 36-2919494

Legal Status *(check one)*

- ☐ Individual
- ☐ Sole Proprietor
- ☐ Partnership
- ☐ Legal Services Corporation
- ☐ Tax-exempt
- ☐ Corporation providing or billing medical and/or health care services
- ☐ Corporation NOT providing or billing medical and/or health care services
- ☒ Governmental
- ☐ Nonresident alien
- ☐ Estate or trust
- ☐ Pharmacy (Non-Corp.)
- ☐ Pharmacy/Funeral Home/Cemetery (Corp.)
- ☐ Limited Liability Company (select applicable tax classification)
  - ☐ D = disregarded entity
  - ☐ C = corporation
  - ☐ P = partnership

Signature of Authorized Representative: _____

Date: _____

DHS Taxpayer Identification Page

STATE OF ILLINOIS
STANDARD CERTIFICATIONS

Vendor acknowledges and agrees that compliance with this subsection in its entirety for the term of the contract and any renewals is a material requirement and condition of this contract. By executing this contract Vendor certifies compliance with this subsection in its entirety, and is under a continuing obligation to remain in compliance and report any non-compliance.

This subsection, in its entirety, applies to subcontractors used on this contract. Vendor shall include these Standard Certifications in any subcontract used in the performance of the contract using the Standard Certification form provided by the State.

If this contract extends over multiple fiscal years, including the initial term and all renewals, Vendor and its subcontractors shall confirm compliance with this section in the manner and format determined by the State by the date specified by the State and in no event later than July 1 of each year that this contract remains in effect.

If the Parties determine that any certification in this section is not applicable to this contract it may be stricken without affecting the remaining subsections.

1. As part of each certification, Vendor acknowledges and agrees that should Vendor or its subcontractors provide false information, or fail to be or remain in compliance with the Standard Certification requirements, one or more of the following sanctions will apply:

   - the contract may be void by operation of law,
   - the State may void the contract, and
   - the Vendor and it subcontractors may be subject to one or more of the following: suspension, debarment, denial of payment, civil fine, or criminal penalty.

   Identifying a sanction or failing to identify a sanction in relation to any of the specific certifications does not waive imposition of other sanctions or preclude application of sanctions not specifically identified.

2. Vendor certifies it and its employees will comply with applicable provisions of the United States Civil Rights Act, Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and applicable rules in performance of this contract.

3. Vendor, if an individual, sole proprietor, partner or an individual as member of a LLC, certifies he/she is not in default on an educational loan. 5 ILCS 385/3.

4. Vendor, if an individual, sole proprietor, partner or an individual as member of a LLC, certifies it he/she has not received (i) an early retirement incentive prior to 1993 under Section 14-108.3 or 16-133.3 of the Illinois Pension Code or (ii) an early retirement incentive on or after 2002 under Section 14-108.3 or 16-133.3 of the Illinois Pension Code. 30 ILCS 105/15a; 40 ILCS 5/14-108.3; 40 ILCS 5/16-133.

5. Vendor certifies that it is a legal entity authorized to do business in Illinois prior to submission of a bid, offer, or proposal. 30 ILCS 500/1-15.80, 20-43.

6. To the extent there was a current Vendor providing the services covered by this contract and the employees of that Vendor who provided those services are covered by a collective bargaining agreement, Vendor certifies (i) that it will offer to assume the collective bargaining obligations of the prior employer, including any existing collective bargaining agreement with the bargaining representative of any existing collective bargaining unit or units performing substantially similar work to the services covered by the contract subject to its bid or offer; and (ii) that it shall offer employment to all employees currently employed in any existing bargaining unit who perform substantially similar work to the work that will be performed pursuant to this contract. This does not apply to heating, air conditioning, plumbing and electrical service contracts. 30 ILCS 500/25-80.

7. Vendor certifies it has neither been convicted of bribing or attempting to bribe an officer or employee of the State of Illinois or any other State, nor made an admission of guilt of such conduct that is a matter of record. 30 ILCS 500/50-5.

8. If Vendor has been convicted of a felony, Vendor certifies at least five years have passed after the date of completion of the sentence for such felony, unless no person held responsible by a prosecutor's office for the facts upon which the conviction was based continues to have any involvement with the business. 30 ILCS 500/50-10.

9. If Vendor or any officer, director, partner, or other managerial agent of Vendor has been convicted of a felony under the Sarbanes-Oxley Act of 2002, or a Class 3 or Class 2 felony under the Illinois Securities Law of 1953, Vendor certifies at least five years have passed since the date of the conviction. Vendor further certifies that it is not barred from being awarded a contract and acknowledges that the State shall declare the contract void if this certification is false. 30 ILCS 500/50-10.5.

10. Vendor certifies it is not barred from having a contract with the State based upon violating the prohibitions related to either submitting/writing specifications or providing assistance to an employee of the State of Illinois by reviewing, drafting, directing, or preparing any invitation for bids, a request for proposal, or request of information, or similar assistance (except as part of a public request for such information). 30 ILCS 500/50-10.5(e), *amended* by Pub. Act No. 97-0895 (August 3, 2012).

11. Vendor certifies that it and its affiliates are not delinquent in the payment of any debt to the State (or if delinquent has entered into a deferred payment plan to pay the debt), and Vendor and its affiliates acknowledge the State may declare the contract void if this certification is false or if Vendor or an affiliate later becomes delinquent and has not entered into a deferred payment plan to pay off the debt. 30 ILCS 500/50-11, 50-60.

12. Vendor certifies that it and all affiliates shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with provisions of the Illinois Use Tax Act and acknowledges that failure to comply may result in the contract being declared void. 30 ILCS 500/50-12.

13. Vendor certifies that it has not been found by a court or the Pollution Control Board to have committed a willful or knowing violation of the Environmental Protection Act within the last five years, and is therefore not barred from being awarded a contract. 30 ILCS 500/50-14.

14. Vendor certifies it has neither paid any money or valuable thing to induce any person to refrain from bidding on a State contract, nor accepted any money or other valuable thing, or acted upon the promise of same, for not bidding on a State contract. 30 ILCS 500/50-25.

15. Vendor certifies it is not in violation of the "Revolving Door" provisions of the Illinois Procurement Code. 30 ILCS 500/50-30.

16. Vendor certifies that it has not retained a person or entity to attempt to influence the outcome of a procurement decision for compensation contingent in whole or in part upon the decision or procurement. 30 ILCS 500/50-38.

17. Vendor certifies that if it has hired a person required to register under the Lobbyist Registration Act to assist in obtaining any State contract, that none of the lobbyist's costs, fees, compensation, reimbursements, or other remuneration were billed to the State. 30 ILCS 500\50-38.

18. Vendor certifies it will report to the Illinois Attorney General and the Chief Procurement Officer any suspected collusion or other anti-competitive practice among any bidders, offerors, contractors, proposers, or employees of the State. 30 ILCS 500/50-40, 50-45, 50-50.

19. Vendor certifies steel products used or supplied in the performance of a contract for public works shall be manufactured or produced in the United States, unless the executive head of the procuring Agency/University grants an exception. 30 ILCS 565.

20. Drug Free Workplace

    20.1 If Vendor employs 25 or more employees and this contract is worth more than $5,000, Vendor certifies it will provide a drug free workplace pursuant to the Drug Free Workplace Act.

    20.2 If Vendor is an individual and this contract is worth more than $5000, Vendor certifies it shall not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the performance of the contract. 30 ILCS 580.

21. Vendor certifies that neither Vendor nor any substantially owned affiliate is participating or shall participate in an international boycott in violation of the U.S. Export Administration Act of 1979 or the applicable regulations of the United States. Department of Commerce. 30 ILCS 582.

22. Vendor certifies it has not been convicted of the offense of bid rigging or bid rotating or any similar offense of any state or of the United States. 720 ILCS 5/33 E-3, E-4.

23. Vendor certifies it complies with the Illinois Department of Human Rights Act and rules applicable to public contracts, which include providing equal employment opportunity, refraining from unlawful discrimination, and having written sexual harassment policies. 775 ILCS 5/2-105.

24. Vendor certifies it does not pay dues to or reimburse or subsidize payments by its employees for any dues or fees to any "discriminatory club." 775 ILCS 25/2.

25. Vendor certifies that no foreign-made equipment, materials, or supplies furnished to the State under the contract have been or will be produced in whole or in part by forced labor or indentured labor under penal sanction. 30 ILCS 583.

26. Vendor certifies that no foreign-made equipment, materials, or supplies furnished to the State under the contract have been produced in whole or in part by the labor of any child under the age of 12. 30 ILCS 584.

27. Vendor certifies that any violation of the Lead Poisoning Prevention Act, as it applies to owners of residential buildings, has been mitigated. 410 ILCS 45.

28. Vendor warrants and certifies that it and, to the best of its knowledge, its subcontractors have and will comply with Executive Order No. 1 (2007). The Order generally prohibits Vendors and subcontractors from hiring the then-serving Governor's family members to lobby procurement activities of the State, or any other unit of government in Illinois including local governments if that procurement may result in a contract valued at over $25,000. This prohibition also applies to hiring for that same purpose any former State employee who had procurement authority at any time during the one-year period preceding the procurement lobbying activity.

29. Vendor certifies that information technology, including electronic information, software, systems and equipment, developed or provided under this contract comply with the applicable requirements of the Illinois Information Technology Accessibility Act Standards as published at (www.dhs.state.il.us/iitaa) 30 ILCS 587.

30. Vendor certifies that it has read, understands, and is in compliance with the registration requirements of the Elections Code (10 ILCS 5/9-35) and the restrictions on making political contributions and related requirements of the Illinois Procurement Code. 30 ILCS 500/20-160 and 50-37. Vendor will not make a political contribution that will violate these requirements.

In accordance with section 20-160 of the Illinois Procurement Code, Vendor certifies as applicable:

☒ Vendor is not required to register as a business entity with the State Board of Elections.

or

☐ Vendor has registered with the State Board of Elections. As a registered business entity, Vendor acknowledges a continuing duty to update the registration as required by the Act.

31. Vendor certifies that if it is awarded a contract through the use of the preference required by the Procurement of Domestic Products Act, then it shall provide products pursuant to the contract or a subcontract that are manufactured in the United States. 30 ILCS 517.

32. A person (other than an individual acting as a sole proprietor) must be a duly constituted legal entity and authorized to transact business or conduct affairs in Illinois prior to submitting a bid or offer. 30 ILCS 500/20-43. If you do not meet these criteria, then your bid or offer will be disqualified.

Vendor must make one of the following four certifications by checking the appropriate box. If C or D is checked, then Vendor must attach to this form the requested documentation.

A. ☐ Vendor certifies it is an individual acting as a sole proprietorand is therefore not subject to the requirements of section 20-43 of the Procurement Code.

B. ☒ Vendor certifies that it is a legal entity, and was authorized to transact business or conduct affairs in Illinois as of the date for submitting this bid or offer. The State may require Vendor to provide evidence of compliance before award.

C. ☐ Vendor certifies it is a legal entity, and is a foreign corporation performing activities that do not constitute transacting business in Illinois as defined by Illinois Business Corporations Act (805 ILCS 5/13.75). A vendor claiming exemption under the Act must include a detailed explanation of the legal basis for the claim with its bid or offer and must provide additional detail upon request. If Vendor fails to provide the mandatory documentation with the bid or offer, or does not provide additional detail upon request within the timeframe specified in said request, then the State may deem the Vendor as being non-responsive or not responsible and may disqualify the Vendor.

D. ☐ Vendor certifies it is a legal entity, and is an entity otherwise recognized under Illinois law as eligible for a specific form of exemption similar to those found in the Illinois Business Corporation Act (805 ILCS 5/13.75). A vendor claiming exemption under a specific law must provide a detailed explanation of the legal basis for the claim with its bid or offer and must provide additional detail upon request. If Vendor fails to provide the mandatory documentation with the bid or offer, or does not provide additional detail upon request within the timeframe specified in said request, then the State may deem the Vendor as being non-responsive or not responsible and may disqualify the Vendor.

33. Vendor certifies that, for the duration of this contract it will:

- post its employment vacancies in Illinois and border states on the Department of Employment Security's IllinoisJobLink.com website or its successor system; or
- will provide an online link to these employment vacancies so that this link is accessible through the IllinoisJobLink.com website it successor system; or
- is exempt from 20 ILCS 1005/1005-47 because the contract is for construction-related services as that term is defined in section 1-15.20 of the Procurement Code; or the contract is for construction and vendor is a party to a contract with a bona fide labor organization and performs construction. (20 ILCS 1005/1005-47).

STATE OF ILLINOIS
FINANCIAL DISCLOSURES AND CONFLICTS OF INTEREST

The Financial Disclosures and Conflicts of Interest form ("form") must be accurately completed and submitted by the vendor, parent entity(ies), and subcontractors. There are **nine** steps to this form and each must be completed as instructed in the step heading and within the step. A bid or offer that does not include this form shall be considered non-responsive. The Agency/University will consider this form when evaluating the bid or offer or awarding the contract.

The requirement of disclosure of financial interests and conflicts of interest is a continuing obligation. If circumstances change and the disclosure is no longer accurate, then disclosing entities must provide an updated form.

Separate forms are required for the vendor, parent entity(ies), and subcontractors.

This disclosure is submitted for:

☒ Vendor

☐ Vendor's Parent Entity(ies) (100% ownership)

☐ Subcontractor(s) >$50,000 (annual value)

☐ Subcontractor's Parent Entity(ies) (100% ownership) > $50,000 (annual value)

Project Name	Click here to enter text. Secondary Transitional Experience Program
Illinois Procurement Bulletin Number	Click here to enter text.
Contract Number	Click here to enter text. 46CBF00190
Vendor Name	Click here to enter text. School Association for Special Education in DuPage County
Doing Business As (DBA)	Click here to enter text.
Disclosing Entity	Click here to enter text.
Disclosing Entity's Parent Entity	Click here to enter text.
Subcontractor	Click here to enter text.
Instrument of Ownership or Beneficial Interest	Choose an item. ☐ If you selected Other, please describe: Click here to enter text. Governmental

STEP 1
SUPPORTING DOCUMENTATION SUBMITTAL

(All vendors complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

You must select one of the six options below and select the documentation you are submitting. You must provide the documentation that the applicable section requires with this form.

☐ Option 1 – Publicly Traded Entities

1.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

1.B. ☐ Attach a copy of the Federal 10-K or provide a web address of an electronic copy of the Federal 10-K, and skip to Step 3.

☐ Option 2 – Privately Held Entities with more than 100 Shareholders

2.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

2.B. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership share in excess of 5% and attach the information Federal 10-K reporting companies are required to report under 17 CFR 229.401.

☐ Option 3 – All other Privately Held Entities, not including Sole Proprietorships

3.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

☐ Option 4 – Foreign Entities

4.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

4.B. ☐ Attach a copy of the Securities Exchange Commission Form 20-F or 40-F and skip to Step 3.

☒ Option 5 – Not-for-Profit Entities

☐ Complete Step 2, Option B.

☐ Option 6 – Sole Proprietorships

☐ Skip to Step 3.

STEP 2
DISCLOSURE OF FINANCIAL INTEREST OR BOARD OF DIRECTORS

(All vendors, except sole proprietorships, must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Complete **either** Option A (for all entities other than not-for-profits) or Option B (for not-for-profits). Additional rows may be inserted into the tables or an attachment may be provided if needed.

OPTION A – Ownership Share and Distributive Income

Ownership Share – If you selected Option 1.A., 2.A., 2.B., 3.A., or 4.A. in Step 1, provide the name and address of each individual or entity and their percentage of ownership if said percentage exceeds 5%, or the dollar value of their ownership if said dollar value exceeds $106,447.20.

☐ Check here if including an attachment with requested information in a format substantially similar to the format below.

TABLE – X			
Name	**Address**	**Percentage of Ownership**	**$ Value of Ownership**
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

Distributive Income – If you selected Option 1.A., 2.A., 3.A., or 4.A. in Step 1, provide the name and address of each individual or entity and their percentage of the disclosing vendor's total distributive income if said percentage exceeds 5% of the total distributive income of the disclosing entity, or the dollar value of their distributive income if said dollar value exceeds $106,447.20.

☐ Check here if including an attachment with requested information in a format substantially similar to the format below.

TABLE – Y			
Name	**Address**	**% of Distributive Income**	**$ Value of Distributive Income**
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Please certify that the following statements are true.

I have disclosed all individuals or entities that hold an ownership interest of greater than 5% or greater than $106,447.20.

☐ Yes ☐ No

I have disclosed all individuals or entities that were entitled to receive distributive income in an amount greater than $106,447.20 or greater than 5% of the total distributive income of the disclosing entity.

☐ Yes ☐ No

OPTION B – Disclosure of Board of Directors (Not-for-Profits)

If you selected Option 5 in Step 1, list members of your board of directors. Please include an attachment if necessary.

TABLE – Z

Name	Address
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

STEP 3
DISCLOSURE OF LOBBYIST OR AGENT

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

☐ Yes ☒ No. Is your company represented by or do you employ a lobbyist required to register under the Lobbyist Registration Act (lobbyist must be registered pursuant to the Act with the Secretary of State) or other agent who is not identified through Step 2, Option A above and who has communicated, is communicating, or may communicate with any State/Public University officer or employee concerning the bid or offer? If yes, please identify each lobbyist and agent, including the name and address below.

If you have a lobbyist that does not meet the criteria, then you do not have to disclose the lobbyist's information.

Name	Address	Relationship to Disclosing Entity
Click here to enter text.	Click here to enter text.	Click here to enter text.

Describe all costs/fees/compensation/reimbursements related to the assistance provided by each representative lobbyist or other agent to obtain this Agency/University contract: Click here to enter text.

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DISTRICT	Board of Control May 2022-May 2023			Governing Board May 2022-May 2023		
	REPRESENTATIVE	TERM EX.	ALTERNATE	REPRESENTATIVE	TERM EX.	ALTERNATE
Keeneyville School #20	Terry Walloch, Bd.	2023	Heather Weishaar, Bd.	Terry Walloch	2023	Heather Weishaar
Benjamin School #25	Jack Buscemi, Bd.	2023	Dennis Peterson, Bd.	Jack Buscemi	2023	Dennis Peterson
West Chicago Elem. Sch. #33	Kristina Davis (Supt.)	2023	Rita Balgeman, Bd.	Tom Doyle	2023	Chad McLean
Winfield School #34	Dr. Matt Rich (Supt.)	2024	Norm Bothwell, Bd.	Norm Bothwell	2024	Matt Tibble
School District #45,	Dr. Anthony Palmisano (Supt.)	2023	Melissa Slinn, Bd.	Emily Shultz	2023	Melissa Slinn
Salt Creek School #48	Raymond Kielminski, Bd.	2023	James Blair, Bd.	James Blair	2023	Raymond Kielminski
Downers Grove #58	Emily Hanus, Bd.	2023	Greg Harris, Bd.	Emily Hanus	2023	Greg Harris
Maercker #60	Dr. Sean Nugent (Supt.)	2024	Amy Sullivan, Bd.	Mary Satchwell	2024	Amy Sullivan
Cass School #63	Mark Cross (Supt.)	2024	Lana Johnson, Bd.	Rinku Patel	2024	Kent Absalonsen
Center Cass School #66	Andrew Wise (Supt.)	2024	Beth Bukey, Bd.	Liane Raso	2024	Beth Bukey
Woodridge School #68	Thomas Ruggio, Bd.	2024	Patrick Broncato (Supt.)	Tom Ruggio	2024	Mike Toohey
DuPage High School #88	Jean Barbanente (Supt.)	2024	Donna Craft Cain, Bd.	Donna Craft Cain	2024	Amy Finnegan
Community High School #94	Lynn Casey-Maher	2023	Katherine Doremus, Bd.	Katherine Doremus	2023	Lynn Casey-Maher
Community High School #99	Joanna Vazquez Drexler, Bd.	2024	Dr. Nancy Kupka, Bd.	Joanna Vazquez Drexler	2024	Dr. Nancy Kupka
Community Consolidated #180	Dr. Thomas Schneider	2024	Krystle Vanterpool, Bd.	Krystle Vanterpool	2024	Nader Najjar
Westmont C. U. School #201	Leah Conover, Bd.	2023	Kevin Marren, Bd.	Leah Conover	2023	Kevin Marren
Lisle C. U. School #202	Steven Lesniak, Bd.	2023	Wendy Nadeau, Bd.	Wendy Nadeau, Bd.	2023	Steven Lesniak, Bd.
Elmhurst C. U. School #205	Beth Hosler	2024	Dr. Keisha Campbell	Karen Stuefen	2024	Courtenae Trautmann

Updated: 6/14/22 **BOC Officers:** Chairperson: Dr. Matt Rich
Vice Chairperson: Tom Ruggio
Secretary: Dr. Anthony Palmisano

Gov. Bd. Officers: Chairperson:
Vice Chairperson:
Secretary:

STEP 4
PROHIBITED CONFLICTS OF INTEREST

(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Step 4 must be completed for each person disclosed in Step 2, Option A and for sole proprietors identified in Step 1, Option 6 above. Please provide the name of the person for which responses are provided: Click here to enter text.

1. Do you hold or are you the spouse or minor child who holds an elective office in the State of Illinois or hold a seat in the General Assembly? ☐ Yes ☐ No
2. Have you, your spouse, or minor child been appointed to or employed in any offices or agencies of State government and receive compensation for such employment in excess of 60% ($106,447.20) of the salary of the Governor? ☐ Yes ☐ No
3. Are you or are you the spouse or minor child of an officer or employee of the Capital Development Board or the Illinois Toll Highway Authority? ☐ Yes ☐ No
4. Have you, your spouse, or an immediate family member who lives in your residence currently or who lived in your residence within the last 12 months been appointed as a member of a board, commission, authority, or task force authorized or created by State law or by executive order of the Governor? ☐ Yes ☐ No
5. If you answered yes to any question in 1-4 above, please answer the following: Do you, your spouse, or minor child receive from the vendor more than 7.5% of the vendor's total distributable income or an amount of distributable income in excess of the salary of the Governor ($177,412.00)? ☐ Yes ☐ No
6. If you answered yes to any question in 1-4 above, please answer the following: Is there a combined interest of self with spouse or minor child more than 15% in the aggregate of the vendor's distributable income or an amount of distributable income in excess of two times the salary of the Governor ($354,824.00)? ☐ Yes ☐ No

STEP 5
POTENTIAL CONFLICTS OF INTEREST RELATING TO PERSONAL RELATIONSHIPS

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Step 5 must be completed for each person disclosed in Step 2, Option A and for sole proprietors identified in Step 1, Option 6 above.

Please provide the name of the person for which responses are provided: Click here to enter text.

1. Do you currently have, or in the previous 3 years have you had State employment, including contractual employment of services? ☐ Yes ☐ No
2. Has your spouse, father, mother, son, or daughter, had State employment, including contractual employment for services, in the previous 2 years? ☐ Yes ☐ No

3.	Do you hold currently or have you held in the previous 3 years elective office of the State of Illinois, the government of the United States, or any unit of local government authorized by the Constitution of the State of Illinois or the statutes of the State of Illinois?	Yes No
4.	Do you have a relationship to anyone (spouse, father, mother, son, or daughter) holding elective office currently or in the previous 2 years?	☐ Yes ☐ No
5.	Do you hold or have you held in the previous 3 years any appointive government office of the State of Illinois, the United States of America, or any unit of local government authorized by the Constitution of the State of Illinois or the statutes of the State of Illinois, which office entitles the holder to compensation in excess of expenses incurred in the discharge of that office?	☐ Yes ☐ No
6.	Do you have a relationship to anyone (spouse, father, mother, son, or daughter) holding appointive office currently or in the previous 2 years?	☐ Yes ☐ No
7.	Do you currently have or in the previous 3 years had employment as or by any registered lobbyist of the State government?	☐ Yes ☐ No
8.	Do you currently have or in the previous 2 years had a relationship to anyone (spouse, father, mother, son, or daughter) that is or was a registered lobbyist?	☐ Yes ☐ No
9.	Do you currently have or in the previous 3 years had compensated employment by any registered election or re-election committee registered with the Secretary of State or any county clerk in the State of Illinois, or any political action committee registered with either the Secretary of State or the Federal Board of Elections?	☐ Yes ☐ No
10.	Do you currently have or in the previous 2 years had a relationship to anyone (spouse, father, mother, son, or daughter) who is or was a compensated employee of any registered election or reelection committee registered with the Secretary of State or any county clerk in the State of Illinois, or any political action committee registered with either the Secretary of State or the Federal Board of Elections?	☐ Yes ☐ No

STEP 6
EXPLANATION OF AFFIRMATIVE RESPONSES

(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

If you answered "Yes" in Step 4 or Step 5, please provide on an additional page a detailed explanation that includes, but is not limited to the name, salary, State agency or university, and position title of each individual.

STEP 7
POTENTIAL CONFLICTS OF INTEREST RELATING TO DEBARMENT & LEGAL PROCEEDINGS

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

This step must be completed for each person disclosed in Step 2, Option A, Step 3, and for each entity and sole proprietor disclosed in Step 1.

Please provide the name of the person or entity for which responses are provided: Click here to enter text.

1. Within the previous ten years, have you had debarment from contracting with any governmental entity? ☐ Yes ☐ No
2. Within the previous ten years, have you had any professional licensure discipline? ☐ Yes ☐ No
3. Within the previous ten years, have you had any bankruptcies? ☐ Yes ☐ No
4. Within the previous ten years, have you had any adverse civil judgments and administrative findings? ☐ Yes ☐ No
5. Within the previous ten years, have you had any criminal felony convictions? ☐ Yes ☐ No

If you answered "Yes", please provide a detailed explanation that includes, but is not limited to the name, State agency or university, and position title of each individual. Click here to enter text.

STEP 8
DISCLOSURE OF CURRENT AND PENDING CONTRACTS

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

If you selected Option 1, 2, 3, 4, or 6 in Step 1, do you have any contracts, pending contracts, bids, proposals, subcontracts, leases or other ongoing procurement relationships with units of State of Illinois government?

☐ Yes ☐ No.

If "Yes", please specify below. Additional rows may be inserted into the table or an attachment may be provided if needed.

Agency/University	Project Title	Status	Value	Contract Reference/P.O./Illinois Procurement Bulletin #

Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.

Please explain the procurement relationship: Click here to enter text.

STEP 9
SIGN THE DISCLOSURE

(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

This disclosure is signed, and made under penalty of perjury for all for-profit entities, by an authorized officer or employee on behalf of the bidder or offeror pursuant to Sections 50-13 and 50-35 of the Illinois Procurement Code. This disclosure information is submitted on behalf of:

Name of Disclosing Entity: Click here to enter text. School Association for Special Education in DuPag

Signature:_____ Date: Click here to enter text.

Printed Name: Click here to enter text. Melinda McGuffin

Title: Click here to enter text. Exectutive Director

Phone Number: Click here to enter text. 630-955-8104

Email Address: Click here to enter text. mmcguffin@sased.org

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

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To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Illinois Department of Human Services 23 Transition Specialist Agreement

Purpose: The purpose of this memo is to provide information for discussion with action regarding DRS 23 Transition Specialist agreement

Background: The Transition Specialist (TS) program provides for a rehabilitation specialist team for high school students with disabilities. Staff with in the Transition Specialist program will help prepare students for transition to employment and optimum community participation. The Transition Specialist serves as a liaison between DHS-DRS and the schools and the facilitator for the student's transition from school to work.

Recommendation: Approval of DRS 23 Transition specialist agreement in the amount of $92,765.

STATE OF ILLINOIS
CONTRACT
ILLINOIS DEPARTMENT OF HUMAN SERVICES

Division of Rehabilitation Services

2023

Agreement No: 46CBF00190

The Parties to this contract are the State of Illinois acting through the undersigned Agency (collectively the State) and the Vendor. This contract, consisting of the signature page and numbered sections listed below and any attachments referenced in this contract, constitute the entire contract between the Parties concerning the subject matter of the contract, and in signing the contract, the Contractor affirms that the Certifications and if applicable the Financial Disclosures and Conflicts of Interest attached hereto are true and accurate as of the date of the Contractor's execution of the contract. This contract supersedes all prior proposals, contracts and understandings between the Parties concerning the subject matter of the contract. This contract can be signed in multiple counterparts upon agreement of the Parties.

Contract includes BidBuy Purchase Order? (The Agency answers this question prior to contract filing.)

☐ Yes

☒ No

Contract uses Illinois Procurement Gateway Certifications and Disclosures?

☐ Yes (IPG Certifications and Disclosures including FORMS B)

☒ No

1. **DESCRIPTION OF SUPPLIES AND SERVICES**
2. **PRICING**
3. **TERM AND TERMINATION**
4. **STANDARD BUSINESS TERMS AND CONDITIONS**
5. **SUPPLEMENTAL PROVISIONS**
6. **STANDARD CERTIFICATIONS**
7. **FINANCIAL DISCLOSURES AND CONFLICTS OF INTEREST (IF APPLICABLE)**
8. **CONTRACT SPECIFIC CERTIFICATIONS AND DISCLOSURES – "FORMS B" (IF APPLICABLE)**
9. **PURCHASE ORDER FROM BIDBUY (IF APPLICABLE**

In consideration of the mutual covenants and agreements contained in this contract, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree to the terms and conditions set forth herein and have caused this contract to be executed by their duly authorized representatives on the dates shown on the following CONTRACT SIGNATURES page.

Agreement No: 46CBF00190

STATE OF ILLINOIS
CONTRACT
ILLINOIS DEPARTMENT OF HUMAN SERVICES

Division of Rehabilitation Services

2023

VENDOR

Vendor Name:	SCHOOL ASSN FOR SPECIAL EDUC	Address:	~~6S331 Cornwall Rd Naperville, IL 60540-3635~~ 2900 Ogden Ave, Lisle, IL 60532
Signature:		Phone:	~~630-230-9234~~ 630-955-8104
Name:	~~MICHAEL VOLPE~~ Melinda McGuffin	Fax:	~~630-230-0057~~ 331-903-1543
Title:	Executive Director ~~CHIEF EXECUTIVE OFFICER~~	Email:	~~statham@sased.org~~ MMCGUFFIN@SASED.ORG
Date:			

STATE OF ILLINOIS

Procuring Agency Or University:	Department of Human Services (DHS or IDHS)	Phone:	-
Street Address:	100 South Grand Avenue E	Fax:	
City, State & Zip:	Springfield, IL 62704-3802		
Signature:		Date:	
Name:	Grace B. Hou		
Title:	Secretary		
Designee Name:			
Designee Title:	Contract Obligations Analyst		
Other Approver's Signature:		Date:	
Other Approver's Name:			
Other Approver's Title:			

AGENCY USE ONLY **NOT PART OF CONTRACTUAL PROVISIONS**

Agency Reference #:

Project Title:

Contract #: 46CBF00189

Procurement Method (IFB, RFP, Small Purchase, etc.):

IPB Reference #:

IPB Publication Date:

Award Code:

Subcontractor Utilization? ☐ Yes ☒ No Subcontractor Disclosure? ☐ Yes ☐ No

Funding Source:

Obligation #: 46CBF00189

Small Business Set-Aside? ☐ Yes ☐ No Percentage:

Minority Owned Business? ☐ Yes ☐ No Percentage:

Women Owned Business? ☐ Yes ☐ No Percentage:

Persons with Disabilities Owned Business? ☐ Yes ☐ No Percentage:

Veteran Owned Small Business? ☐ Yes ☐ No Percentage:

Other Preferences?

-BALANCE OF PAGE LEFT INTENTIONALLY BLANK-

1. DESCRIPTION OF SUPPLIES AND SERVICES

1.1. SUPPLIES AND/OR SERVICES REQUIRED:

EXHIBIT A

FEDERAL PROGRAM NAME: REHABILITATION SERVICES VOCATIONAL REHABILITATION

STATE PROGRAM NAME: TRANSITION SPECIALIST PROGRM
SCOPE OF SERVICES

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT22-PROVPC00-ERP4
Sponed. Prog: PROV
Appropriation Amount: $69,574.00
These funds are Used/Reported by the Provider as Federal Funds: No
Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

CSFA Number: 444-30-0184
Appropriation FY: 2023
Appropriation Code: 0081.44430.4400.000000PY
WBS Element: 444BSVRT23-PROVPC00-ERP4
Sponed. Prog: PROV
Appropriation Amount: $23,191.00
These funds are Used/Reported by the Provider as Federal Funds: No
Use by DHS as Maintenance of Effort (MOE): No
Use by DHS as Matching Funds: No
CFDA: 84.126 - CFDA Name: Rehabilitation Services Vocational Rehabilitation
FAIN Number: H126A220018T - FAIN Award Agency: US Department of Education
FAIN Award Date: Oct 16, 2021

This contract is for purchase of care services related to the Vocational Rehabilitation Program.

The Transition Specialist (TS) program provides for a rehabilitation specialist team for high school students with disabilities. Staff within the Transition Specialist program will help prepare students for transition to employment and optimum community participation. The TS serves as a liaison between DHS-DRS and the schools and the facilitator for the student's transition from school to work.

The school district agrees that the services have a vocational rehabilitation focus and represent either newly developed

services or services which have been modified to have a distinctly vocational rehabilitation focus.

To promote this emphasis, DHS-DRS requires: customized services that are responsive to the individual support needs and learning styles of students and include linkages to education, other agencies and adult services; compliance with Department of Education 34 CFR based on the Rehabilitation ACT of 1973 as amended by WIOA; and compliance with all state
and federal Department of Labor (DOL) regulations. The following are the Guiding Principles and Goals for all Transition Specialists (TS).

1. Vocational skills development in integrated, employer paid, community-based training experiences utilizing on-the-job evaluation, on-the-job training, and other supports as needed on the job which may extend beyond hours of a school day.

2. Training experiences for students in integrated community-based training/work sites.

3. Customized services that are responsive to the individual support needs and learning styles of students and include linkages to education, other agencies and adult services. Compliance with all state and federal Department of Labor (DOL) regulations.

------ END OF PROGRAM: TRANSITION SPECIALIST PROGRM -------

BB For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed Supplies and/or Services.

☐ If checked, see the attached BidBuy Purchase Order for a Description of Supplies and/or Services.

1.2. MILESTONES AND DELIVERABLES:

EXHIBIT B

The school district or cooperative agrees that it will provide STEP services only to individuals who are applicants for DRS vocational rehabilitation services and who have been found eligible for DRS vocational rehabilitation services. All questions about the potential eligibility of an individual will be referred to DRS before any services are provided under this agreement.

DRS is responsible for supervision of the vocational rehabilitation funds used to provide STEP services as well as ongoing monitoring of STEP services including oversight of school district staff providing STEP services within the Transition Specialist contract.

DRS staff are responsible for working with school personnel to initiate services to individual students, to monitor services provided and outcomes achieved, and report the findings to DRS administration as well as administrators of the school district.

The Transition Specialist is responsible for the following activities: entering information on the on-the-job evaluation

and on-the-job training placements in community employment settings; entering information on the community employment placements; review of quarterly student evaluations completed by the student's work site supervisor; review of monthly student time sheets which document the wages paid and hours worked in community employment settings; and review of monthly STEP work verification reports. The Transition Specialist is responsible for timely reporting to school administrators of any problems or concerns relating to the operation of STEP services.

The DRS field office supervisor is responsible for supervision of the Transition Specialist involved in provision of STEP services and the quality of the casework provided by the Transition Specialist. The DRS designee also approves the on-the-job evaluation, on-the-job trainings, and all worksite agreements. They also complete and sign all DRS paperwork required, which includes the Certificate of Eligibility, Assessment, and all Individualized Plans for Employment.

DRS staff are exclusively responsible for determination of eligibility of an individual for the vocational rehabilitation program and for placement of an individual into a category under the order of selection policy. School personnel will provide DRS with diagnostic and evaluative information concerning an individual's disabling condition and functional capacities, with the understanding that the certification of eligibility is to be made by a qualified DRS staff person.

The DRS Project Officer is responsible for monitoring Transition Specialist contracts. Specific responsibilities include: review of monthly Transition Specialist Personnel Services Worksheet, quarterly match reports, and the TS Program Objectives/Activities worksheet, which is submitted at the beginning of the fiscal year, end of 1st semester and end of year. DRS Community Resources central office unit is responsible for supervision of the project officers and communication with the DRS central office fiscal unit, which manages payments to school holding Transition Specialist contracts.

The school district or cooperative agrees that services provided under the Transition Specialist and STEP agreement are subject to and must comply with all provisions of the Vocational Rehabilitation portion of the Illinois WIOA Unified State Plan, including the order of selection policy.

1. Ensure program accessibility to all students with disabilities that includes:
 a. Opportunities to work, with or without individualized supports, in real competitive jobs in the community prior to school exit, and
 b. A minimum of 10 hours of work experience for each student per calendar week approved by the Transition Specialist (TS) or less if due to disability and approved by DRS.

2. Provide the following referral information for DHS-DRS to determine student eligibility for services and approve participation in STEP.
 a. Social Security number
 b. Consent for services
 c. Release of Information if the customer is under 18 or has a legal guardian
 d. Most Recent Individualized Education Plan (IEP) and
 e. Existing medical records, most recent psychological records, record reviews. If applicable, social history will also be included.

3. Develop and monitor a joint educational (IEP), vocational (IPE) plan with students, parents, multi-disciplinary school personnel, TS, and adult service providers. TS and DRS representative must be involved in any decisions that

would alter previously agreed upon STEP programming for individual students, including placement in or removal from training sites.

4. A copy of the students most recent IEP must be sent annually to DHS-DRS while the student is in STEP.

5. Invite TS to annual IEP meeting at least (10) days in advance.

6. Secure training sites (approved by TS and DRS representative) that are compatible with students interests and needs using DHS-DRS OJE/OJT Work Site Form.

7. Obtain appropriate wage compensation for STEP students in accordance with state and federal labor laws.

8. Provide adequate program supervision and personnel to carry out the contracted program of services.

9. Submit all billings, reports, and student evaluations as specified in this contract and/or the STEP Manual in a timely and accurate manner.

10. Identify potential STEP participants for DHS-DRS referrals.

11. Inform parents and students of the availability of STEP and DHS-DRS services, and of their rights and responsibilities in transition planning.

12. Comply with all provisions as specified within the agreement.

13. Encourage active participation on local Transition Planning Committee(s)

14. Maintain all records five (5) years plus the current year.

The Transition Specialist will complete the Transition Specialist Personnel Services Worksheet for the initial budget and as an amendment as needed. The Match and Contract Expenditure Report will be submitted monthly for billing and quarterly for match. The TS Program Objectives/Activities will be provided at the start of the contract, after 1st semester, and then at the end of 2nd semester/end of the year. These will be submitted to the RSS that signs off on their billing/paperwork.

The school district or cooperative agrees that it will provide STEP services only to individuals who are applicants for DRS vocational rehabilitation services or individuals who have been found eligible for DRS vocational rehabilitation services. All questions about the potential eligibility of an individual will be referred to DRS before any services are provided under this agreement.

DRS Responsibilities: DRS is responsible for supervision of the vocational rehabilitation funds used to provide Transition Specialist services as well as ongoing monitoring of STEP services including oversight of school district staff providing Transition Specialist and STEP services.

The DRS field offices supervisor is responsible for supervision of the Transition Specialist(s) involved in provision of services and the quality of the casework provided by the Transition Specialist(s). The DRS Community Resources central

office unit is responsible for supervision of the project officers and communication with the DRS central office fiscal unit, which manages payments to schools holding Transition Specialist contracts.

The school district or cooperative agrees that services provided under the Transition Specialist agreement are subject to and must comply with all provisions of the Vocational Rehabilitation portion of the Illinois WIOA Unified State Plan, including the order of selection policy.

DRS Staff are exclusively responsible for determination of eligibility of an individual for the vocational rehabilitation program and for placement of an individual into a category under the order of selection policy. School personnel will provide DRS with diagnostic and evaluative information concerning an individual's disabling condition and functional capacities, with the understanding that the certification of eligibility is exclusively determined by DRS staff.

DRS will provide personnel with training and materials necessary to understand the VR eligibility process and the DRS order of selection policy.

The following information is critical to ensure timely payments and program operations:

1. The Transition Specialist Personnel Services Worksheet will be submitted monthly to the Project Officer. The Match Expenditure Report will be submitted at least quarterly to the Project Officer. The TS Program Objectives/Activities worksheet will be submitted for an initial amount, and then after 1st and 2nd semester to the Project Officer.

2. Incomplete, inaccurate forms required for payment will result in delayed payments.

3. Non-Compliance per Provider Responsibilities/Assurances may result in suspension of payments until DHS-DRS is satisfied that compliance concerns have been addressed.

4. The final billing should be clearly marked as such on all forms required for payment.

------ END OF PROGRAM: TRANSITION SPECIALIST PROGRM -------

1.3. VENDOR/STAFF SPECIFICATIONS:

1.4. TRANSPORTATION AND DELIVERY:

1.5. SUBCONTRACTING:

Subcontractors Choose an item allowed.

For purposes of this section, subcontractors are those specifically hired to perform all or part of the work covered by the contract. If subcontractors will be utilized, Vendor must identify below the names and addresses of all subcontractors it will be entering into a contractual agreement that has an annual value of $50,000 or more in the performance of this Contract, together with a description of the work to be performed by the subcontractor and the anticipated amount of money to the extent the information is known that each subcontractor is expected to receive

pursuant to the Contract. Attach additional sheets as necessary.

1.5.1. Will subcontractors be utilized?

Subcontractors ☐ Yes ☑ No

1.5.2. All contracts with the subcontractors identified above must include the Standard Certifications completed and signed by the subcontractor.

1.5.3. If the annual value of any the subcontracts is more than $50,000, then the Vendor must provide to the State the Financial Disclosures and Conflicts of Interest for the subcontractor.

1.5.4. If the subcontractor is registered in the Illinois Procurement Gateway (IPG) and the Vendor is using the subcontractor's Standard Certifications or Financial Disclosures and Conflicts of Interest from the IPG, then the Vendor must also provide a completed Forms B for the subcontractor

1.5.5. If at any time during the term of the Contract, Vendor adds or changes any subcontractors, Vendor will be required to promptly notify, in writing, the State Purchasing Officer or the Chief Procurement Officer of the names and addresses and the expected amount of money that each new or replaced subcontractor will receive pursuant to the Contract. Any subcontracts entered into prior to award of the Contract are done at the Vendor's and subcontractor's risk.

1.6. Successor Vendor:

☐ Yes ☑ No This contract is for services subject to 30ILCS 500/25 - 80. Heating and air conditioning service contracts, plumbing service contracts, and electrical service contracts are not subject to this requirement. Non-service contracts, construction contracts, qualification based selection contracts, and professional and artistic services contracts are not subject to this requirement.

If yes is checked, then the Vendor certifies:

(i) that is shall offer to assume the collective bargaining obligations of the prior employer, including any existing collective bargaining agreement with the bargaining representative of any existing collective bargaining unit or units performing substantially similar work to the services covered by the contract subject to its bid or offer; and

(ii) that it shall offer employment to all employees currently employed in any existing bargaining unit who perform substantially similar work to the work that will be performed pursuant to this contract.

This certification supersedes a response to certification 4, Form F, of the Illinois Procurement Gateway (IPG).

1.7. WHERE SERVICES ARE TO BE PERFORMED:

Unless otherwise disclosed in this section all services shall be performed in the United States. If the Vendor performs the

services purchased hereunder in another country in violation of this provision, such action may be deemed by the State as a breach of the contract by Vendor.

Vendor shall disclose the locations where the services required shall be performed and the known or anticipated value of the services to be performed at each location. If the Vendor received additional consideration in the evaluation based on work being performed in the United States, it shall be a breach of contract if the Vendor shifts any such work outside the United States.

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2. PRICING

2.1. TYPE OF PRICING:

The Illinois Office of the Comptroller requires the State to indicate whether the contract value is firm or estimated at the time it is submitted for obligation. The total value of this contract is

Pricing	☐	Fixed	☑	Estimated

2.2. EXPENSES ALLOWED:

Expenses	☑	are not allowed	☐	are allowed as follows:

2.3. DISCOUNT:

The State may receive a N/A % discount for payment within N/A days of receipt of correct invoice.

2.4. VENDOR'S PRICING: Attach additional pages if necessary.

2.4.1. Payment Terms :

EXHIBIT C

Vendor will submit payment requests to the DRS Project Officer for services provided by the 5th business day of the following month. Vendor shall categorize expenses in the following manner:

Total Transition Cost: $140,119
DRS Contract Amount: $92,765
Vendor Portion (Match): $47,354

Vendor agrees to provide a minimum of $47,354 in third party match. Match must be submitted and verified Quarterly to the DRS Project Officer by the 5th business day of the following month in which the quarter ends. Subsequent payments will be held until the third party match submission is received. Failure to provide the minimum match may result in termination of contract.

Quarter 1 ends 9/30
Quarter 2 ends 12/31
Quarter 3 ends 3/31
Quarter 4 ends 6/30

Notwithstanding the content outlined in Sections 2.1 Types of Pricing and 2.4.2 Price for the Initial Term, changes or modifications to Section 2.4 Pricing are strictly prohibited without prior written approval from the Division of Rehabilitation Services Manager of Community Resources. Modifications made without prior written approval will not be reimbursed by the Division of Rehabilitation Services. Nothing in this section shall be construed to affect the meaning of Section 2.5 Maximum Amount.

Notwithstanding the content outlined in Section 5.1.1 Travel Expenses, the Division of Rehabilitation Services will reimburse expenses related to travel only as it relates to the Scope of Services. Travel expenses must be documented with travel logs, receipts and other forms of documentation pre-approved by the Division.

Funding cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities. A vendor hosting a meeting or conference may not use funds to pay for food for conference attendees unless doing so is necessary to accomplish the legitimate meeting or conference business. Vendors must receive written pre-approval to use funds to host a meeting or conference that includes food. Furthermore, all meeting or conference materials or publicity of any nature paid for with these funds must include appropriate disclaimers that identify the Department of Human Services, Division of Rehabilitation Services as the sponsoring agency and must not be released without prior written approval from the State's Authorized Representative.

All publicity and/or public action must also include a provision that the contents do not necessarily represent the policy of the Department of Human Services, Division of Rehabilitation Services nor is it an endorsement. For purposes of this provision, publicity includes: notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the vendor individually or jointly with others, with respect to the program, publications, or services provided resulting from the grant agreement or subsequent amendments.

2.4.2. Price for the Initial Term: $92,765.00

For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed Pricing.

☐ If checked, see the attached BidBuy Purchase Order for the Vendor's Price for the Initial Term.

2.4.3. Renewal Compensation: If the contract is renewed, the price shall be at the same rate as for the initial term unless a different compensation or formula for determining the renewal compensation is stated in this section.

2.4.3.1. Agency/University Formula for Determining Renewal Compensation:

Not Applicable

2.4.3.2. Price for Renewal(s):

Not Applicable

2.5. MAXIMUM AMOUNT:

☑

If this item applies, the box is checked and the total payments under this contract shall not exceed $92,765.00 without a formal amendment.

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3. TERM AND TERMINATION

3.1 **TERM OF THIS CONTRACT:** This contract has an initial term of Jul 1, 2022 to Jun 30, 2023. If a start date is not identified, the term shall commence upon the last dated signature of the Parties.

For procurements conducted in BidBuy, the State may include in this contract the BidBuy Purchase Order as it contains the agreed term.

☐ If checked, see the attached BidBuy Purchase Order for the Term of this Contract.

3.1.1 In no event will the total term of the contract, including the initial term, any renewal terms and any extensions, exceed 10 years.

3.1.2 Vendor shall not commence billable work in furtherance of the contract prior to final execution of the contract except when permitted pursuant to 30 ILCS 500/20-80.

3.2 RENEWAL:

3.2.1. Any renewal is subject to the same terms and conditions as the original contract unless otherwise provided in the pricing section. The State may renew this contract for any or all of the option periods specified, may exercise any of the renewal options early, and may exercise more than one option at a time based on continuing need and favorable market conditions, when in the best interest of the State. The contract may neither renew automatically nor renew solely at the Vendor's option.

3.2.2. Pricing for the renewal term(s), or the formula for determining price, is shown in the pricing section of this contract.

3.2.3 The State reserves the right to renew for a total of N/A years in any one of the following manners:

3.2.3.1 One renewal covering the entire renewal allowance;

3.2.3.2 Individual one-year renewals up to and including the entire renewal allowance; or

3.2.3.3 Any combination of full or partial year renewals up to and including the entire renewal allowance.

3.3 **TERMINATION FOR CAUSE:** The State may terminate this contract, in whole or in part, immediately upon notice to the Vendor if: (a) the State determines that the actions or inactions of the Vendor, its agents, employees or subcontractors have caused, or reasonably could cause, jeopardy to health, safety, or property, or (b) the Vendor has notified the State that it is unable or unwilling to perform the contract.

If Vendor fails to perform to the State's satisfaction any material requirement of this contract, is in violation of a material provision of this contract, or the State determines that the Vendor lacks the financial resources to perform the contract, the State shall provide written notice to the Vendor to cure

the problem identified within the period of time specified in the State's written notice. If not cured by that date the State may either: (a) immediately terminate the contract without additional written notice or (b) enforce the terms and conditions of the contract.

For termination due to any of the causes contained in this Section, the State retains its rights to seek any available legal or equitable remedies and damages.

3.4 TERMINATION FOR CONVENIENCE: The State may, for its convenience and with thirty (30) days prior written notice to Vendor, terminate this contract in whole or in part and without payment of any penalty or incurring any further obligation to the Vendor.

3.4.1. Upon submission of invoices and proof of claim, the Vendor shall be entitled to compensation for supplies and services provided in compliance with this contract up to and including the date of termination.

3.5 AVAILABILITY OF APPROPRIATION: This contract is contingent upon and subject to the availability of funds. The State, at its sole option, may terminate or suspend this contract, in whole or in part, without penalty or further payment being required, if (1) the Illinois General Assembly or the federal funding source fails to make an appropriation sufficient to pay such obligation, or if funds needed are insufficient for any reason (30 ILCS 500/20-60), (2) the Governor decreases the Department's funding by reserving some or all of the Department's appropriation(s) pursuant to power delegated to the Governor by the Illinois General Assembly, or (3) the Department determines, in its sole discretion or as directed by the Office of the Governor, that a reduction is necessary or advisable based upon actual or projected budgetary considerations. Contractor will be notified in writing of the failure of appropriation or of a reduction or decrease.

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4. STANDARD BUSINESS TERMS AND CONDITIONS

4.1 PAYMENT TERMS AND CONDITIONS:

4.1.1 Late Payment: Payments, including late payment charges, will be paid in accordance with the State Prompt Payment Act and rules when applicable. 30 ILCS 540; 74 Ill. Adm. Code 900. This shall be Vendor's sole remedy for late payments by the State. Payment terms contained on Vendor's invoices shall have no force and effect.

4.1.2 Minority Contractor Initiative: Any Vendor awarded a contract under Section 20-10, 20-15, 20-25 or 20-30 of the Illinois Procurement Code (30 ILCS 500) of $1,000 or more is required to pay a fee of $15. The Comptroller shall deduct the fee from the first check issued to the Vendor under the contract and deposit the fee in the Comptroller's Administrative Fund. 15 ILCS 405/23.9.

4.1.3 Expenses: The State will not pay for supplies provided or services rendered, including related expenses, incurred prior to the execution of this contract by the Parties even if the effective date of the contract is prior to execution.

4.1.4 Prevailing Wage: As a condition of receiving payment Vendor must (i) be in compliance with the contract, (ii) pay its employees prevailing wages when required by law, (iii) pay its suppliers and subcontractors according to the terms of their respective contracts, and (iv) provide lien waivers to the State upon request. Examples of prevailing wage categories include public works, printing, janitorial, window washing, building and grounds services, site technician services, natural resource services, security guard and food services. The prevailing wages are revised by the Illinois Department of Labor (DOL) and are available on DOL's official website, which shall be deemed proper notification of any rate changes under this subsection. Vendor is responsible for contacting DOL at 217-782-6206 or (http://www.state.il.us/agency/idol/index.htm) to ensure understanding of prevailing wage requirements.

4.1.5 Federal Funding: This contract may be partially or totally funded with Federal funds. If Federal funds are expected to be used, then the percentage of the good/service paid using Federal funds and the total Federal funds expected to be used will be provided to the awarded Vendor in the notice of intent to award.

4.1.6 Invoicing: By submitting an invoice, Vendor certifies that the supplies or services provided meet all requirements of the contract, and the amount billed and expenses incurred are as allowed in the contract. Invoices for supplies purchased, services performed and expenses incurred through June 30 of any year must be submitted to the State no later than July 31 of that year; otherwise Vendor may have to seek payment through the Illinois Court of Claims. 30 ILCS 105/25. All invoices are subject to statutory offset. 30 ILCS 210.

4.1.6.1 Vendor shall not bill for any taxes unless accompanied by proof that the State is subject to the tax. If necessary, Vendor may request the applicable Agency's state tax exemption number and federal tax exemption information.

4.1.6.2 Vendor shall invoice at the completion of this contract unless invoicing is tied in this contract to milestones, deliverables, or other invoicing requirements agreed to in the contract.

Send invoices to:

Agency:	Division of Rehabilitation Services
Attn:	VANESSA JACO
Address:	100 W Randolph St
City, State Zip	Chicago, IL 60601-3218

☐ See attached BidBuy Purchase Order

For procurements conducted in BidBuy, the Agency may include in this contract the BidBuy Purchase Order as it contains the Bill To address.

4.2 **ASSIGNMENT:** This contract may not be assigned, transferred in whole or in part by Vendor without the prior written consent of the State.

4.3 **SUBCONTRACTING:** For purposes of this section, subcontractors are those specifically hired to perform all or part of the work covered by the contract. Vendor must receive prior written approval before use of any subcontractors in the performance of this contract. Vendor shall describe, in an attachment if not already provided, the names and addresses of all authorized subcontractors to be utilized by Vendor in the performance of this contract, together with a description of the work to be performed by the subcontractor and the anticipated amount of money that each subcontractor is expected to receive pursuant to this contract. If required, Vendor shall provide a copy of any subcontracts within fifteen (15) days after execution of this contract. All subcontracts must include the same certifications that Vendor must make as a condition of this contract. Vendor shall include in each subcontract the subcontractor certifications as shown on the Standard Certification form available from the State. If at any time during the term of the Contract, Vendor adds or changes any subcontractors, then Vendor must promptly notify, by written amendment to the Contract, the State Purchasing Officer or the Chief Procurement Officer of the names and addresses and the expected amount of money that each new or replaced subcontractor will receive pursuant to the Contract. 30 ILCS 500/20-120.

4.4 **AUDIT/RETENTION OF RECORDS:** Vendor and its subcontractors shall maintain books and records relating to the performance of the contract or subcontract and necessary to support amounts charged to the State pursuant the contract or subcontract. Books and records, including information stored in databases or other computer systems, shall be maintained by the Vendor for a period of three (3) years from the later of the date of final payment under the contract or completion of the contract, and by the subcontractor for a period of three (3) years from the later of final payment under the term or completion of the subcontract. If Federal funds are used to pay contract costs, the Vendor and its subcontractors must retain their respective records for five (5) years. Books and records required to be maintained under this section shall be available for review or audit by representatives of: the procuring Agency, the Auditor General, the Executive Inspector General, the Chief Procurement Officer, State of Illinois internal auditors or other governmental entities with monitoring authority, upon reasonable notice and during normal business hours. Vendor and its subcontractors shall cooperate fully with any such audit and with any investigation conducted by any of these entities. Failure to maintain books and records required by this section shall establish a presumption in favor of the State for the recovery of any funds paid by the State under this contract or any subcontract for which adequate books and records are not available to support the purported disbursement. The Vendor or subcontractors shall not impose a charge for audit or examination of the Vendor's or subcontractor's books and records. 30 ILCS 500/20-65.

4.5 TIME IS OF THE ESSENCE: Time is of the essence with respect to Vendor's performance of this contract. Vendor shall continue to perform its obligations while any dispute concerning the contract is being resolved unless otherwise directed by the State.

4.6 NO WAIVER OF RIGHTS: Except as specifically waived in writing, failure by a Party to exercise or enforce a right does not waive that Party's right to exercise or enforce that or other rights in the future.

4.7 FORCE MAJEURE: Failure by either Party to perform its duties and obligations will be excused by unforeseeable circumstances beyond its reasonable control and not due to its negligence, including acts of nature, acts of terrorism, riots, labor disputes, fire, flood, explosion, and governmental prohibition. The non-declaring Party may cancel the contract without penalty if performance does not resume within thirty (30) days of the declaration.

4.8 CONFIDENTIAL INFORMATION: Each Party to this contract, including its agents and subcontractors, may have or gain access to confidential data or information owned or maintained by the other Party in the course of carrying out its responsibilities under this contract. Vendor shall presume all information received from the State or to which it gains access pursuant to this contract is confidential. Vendor information, unless clearly marked as confidential and exempt from disclosure under the Illinois Freedom of Information Act, shall be considered public. No confidential data collected, maintained, or used in the course of performance of the contract shall be disseminated except as authorized by law and with the written consent of the disclosing Party, either during the period of the contract or thereafter. The receiving Party must return any and all data collected, maintained, created or used in the course of the performance of the contract, in whatever form it is maintained, promptly at the end of the contract, or earlier at the request of the disclosing Party, or notify the disclosing Party in writing of its destruction. The foregoing obligations shall not apply to confidential data or information lawfully in the receiving Party's possession prior to its acquisition from the disclosing Party; received in good faith from a third Party not subject to any confidentiality obligation to the disclosing Party; now is or later becomes publicly known through no breach of confidentiality obligation by the receiving Party; or is independently developed by the receiving Party without the use or benefit of the disclosing Party's confidential information.

4.9 USE AND OWNERSHIP: All work performed or supplies created by Vendor under this contract, whether written documents or data, goods or deliverables of any kind, shall be deemed work for hire under copyright law and all intellectual property and other laws, and the State of Illinois is granted sole and exclusive ownership to all such work, unless otherwise agreed in writing. Vendor hereby assigns to the State all right, title, and interest in and to such work including any related intellectual property rights, and/or waives any and all claims that Vendor may have to such work including any so-called "moral rights" in connection with the work. Vendor acknowledges the State may use the work product for any purpose. Confidential data or information contained in such work shall be subject to confidentiality provisions of this contract.

4.10 INDEMNIFICATION AND LIABILITY: The Vendor shall indemnify and hold harmless the State of Illinois, its agencies, officers, employees, agents and volunteers from any and all costs, demands, expenses, losses, claims, damages, liabilities, settlements and judgments, including in-house and contracted attorneys' fees and expenses, arising out of: (a) any breach or violation by Vendor of any of its certifications, representations, warranties, covenants or agreements; (b) any actual or alleged death or injury to any person, damage to any real or personal property, or any other damage or loss claimed to result in whole or in part from Vendor's negligent performance; (c) any act, activity or omission of Vendor or any of its employees, representatives, subcontractors or agents; or (d) any actual or alleged claim that the services or goods provided under this contract infringe, misappropriate, or otherwise violate any intellectual property (patent, copyright, trade secret, or trademark) rights of a third party. In accordance with Article VIII, Section 1(a),(b) of the Constitution of the State of Illinois and 1973 Illinois Attorney General Opinion 78, the State may not indemnify private parties absent express statutory authority permitting the indemnification. Neither Party shall be liable for incidental, special, consequential, or punitive damages.

4.11 INSURANCE: Vendor shall, at all times during the term of this contract and any renewals or extensions, maintain and provide a Certificate of Insurance naming the State as an additionally insured for all required bonds and insurance. Certificates may not be modified or canceled until at least thirty (30) days' notice has been provided to the State. Vendor shall provide: (a) General Commercial Liability insurance in the amount of $1,000,000 per occurrence (Combined Single Limit Bodily Injury and Property Damage) and $2,000,000 Annual Aggregate; (b) Auto Liability, including Hired Auto and Non-owned Auto (Combined Single Limit Bodily Injury and Property Damage), in amount of $1,000,000 per occurrence; and (c) Worker's Compensation Insurance in the amount required by law. Insurance shall not limit Vendor's obligation to indemnify, defend, or settle any claims.

4.12 INDEPENDENT CONTRACTOR: Vendor shall act as an independent contractor and not an agent or employee of, or joint venture with the State. All payments by the State shall be made on that basis.

4.13 SOLICITATION AND EMPLOYMENT: Vendor shall not employ any person employed by the State during the term of this contract to perform any work under this contract. Vendor shall give notice immediately to the Agency's director if Vendor solicits or intends to solicit State employees to perform any work under this contract.

4.14 COMPLIANCE WITH THE LAW: The Vendor, its employees, agents, and subcontractors shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations, orders, federal circulars and all license and permit requirements in the performance of this contract. Vendor shall be in compliance with applicable tax requirements and shall be current in payment of such taxes. Vendor shall obtain at its own expense, all licenses and permissions necessary for the performance of this contract.

4.15 BACKGROUND CHECK: Whenever the State deems it reasonably necessary for security reasons, the State may conduct, at its expense, criminal and driver history background checks of Vendor's and subcontractor's officers, employees or agents. Vendor or subcontractor shall immediately reassign any individual who, in the opinion of the State, does not pass the background check.

4.16 APPLICABLE LAW:

4.16.1 **PREVAILING LAW:** This contract shall be construed in accordance with and is subject to the laws and rules of the State of Illinois.

4.16.2 **EQUAL OPPORTUNITY:** The Department of Human Rights' Equal Opportunity requirements are incorporated by reference. 44 ILL. ADM. CODE 750.

4.16.3 **COURT OF CLAIMS; ARBITRATION; SOVEREIGN IMMUNITY:** Any claim against the State arising out of this contract must be filed exclusively with the Illinois Court of Claims. 705 ILCS 505/1. The State shall not enter into binding arbitration to resolve any dispute arising out of this contract. The State of Illinois does not waive sovereign immunity by entering into this contract.

4.16.4 **OFFICIAL TEXT:** The official text of the statutes cited herein is incorporated by reference. An unofficial version can be viewed at (www.ilga.gov/legislation/ilcs/ilcs.asp).

4.17 ANTI-TRUST ASSIGNMENT: If Vendor does not pursue any claim or cause of action it has arising under Federal or State antitrust laws relating to the subject matter of this contract, then upon request of the Illinois Attorney General, Vendor shall assign to the State all of Vendor's rights, title and interest in and to the claim or cause of action.

4.18 CONTRACTUAL AUTHORITY: The Agency that signs this contract on behalf of the State of Illinois shall be the only State entity responsible for performance and payment under this contract. When the Chief Procurement Officer or authorized designee or State Purchasing Officer signs in addition to an Agency, he/she does so as approving officer and shall have no liability to Vendor. When the Chief Procurement Officer or authorized designee or State Purchasing Officer signs a master contract on behalf of State agencies, only the Agency that places an order or orders with the Vendor shall have any liability to the Vendor for that order or orders.

4.19 EXPATRIATED ENTITIES: Except in limited circumstances, no business or member of a unitary business group, as defined in the Illinois Income Tax Act, shall submit a bid for or enter into a contract with a State agency if that business or any member of the unitary business group is an expatriated entity

4.20 NOTICES: Notices and other communications provided for herein shall be given in writing via electronic mail whenever possible. If transmission via electronic mail is not possible, then notices and other communications shall be given in writing via registered or certified mail with return receipt requested, via receipted hand delivery, via courier (UPS, Federal Express or other similar and reliable carrier), or via facsimile showing the date and time of successful receipt. Notices shall be sent to the individuals who signed this contract using the contact information following the signatures. Each such notice shall be deemed to have been provided at the time it is actually received. By giving notice, either Party may change its contact information.

4.21 MODIFICATIONS AND SURVIVAL: Amendments, modifications and waivers must be in writing and signed by authorized representatives of the Parties. Any provision of this contract officially declared void, unenforceable, or against public policy, shall be ignored and the remaining provisions shall be interpreted, as far as possible, to give effect to the Parties' intent. All provisions that by their nature

would be expected to survive, shall survive termination. In the event of a conflict between the State's and the Vendor's terms, conditions and attachments, the State's terms, conditions and attachments shall prevail.

4.22 PERFORMANCE RECORD / SUSPENSION: Upon request of the State, Vendor shall meet to discuss performance or provide contract performance updates to help ensure proper performance of the contract. The State may consider Vendor's performance under this contract and compliance with law and rule to determine whether to continue the contract, suspend Vendor from doing future business with the State for a specified period of time, or whether Vendor can be considered responsible on specific future contract opportunities.

4.23 FREEDOM OF INFORMATION ACT: This contract and all related public records maintained by, provided to or required to be provided to the State are subject to the Illinois Freedom of Information Act (FOIA) (50 ILCS 140) notwithstanding any provision to the contrary that may be found in this contract.

4.24 SCHEDULE OF WORK: Any work performed on State premises shall be done during the hours designated by the State and performed in a manner that does not interfere with the State and its personnel.

4.25 WARRANTIES FOR SUPPLIES AND SERVICES:

4.25.1. Vendor warrants that the supplies furnished under this contract will: (a) conform to the standards, specifications, drawing, samples or descriptions furnished by the State or furnished by the Vendor and agreed to by the State, including but not limited to all specifications attached as exhibits hereto; (b) be merchantable, of good quality and workmanship, and free from defects for a period of twelve months or longer if so specified in writing, and fit and sufficient for the intended use; (c) comply with all federal and state laws, regulations and ordinances pertaining to the manufacturing, packing, labeling, sale and delivery of the supplies; (d) be of good title and be free and clear of all liens and encumbrances and; (e) not infringe any patent, copyright or other intellectual property rights of any third party. Vendor agrees to reimburse the State for any losses, costs, damages or expenses, including without limitations, reasonable attorney's fees and expenses, arising from failure of the supplies to meet such warranties.

4.25.2. Vendor shall ensure that all manufacturers' warranties are transferred to the State and shall provide to the State copies of such warranties. These warranties shall be in addition to all other warranties, express, implied or statutory, and shall survive the State's payment, acceptance, inspection or failure to inspect the supplies.

4.25.3. Vendor warrants that all services will be performed to meet the requirements of this contract in an efficient and effective manner by trained and competent personnel. Vendor shall monitor performances of each individual and shall immediately reassign any individual who does not perform in accordance with this contract, who is disruptive or not respectful of others in the workplace, or who in any way violates the contract or State policies.

4.26 **REPORTING, STATUS AND MONITORING SPECIFICATIONS:** Vendor shall immediately notify the State of any event that may have a material impact on Vendor's ability to perform this contract.

EMPLOYMENT TAX CREDIT: Vendors who hire qualified veterans and certain ex-offenders may be eligible for tax credits. 35 ILCS 5/216, 5/217. Please contact the Illinois Department of Revenue (telephone #: 217-524-4772) for information about tax credits.

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5. SUPPLEMENTAL PROVISIONS

5.1. STATE SUPPLEMENTAL PROVISIONS:

☐ Agency Definitions

☐ Required Federal Clauses, Certifications and Assurances

☐ Public Works Requirements (construction and maintenance of a public work). 820 ILCS 130/4.

☐ Prevailing Wage (janitorial cleaning, window cleaning, building and grounds, site technician, natural resources, food services, and security services, if valued at more than $200 per month or $2000 per year or printing) 30 ILCS 500/25-60.

☑ Agency Specific Terms and Conditions

5.1.1. TRAVEL EXPENSES.

DHS will not compensate the Vendor for expenses related to travel, lodging or meals.

5.1.2. INDEPENDENT CONTRACTOR.

The Vendor is an independent contractor under this Contract and neither the Vendor nor any employee or agent of the Vendor is an employee of DHS and does not acquire any employment rights with DHS or the State of Illinois by virtue of this Contract. The Vendor will provide the agreed services and achieve the specified results free from the direction or control of DHS as to the means and methods of performance. The Vendor will be required to provide its own equipment and supplies necessary to conduct its business; provided that in the event that, for its convenience or otherwise, DHS makes any such equipment, supplies or both available to the Vendor, the Vendor's use of such equipment or supplies provided by DHS pursuant to this Contract shall be strictly limited to official DHS or State of Illinois business and not for any other purpose, including any personal benefit or gain.

5.1.3. LAWSUITS.

Indemnification will be governed by the State Employee Indemnification Act (5 ILCS 350/1 et seq.) as interpreted by the Illinois Attorney General. DHS makes no representation that the Vendor, an independent contractor, will qualify or be eligible for indemnification under said Act.

5.1.4. REDUCTIONS IN AMOUNTS PAYABLE.

Notwithstanding any other provision herein to the contrary, the amount payable, or estimated amount payable, to the Vendor under this Contract is subject to a reduction as necessary or advisable, based upon actual or projected budgetary considerations, at the sole discretion of DHS, or as may be directed by the Office of the Governor. If such a reduction occurs, DHS shall negotiate in good faith regarding any reduction in the supplies and/or services required by this Contract.

5.1.5. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT.

If applicable, the Vendor certifies that it is in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Pub. Law 104-191, 45 CFR Parts 160, 162 and 164, and the Social Security Act 42 U.S.C. §§1320d-2 through 1320d-7, in that it may not use or disclose protected health information other than as permitted or required by law and agrees to use appropriate safeguards to prevent use or disclosure of the protected health information. The Vendor further certifies that it is in compliance with all applicable State and Federal record retention provisions, including, but not limited to, the six-year record retention provision in HIPAA.

☑ Other (describe)

[DHS may have performance measures and standards applicable to this Contract. If so, those are identified in this sub-section.]

EXHIBIT E - PERFORMANCE MEASURES:

Outlines performance-related reporting requirements, describes the indicators or data points that the grantee must provide, includes method and timeframe for submitting data reports:

*What will be measured? *What data points need to be reported? *How often will data be reported? *How will data be submitted (written reports, Excel, e-mail, agency provided documents). *When appropriate, include outcomes (which represent the ultimate impact on the customer) in addition to outputs (which measure the vendors activities). *For programs with a logic model, metric must be aligned to the outcomes. *State the frequency of reporting (daily, weekly, monthly, quarterly, and annually), the method of reporting (e.g., Excel, Group Bill) and the data fields to be reported.

A minimum of 200-250 students will be monitored by each Transition Specialist. A targeted number of STEP students based on the amount of the STEP contract, will achieve a STEP outcome (work in a competitive, unsubsidized, employer paid job for at least 240 hours and 60 days) within the contract year. Targeted number of students will have Individualized Plan for Employment (IPE) completed.

Provider shall report at the end of 1st semester and the end of 2nd semester on the TS Program Objectives/Activities

Worksheet:

1. Total number of customers in STEP.
2. Number of new referrals
3. Number of IPE's completed 90 days after Eligibility
4. Number of students participating in the Work Based Learning Experience
5. Quarterly meetings attended with DRS Supervisor and Project Officer
6. Number of Transition Planning Meetings and other events attended

------ END OF PROGRAM: TRANSITION SPECIALIST PROGRM -------

EXHIBIT F - PERFORMANCE STANDARDS:

*Minimum thresholds for acceptable performance. *If Performance Standards are available, they should correlate to Performance Measures. *Corrective action or termination of funding may be necessary if standards are not being met. *Specify which performance indicators will be used to trigger remedial action, if not all.

1. The provider will submit a Training/Work Verification Sheet monthly and a Flow Chart quarterly. These forms will identify the services received by each student.

2. 50% of students in STEP will be employed or in employment related activities.

3. Pre-Employment Transition Skills will be provided to the students by the Transition Specialist.
a. 75% of STEP students will receive Job Exploration Counseling.
b. 75% of STEP students will receive Workplace Readiness Training
c. 75% of STEP students will receive Self-Advocacy
d. 50% of STEP students will receive Counseling on Post-Secondary Education
e. 75% of STEP students will receive a Work Based Learning Experience.

4. 100% of the STEP students will have an IPE within 90 days or sooner of being determined eligible for Vocational Rehabilitation Services.

------ END OF PROGRAM: TRANSITION SPECIALIST PROGRM -------

5.2. VENDOR SUPPLEMENTAL PROVISIONS:

EXHIBIT G: SPECIFIC CONDITIONS:

N/A

-BALANCE OF PAGE INTENTIONALLY LEFT BLANK-

STATE OF ILLINOIS
TAXPAYER IDENTIFICATION NUMBER

Agreement No: 46CBF00189

I certify that:

The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

I am a U.S. person (including a U.S. resident alien).

- If you are an individual, enter your name and SSN as it appears on your Social Security Card.
- If you are a sole proprietor, enter the owner's name on the name line followed by the name of the business and the owner's SSN or EIN.
- If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's name on the name line and the D/B/A on the business name line and enter the owner's SSN or EIN.
- If the LLC is a corporation or partnership, enter the entity's business name and EIN and for corporations, attach IRS acceptance letter (CP261 or CP277).
- For all other entities, enter the name of the entity as used to apply for the entity's EIN and the EIN.

Name: SCHOOL ASSN FOR SPECIAL EDUC

Business Name: SCHOOL ASSN FOR SPECIAL EDUC

Taxpayer Identification Number:

Social Security Number _____

or

Employer Identification Number 36-2919494

Legal Status *(check one)*

- ☐ Individual
- ☐ Sole Proprietor
- ☐ Partnership
- ☐ Legal Services Corporation
- ☐ Tax-exempt
- ☐ Corporation providing or billing medical and/or health care services
- ☐ Corporation NOT providing or billing medical and/or health care services
- ☒ Governmental
- ☐ Nonresident alien
- ☐ Estate or trust
- ☐ Pharmacy (Non-Corp.)
- ☐ Pharmacy/Funeral Home/Cemetery (Corp.)
- ☐ Limited Liability Company (select applicable tax classification)
  - ☐ D = disregarded entity
  - ☐ C = corporation
  - ☐ P = partnership

Signature of Authorized Representative: _____

Date: _____

DHS Taxpayer Identification Page

STATE OF ILLINOIS
STANDARD CERTIFICATIONS

Vendor acknowledges and agrees that compliance with this subsection in its entirety for the term of the contract and any renewals is a material requirement and condition of this contract. By executing this contract Vendor certifies compliance with this subsection in its entirety, and is under a continuing obligation to remain in compliance and report any non-compliance.

This subsection, in its entirety, applies to subcontractors used on this contract. Vendor shall include these Standard Certifications in any subcontract used in the performance of the contract using the Standard Certification form provided by the State.

If this contract extends over multiple fiscal years, including the initial term and all renewals, Vendor and its subcontractors shall confirm compliance with this section in the manner and format determined by the State by the date specified by the State and in no event later than July 1 of each year that this contract remains in effect.

If the Parties determine that any certification in this section is not applicable to this contract it may be stricken without affecting the remaining subsections.

1. As part of each certification, Vendor acknowledges and agrees that should Vendor or its subcontractors provide false information, or fail to be or remain in compliance with the Standard Certification requirements, one or more of the following sanctions will apply:

    - the contract may be void by operation of law,
    - the State may void the contract, and
    - the Vendor and it subcontractors may be subject to one or more of the following: suspension, debarment, denial of payment, civil fine, or criminal penalty.

    Identifying a sanction or failing to identify a sanction in relation to any of the specific certifications does not waive imposition of other sanctions or preclude application of sanctions not specifically identified.

2. Vendor certifies it and its employees will comply with applicable provisions of the United States Civil Rights Act, Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and applicable rules in performance of this contract.

3. Vendor, if an individual, sole proprietor, partner or an individual as member of a LLC, certifies he/she is not in default on an educational loan. 5 ILCS 385/3.

4. Vendor, if an individual, sole proprietor, partner or an individual as member of a LLC, certifies it he/she has not received (i) an early retirement incentive prior to 1993 under Section 14-108.3 or 16-133.3 of the Illinois Pension Code or (ii) an early retirement incentive on or after 2002 under Section 14-108.3 or 16-133.3 of the Illinois Pension Code. 30 ILCS 105/15a; 40 ILCS 5/14-108.3; 40 ILCS 5/16-133.

5. Vendor certifies that it is a legal entity authorized to do business in Illinois prior to submission of a bid, offer, or proposal. 30 ILCS 500/1-15.80, 20-43.

6. To the extent there was a current Vendor providing the services covered by this contract and the employees of that Vendor who provided those services are covered by a collective bargaining agreement, Vendor certifies (i) that it will offer to assume the collective bargaining obligations of the prior employer, including any existing collective bargaining agreement with the bargaining representative of any existing collective bargaining unit or units performing substantially similar work to the services covered by the contract subject to its bid or offer; and (ii) that it shall offer employment to all employees currently employed in any existing bargaining unit who perform substantially similar work to the work that will be performed pursuant to this contract. This does not apply to heating, air conditioning, plumbing and electrical service contracts. 30 ILCS 500/25-80.

7. Vendor certifies it has neither been convicted of bribing or attempting to bribe an officer or employee of the State of Illinois or any other State, nor made an admission of guilt of such conduct that is a matter of record. 30 ILCS 500/50-5.

8. If Vendor has been convicted of a felony, Vendor certifies at least five years have passed after the date of completion of the sentence for such felony, unless no person held responsible by a prosecutor's office for the facts upon which the conviction was based continues to have any involvement with the business. 30 ILCS 500/50-10.

9. If Vendor or any officer, director, partner, or other managerial agent of Vendor has been convicted of a felony under the Sarbanes-Oxley Act of 2002, or a Class 3 or Class 2 felony under the Illinois Securities Law of 1953, Vendor certifies at least five years have passed since the date of the conviction. Vendor further certifies that it is not barred from being awarded a contract and acknowledges that the State shall declare the contract void if this certification is false. 30 ILCS 500/50-10.5.

10. Vendor certifies it is not barred from having a contract with the State based upon violating the prohibitions related to either submitting/writing specifications or providing assistance to an employee of the State of Illinois by reviewing, drafting, directing, or preparing any invitation for bids, a request for proposal, or request of information, or similar assistance (except as part of a public request for such information). 30 ILCS 500/50-10.5(e), *amended* by Pub. Act No. 97-0895 (August 3, 2012).

11. Vendor certifies that it and its affiliates are not delinquent in the payment of any debt to the State (or if delinquent has entered into a deferred payment plan to pay the debt), and Vendor and its affiliates acknowledge the State may declare the contract void if this certification is false or if Vendor or an affiliate later becomes delinquent and has not entered into a deferred payment plan to pay off the debt. 30 ILCS 500/50-11, 50-60.

12. Vendor certifies that it and all affiliates shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with provisions of the Illinois Use Tax Act and acknowledges that failure to comply may result in the contract being declared void. 30 ILCS 500/50-12.

13. Vendor certifies that it has not been found by a court or the Pollution Control Board to have committed a willful or knowing violation of the Environmental Protection Act within the last five years, and is therefore not barred from being awarded a contract. 30 ILCS 500/50-14.

14. Vendor certifies it has neither paid any money or valuable thing to induce any person to refrain from bidding on a State contract, nor accepted any money or other valuable thing, or acted upon the promise of same, for not bidding on a State contract. 30 ILCS 500/50-25.

15. Vendor certifies it is not in violation of the "Revolving Door" provisions of the Illinois Procurement Code. 30 ILCS 500/50-30.

16. Vendor certifies that it has not retained a person or entity to attempt to influence the outcome of a procurement decision for compensation contingent in whole or in part upon the decision or procurement. 30 ILCS 500/50-38.

17. Vendor certifies that if it has hired a person required to register under the Lobbyist Registration Act to assist in obtaining any State contract, that none of the lobbyist's costs, fees, compensation, reimbursements, or other remuneration were billed to the State. 30 ILCS 500\50-38.

18. Vendor certifies it will report to the Illinois Attorney General and the Chief Procurement Officer any suspected collusion or other anti-competitive practice among any bidders, offerors, contractors, proposers, or employees of the State. 30 ILCS 500/50-40, 50-45, 50-50.

19. Vendor certifies steel products used or supplied in the performance of a contract for public works shall be manufactured or produced in the United States, unless the executive head of the procuring Agency/University grants an exception. 30 ILCS 565.

20. Drug Free Workplace

    20.1 If Vendor employs 25 or more employees and this contract is worth more than $5,000, Vendor certifies it will provide a drug free workplace pursuant to the Drug Free Workplace Act.

    20.2 If Vendor is an individual and this contract is worth more than $5000, Vendor certifies it shall not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the performance of the contract. 30 ILCS 580.

21. Vendor certifies that neither Vendor nor any substantially owned affiliate is participating or shall participate in an international boycott in violation of the U.S. Export Administration Act of 1979 or the applicable regulations of the United States. Department of Commerce. 30 ILCS 582.

22. Vendor certifies it has not been convicted of the offense of bid rigging or bid rotating or any similar offense of any state or of the United States. 720 ILCS 5/33 E-3, E-4.

23. Vendor certifies it complies with the Illinois Department of Human Rights Act and rules applicable to public contracts, which include providing equal employment opportunity, refraining from unlawful discrimination, and having written sexual harassment policies. 775 ILCS 5/2-105.

24. Vendor certifies it does not pay dues to or reimburse or subsidize payments by its employees for any dues or fees to any "discriminatory club." 775 ILCS 25/2.

25. Vendor certifies that no foreign-made equipment, materials, or supplies furnished to the State under the contract have been or will be produced in whole or in part by forced labor or indentured labor under penal sanction. 30 ILCS 583.

26. Vendor certifies that no foreign-made equipment, materials, or supplies furnished to the State under the contract have been produced in whole or in part by the labor of any child under the age of 12. 30 ILCS 584.

27. Vendor certifies that any violation of the Lead Poisoning Prevention Act, as it applies to owners of residential buildings, has been mitigated. 410 ILCS 45.

28. Vendor warrants and certifies that it and, to the best of its knowledge, its subcontractors have and will comply with Executive Order No. 1 (2007). The Order generally prohibits Vendors and subcontractors from hiring the then-serving Governor's family members to lobby procurement activities of the State, or any other unit of government in Illinois including local governments if that procurement may result in a contract valued at over $25,000. This prohibition also applies to hiring for that same purpose any former State employee who had procurement authority at any time during the one-year period preceding the procurement lobbying activity.

29. Vendor certifies that information technology, including electronic information, software, systems and equipment, developed or provided under this contract comply with the applicable requirements of the Illinois Information Technology Accessibility Act Standards as published at (www.dhs.state.il.us/iitaa) 30 ILCS 587.

30. Vendor certifies that it has read, understands, and is in compliance with the registration requirements of the Elections Code (10 ILCS 5/9-35) and the restrictions on making political contributions and related requirements of the Illinois Procurement Code. 30 ILCS 500/20-160 and 50-37. Vendor will not make a political contribution that will violate these requirements.

In accordance with section 20-160 of the Illinois Procurement Code, Vendor certifies as applicable:

☒ Vendor is not required to register as a business entity with the State Board of Elections.

or

☐ Vendor has registered with the State Board of Elections. As a registered business entity, Vendor acknowledges a continuing duty to update the registration as required by the Act.

31. Vendor certifies that if it is awarded a contract through the use of the preference required by the Procurement of Domestic Products Act, then it shall provide products pursuant to the contract or a subcontract that are manufactured in the United States. 30 ILCS 517.

32. A person (other than an individual acting as a sole proprietor) must be a duly constituted legal entity and authorized to transact business or conduct affairs in Illinois prior to submitting a bid or offer. 30 ILCS 500/20-43. If you do not meet these criteria, then your bid or offer will be disqualified.

Vendor must make one of the following four certifications by checking the appropriate box. If C or D is checked, then Vendor must attach to this form the requested documentation.

A. ☐ Vendor certifies it is an individual acting as a sole proprietorand is therefore not subject to the requirements of section 20-43 of the Procurement Code.

B. ☒ Vendor certifies that it is a legal entity, and was authorized to transact business or conduct affairs in Illinois as of the date for submitting this bid or offer. The State may require Vendor to provide evidence of compliance before award.

C. ☐ Vendor certifies it is a legal entity, and is a foreign corporation performing activities that do not constitute transacting business in Illinois as defined by Illinois Business Corporations Act (805 ILCS 5/13.75). A vendor claiming exemption under the Act must include a detailed explanation of the legal basis for the claim with its bid or offer and must provide additional detail upon request. If Vendor fails to provide the mandatory documentation with the bid or offer, or does not provide additional detail upon request within the timeframe specified in said request, then the State may deem the Vendor as being non-responsive or not responsible and may disqualify the Vendor.

D. ☐ Vendor certifies it is a legal entity, and is an entity otherwise recognized under Illinois law as eligible for a specific form of exemption similar to those found in the Illinois Business Corporation Act (805 ILCS 5/13.75). A vendor claiming exemption under a specific law must provide a detailed explanation of the legal basis for the claim with its bid or offer and must provide additional detail upon request. If Vendor fails to provide the mandatory documentation with the bid or offer, or does not provide additional detail upon request within the timeframe specified in said request, then the State may deem the Vendor as being non-responsive or not responsible and may disqualify the Vendor.

33. Vendor certifies that, for the duration of this contract it will:

- post its employment vacancies in Illinois and border states on the Department of Employment Security's IllinoisJobLink.com website or its successor system; or
- will provide an online link to these employment vacancies so that this link is accessible through the IllinoisJobLink.com website it successor system; or
- is exempt from 20 ILCS 1005/1005-47 because the contract is for construction-related services as that term is defined in section 1-15.20 of the Procurement Code; or the contract is for construction and vendor is a party to a contract with a bona fide labor organization and performs construction. (20 ILCS 1005/1005-47).

STATE OF ILLINOIS
FINANCIAL DISCLOSURES AND CONFLICTS OF INTEREST

The Financial Disclosures and Conflicts of Interest form ("form") must be accurately completed and submitted by the vendor, parent entity(ies), and subcontractors. There are **nine** steps to this form and each must be completed as instructed in the step heading and within the step. A bid or offer that does not include this form shall be considered non-responsive. The Agency/University will consider this form when evaluating the bid or offer or awarding the contract.

The requirement of disclosure of financial interests and conflicts of interest is a continuing obligation. If circumstances change and the disclosure is no longer accurate, then disclosing entities must provide an updated form.

Separate forms are required for the vendor, parent entity(ies), and subcontractors.

This disclosure is submitted for:

- [x] Vendor
- [ ] Vendor's Parent Entity(ies) (100% ownership)
- [ ] Subcontractor(s) >$50,000 (annual value)
- [ ] Subcontractor's Parent Entity(ies) (100% ownership) > $50,000 (annual value)

Project Name	Click here to enter text. Transition Specialist Program
Illinois Procurement Bulletin Number	Click here to enter text.
Contract Number	Click here to enter text. 46CBF00189
Vendor Name	Click here to enter text. School Association for Special Education in DuPage County
Doing Business As (DBA)	Click here to enter text.
Disclosing Entity	Click here to enter text.
Disclosing Entity's Parent Entity	Click here to enter text.
Subcontractor	Click here to enter text.
Instrument of Ownership or Beneficial Interest	Choose an item. ☐ If you selected Other, please describe: Click here to enter text. Governmental

STEP 1
SUPPORTING DOCUMENTATION SUBMITTAL

(All vendors complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

You must select one of the six options below and select the documentation you are submitting. You must provide the documentation that the applicable section requires with this form.

☐ Option 1 – Publicly Traded Entities

1.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

1.B. ☐ Attach a copy of the Federal 10-K or provide a web address of an electronic copy of the Federal 10-K, and skip to Step 3.

☐ Option 2 – Privately Held Entities with more than 100 Shareholders

2.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

2.B. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership share in excess of 5% and attach the information Federal 10-K reporting companies are required to report under 17 CFR 229.401.

☐ Option 3 – All other Privately Held Entities, not including Sole Proprietorships

3.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

☐ Option 4 – Foreign Entities

4.A. ☐ Complete Step 2, Option A for each qualifying individual or entity holding any ownership or distributive income share in excess of 5% or an amount greater than 60% ($106,447.20) of the annual salary of the Governor.

OR

4.B. ☐ Attach a copy of the Securities Exchange Commission Form 20-F or 40-F and skip to Step 3.

☒ Option 5 – Not-for-Profit Entities

☐ Complete Step 2, Option B.

☐ Option 6 – Sole Proprietorships

☐ Skip to Step 3.

STEP 2
DISCLOSURE OF FINANCIAL INTEREST OR BOARD OF DIRECTORS

(All vendors, except sole proprietorships, must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Complete **either** Option A (for all entities other than not-for-profits) or Option B (for not-for-profits). Additional rows may be inserted into the tables or an attachment may be provided if needed.

OPTION A – Ownership Share and Distributive Income

Ownership Share – If you selected Option 1.A., 2.A., 2.B., 3.A., or 4.A. in Step 1, provide the name and address of each individual or entity and their percentage of ownership if said percentage exceeds 5%, or the dollar value of their ownership if said dollar value exceeds $106,447.20.

☐ Check here if including an attachment with requested information in a format substantially similar to the format below.

TABLE – X

Name	Address	Percentage of Ownership	$ Value of Ownership
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

Distributive Income – If you selected Option 1.A., 2.A., 3.A., or 4.A. in Step 1, provide the name and address of each individual or entity and their percentage of the disclosing vendor's total distributive income if said percentage exceeds 5% of the total distributive income of the disclosing entity, or the dollar value of their distributive income if said dollar value exceeds $106,447.20.

☐ Check here if including an attachment with requested information in a format substantially similar to the format below.

TABLE – Y

Name	Address	% of Distributive Income	$ Value of Distributive Income
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Please certify that the following statements are true.

I have disclosed all individuals or entities that hold an ownership interest of greater than 5% or greater than $106,447.20.

☐ Yes ☐ No

I have disclosed all individuals or entities that were entitled to receive distributive income in an amount greater than $106,447.20 or greater than 5% of the total distributive income of the disclosing entity.

☐ Yes ☐ No

OPTION B – Disclosure of Board of Directors (Not-for-Profits)

If you selected Option 5 in Step 1, list members of your board of directors. Please include an attachment if necessary.

TABLE – Z

Name	Address
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

STEP 3
DISCLOSURE OF LOBBYIST OR AGENT

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

☐ Yes ☒ No. Is your company represented by or do you employ a lobbyist required to register under the Lobbyist Registration Act (lobbyist must be registered pursuant to the Act with the Secretary of State) or other agent who is not identified through Step 2, Option A above and who has communicated, is communicating, or may communicate with any State/Public University officer or employee concerning the bid or offer? If yes, please identify each lobbyist and agent, including the name and address below.

If you have a lobbyist that does not meet the criteria, then you do not have to disclose the lobbyist's information.

Name	Address	Relationship to Disclosing Entity
Click here to enter text.	Click here to enter text.	Click here to enter text.

Describe all costs/fees/compensation/reimbursements related to the assistance provided by each representative lobbyist or other agent to obtain this Agency/University contract: Click here to enter text.

SASED

Teaching · Leading · Believing

DISTRICT	Board of Control May 2022-May 2023			Governing Board May 2022-May 2023		
	REPRESENTATIVE	TERM EX.	ALTERNATE	REPRESENTATIVE	TERM EX.	ALTERNATE
Keeneyville School #20	Terry Walloch, Bd.	2023	Heather Weishaar, Bd.	Terry Walloch	2023	Heather Weishaar
Benjamin School #25	Jack Buscemi, Bd.	2023	Dennis Peterson, Bd.	Jack Buscemi	2023	Dennis Peterson
West Chicago Elem. Sch. #33	Kristina Davis (Supt.)	2023	Rita Balgeman, Bd.	Tom Doyle	2023	Chad McLean
Winfield School #34	Dr. Matt Rich (Supt.)	2024	Norm Bothwell, Bd.	Norm Bothwell	2024	Matt Tibble
School District #45,	Dr. Anthony Palmisano (Supt.)	2023	Melissa Slinn, Bd.	Emily Shultz	2023	Melissa Slinn
Salt Creek School #48	Raymond Kielminski, Bd.	2023	James Blair, Bd.	James Blair	2023	Raymond Kielminski
Downers Grove #58	Emily Hanus, Bd.	2023	Greg Harris, Bd.	Emily Hanus	2023	Greg Harris
Maercker #60	Dr. Sean Nugent (Supt.)	2024	Amy Sullivan, Bd.	Mary Satchwell	2024	Amy Sullivan
Cass School #63	Mark Cross (Supt.)	2024	Lana Johnson, Bd.	Rinku Patel	2024	Kent Absalonsen
Center Cass School #66	Andrew Wise (Supt.)	2024	Beth Bukey, Bd.	Liane Raso	2024	Beth Bukey
Woodridge School #68	Thomas Ruggio, Bd.	2024	Patrick Broncato (Supt.)	Tom Ruggio	2024	Mike Toohey
DuPage High School #88	Jean Barbanente (Supt.)	2024	Donna Craft Cain, Bd.	Donna Craft Cain	2024	Amy Finnegan
Community High School #94	Lynn Casey-Maher	2023	Katherine Doremus, Bd.	Katherine Doremus	2023	Lynn Casey-Maher
Community High School #99	Joanna Vazquez Drexler, Bd.	2024	Dr. Nancy Kupka, Bd.	Joanna Vazquez Drexler	2024	Dr. Nancy Kupka
Community Consolidated #180	Dr. Thomas Schneider	2024	Krystle Vanterpool, Bd.	Krystle Vanterpool	2024	Nader Najjar
Westmont C. U. School #201	Leah Conover, Bd.	2023	Kevin Marren, Bd.	Leah Conover	2023	Kevin Marren
Lisle C. U. School #202	Steven Lesniak, Bd.	2023	Wendy Nadeau, Bd.	Wendy Nadeau, Bd.	2023	Steven Lesniak, Bd.
Elmhurst C. U. School #205	Beth Hosler	2024	Dr. Keisha Campbell	Karen Stuefen	2024	Courtenae Trautmann

Updated: 6/14/22 **BOC Officers:** Chairperson: Dr. Matt Rich
Vice Chairperson: Tom Ruggio
Secretary: Dr. Anthony Palmisano

Gov. Bd. Officers: Chairperson:
Vice Chairperson:
Secretary:

STEP 4
PROHIBITED CONFLICTS OF INTEREST
(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Step 4 must be completed for each person disclosed in Step 2, Option A and for sole proprietors identified in Step 1, Option 6 above. Please provide the name of the person for which responses are provided: Click here to enter text.

1.	Do you hold or are you the spouse or minor child who holds an elective office in the State of Illinois or hold a seat in the General Assembly?	☐ Yes ☐ No
2.	Have you, your spouse, or minor child been appointed to or employed in any offices or agencies of State government and receive compensation for such employment in excess of 60% ($106,447.20) of the salary of the Governor?	☐ Yes ☐ No
3.	Are you or are you the spouse or minor child of an officer or employee of the Capital Development Board or the Illinois Toll Highway Authority?	☐ Yes ☐ No
4.	Have you, your spouse, or an immediate family member who lives in your residence currently or who lived in your residence within the last 12 months been appointed as a member of a board, commission, authority, or task force authorized or created by State law or by executive order of the Governor?	☐ Yes ☐ No
5.	If you answered yes to any question in 1-4 above, please answer the following: Do you, your spouse, or minor child receive from the vendor more than 7.5% of the vendor's total distributable income or an amount of distributable income in excess of the salary of the Governor ($177,412.00)?	☐ Yes ☐ No
6.	If you answered yes to any question in 1-4 above, please answer the following: Is there a combined interest of self with spouse or minor child more than 15% in the aggregate of the vendor's distributable income or an amount of distributable income in excess of two times the salary of the Governor ($354,824.00)?	☐ Yes ☐ No

STEP 5
POTENTIAL CONFLICTS OF INTEREST RELATING TO PERSONAL RELATIONSHIPS
(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

Step 5 must be completed for each person disclosed in Step 2, Option A and for sole proprietors identified in Step 1, Option 6 above.

Please provide the name of the person for which responses are provided: Click here to enter text.

1.	Do you currently have, or in the previous 3 years have you had State employment, including contractual employment of services?	☐ Yes ☐ No
2.	Has your spouse, father, mother, son, or daughter, had State employment, including contractual employment for services, in the previous 2 years?	☐ Yes ☐ No

3.	Do you hold currently or have you held in the previous 3 years elective office of the State of Illinois, the government of the United States, or any unit of local government authorized by the Constitution of the State of Illinois or the statutes of the State of Illinois?	Yes No
4.	Do you have a relationship to anyone (spouse, father, mother, son, or daughter) holding elective office currently or in the previous 2 years?	☐ Yes ☐ No
5.	Do you hold or have you held in the previous 3 years any appointive government office of the State of Illinois, the United States of America, or any unit of local government authorized by the Constitution of the State of Illinois or the statutes of the State of Illinois, which office entitles the holder to compensation in excess of expenses incurred in the discharge of that office?	☐ Yes ☐ No
6.	Do you have a relationship to anyone (spouse, father, mother, son, or daughter) holding appointive office currently or in the previous 2 years?	☐ Yes ☐ No
7.	Do you currently have or in the previous 3 years had employment as or by any registered lobbyist of the State government?	☐ Yes ☐ No
8.	Do you currently have or in the previous 2 years had a relationship to anyone (spouse, father, mother, son, or daughter) that is or was a registered lobbyist?	☐ Yes ☐ No
9.	Do you currently have or in the previous 3 years had compensated employment by any registered election or re-election committee registered with the Secretary of State or any county clerk in the State of Illinois, or any political action committee registered with either the Secretary of State or the Federal Board of Elections?	☐ Yes ☐ No
10.	Do you currently have or in the previous 2 years had a relationship to anyone (spouse, father, mother, son, or daughter) who is or was a compensated employee of any registered election or reelection committee registered with the Secretary of State or any county clerk in the State of Illinois, or any political action committee registered with either the Secretary of State or the Federal Board of Elections?	☐ Yes ☐ No

STEP 6
EXPLANATION OF AFFIRMATIVE RESPONSES

(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

If you answered "Yes" in Step 4 or Step 5, please provide on an additional page a detailed explanation that includes, but is not limited to the name, salary, State agency or university, and position title of each individual.

STEP 7
POTENTIAL CONFLICTS OF INTEREST RELATING TO DEBARMENT & LEGAL PROCEEDINGS

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

This step must be completed for each person disclosed in Step 2, Option A, Step 3, and for each entity and sole proprietor disclosed in Step 1.

Please provide the name of the person or entity for which responses are provided: Click here to enter text.

1. Within the previous ten years, have you had debarment from contracting with any governmental entity? ☐ Yes ☐ No
2. Within the previous ten years, have you had any professional licensure discipline? ☐ Yes ☐ No
3. Within the previous ten years, have you had any bankruptcies? ☐ Yes ☐ No
4. Within the previous ten years, have you had any adverse civil judgments and administrative findings? ☐ Yes ☐ No
5. Within the previous ten years, have you had any criminal felony convictions? ☐ Yes ☐ No

If you answered "Yes", please provide a detailed explanation that includes, but is not limited to the name, State agency or university, and position title of each individual. Click here to enter text.

STEP 8
DISCLOSURE OF CURRENT AND PENDING CONTRACTS

(Complete only if bid, offer, or contract has an annual value over $50,000)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

If you selected Option 1, 2, 3, 4, or 6 in Step 1, do you have any contracts, pending contracts, bids, proposals, subcontracts, leases or other ongoing procurement relationships with units of State of Illinois government?

☐ Yes ☐ No.

If "Yes", please specify below. Additional rows may be inserted into the table or an attachment may be provided if needed.

Agency/University	Project Title	Status	Value	Contract Reference/P.O./Illinois Procurement Bulletin #

Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.

Please explain the procurement relationship: Click here to enter text.

STEP 9
SIGN THE DISCLOSURE

(All vendors must complete regardless of annual bid, offer, or contract value)
(Subcontractors with subcontract annual value of more than $50,000 must complete)

This disclosure is signed, and made under penalty of perjury for all for-profit entities, by an authorized officer or employee on behalf of the bidder or offeror pursuant to Sections 50-13 and 50-35 of the Illinois Procurement Code. This disclosure information is submitted on behalf of:

Name of Disclosing Entity: Click here to enter text. School Association for Special Education in DuPage

Signature:_____ Date: Click here to enter text.

Printed Name: Click here to enter text. Melinda McGuffin

Title: Click here to enter text. Exectutive Director

Phone Number: Click here to enter text. 630-955-8104

Email Address: Click here to enter text. mmcguffin@sased.org

SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE

To: Board of Control
From: Melinda McGuffin, Executive Director
Christine Martin, Assistant Director for Programs & Services
Date: June 22, 2022
Re: Math curriculum adoption/purchase

Purpose: To recommend the adoption and purchase of iReady Classroom Mathematics and Illustrative Mathematics across five SASED programs (i.e., DHH, Directions, Southeast, STARS, Vision).

Background:

- As discussed at previous board meetings, SASED programs began a curriculum materials adoption process in the spring of 2021 which culminated with the pilot of various math materials for grades K-12 including Eureka Math and subsequently iReady, Illustrative, and Eureka Math^2.
- An ad hoc teacher committee made the recommendation to adopt iReady Classroom Mathematics for K-8th grade instructional levels, and Illustrative Mathematics for high school instructional levels. The Vision program will continue to use District 88 math materials at the high school level, and will pilot iReady large print and braille materials for K-8th grade instructional levels in Fall, 2022.
- SASED is now ready to move forward with the purchase of math materials. A portion of the 21/22 and 22/23 budget was allocated to purchase these materials for DHH, Directions, STARS, Southeast, and Vision classrooms.
- Adoption of these materials will afford SASED students access to high quality general education instructional materials aligned to Illinois and Common Core standards. Students at lower instructional levels (K-8th grade) will have access to diagnostic assessments that will drive instruction. Teachers will have access to all grade levels to better support students' individualized needs. Digital materials will provide high quality resources for any remote learning needs. Alignment of mathematics materials across much of SASED programs will allow for greater professional development and coaching supports, and more collaboration opportunities between teachers/related service staff.

Next Steps:

- It is anticipated that iReady Classroom Mathematics and Kendall Hunt Illustrative Mathematics materials will be purchased after July 1, 2022, using $30,000 in the proposed 22/23 budget that are dedicated to this purpose.
- Approximately $7,500 of the proposed purchases will be one-time costs for teacher manuals, manipulatives, and other hard copy materials.
- Approximately $22,000 will be an annual recurring cost for student consumable worktexts, student digital materials, teacher digital materials, digital/computerized adaptive testing access, and vendor required ongoing professional development/training.
- Based on this information, SASED proposes purchasing the iReady Classroom Mathematics and Kendall Hunt Illustrative Mathematics curriculum materials as outlined in the attached quotes. The total purchase price for these materials is $26,783.94 – with the break down of $19,653.30 for iReady, $2,365.21 for Illustrative Math, and $4,883.67 for iReady manipulatives to be purchased through their partner Hand2Mind.
- The Administration recommends acceptance of said proposal to purchase iReady and Illustrative Math materials for the DHH, Directions, Southeast, and STARS programs, and pilot iReady in the Vision program with large print and braille versions.

Cc: Attachments

Price Quote

4050 Westmark Drive, Dubuque IA 52004-1840
Toll Free: 800-542-6657 https://k12.kendallhunt.com/

Date: 8-Jun-22

TO: Christine Martin, Assistant Director for Programs & Services
School Association for Special Education in DuPage (SASED)
2900 Ogden Ave, Lisle, IL 60532
cmartin@sased.org
Office Phone: (630)955-8103
Ship TO:

Sales: *Meg Yeakey*
Curriculum Sales Consultant
563.581.0642
myeakey@kendallhunt.com

Valid for 60 Days*

Description	ISBN	Price	Qty	Amount
Illustrative Mathematics Grades 6-12 2021/2022				
Algebra I Student Edition	978-1-5249-9107-4	$25.00	17	$ 425.00
Algebra I Spanish Student Edition	979-8-7657-0853-8	$35.00		$ -
Algebra I Teacher Guide (includes Teacher Resource Guide)	978-1-5249-9113-5	$75.00	2	$ 150.00
Algebra I Supports Student Edition	978-1-5249-9493-8	$21.00		$ -
Algebra I Supports Spanish Student Edition	979-8-7657-0858-3	$25.00		$ -
Algebra I Supports Teacher Guide	978-1-5249-9497-6	$47.00		$ -
Algebra I Kit	978-1-7924-3420-4	$151.99	1	$ 151.99
Algebra I Kiddom Student 1 Year Access	978-1-7924-6549-9	$27.00		$ -
Algebra II Student Edition	978-1-5249-9125-8	$25.00	5	$ 125.00
Algebra II Teacher Guide (includes Teacher Resource Guide)	978-1-5249-9126-5	$75.00	1	$ 75.00
Algebra II Kit	978-1-7924-3422-8	$200.99	1	$ 200.99
Algebra II Kiddom Student 1 Year Access	978-1-7924-6550-5	$27.00		$ -
Geometry Student Edition	978-1-5249-9139-5	$25.00	15	$ 375.00
Geometry Teacher Guide (includes Teacher Resource Guide)	978-1-5249-9140-1	$75.00	2	$ 150.00
Geometry Kit	978-1-7924-3421-1	$385.99	1	$ 385.99
Geometry Kiddom Student 1 Year Access	978-1-7924-6551-2	$27.00		$ -
Kiddom Premium: LTI Integration/SIS Support	978-1-79247295-4	$1,000.00		$ -
Kiddom Live	978-1-79247747-8	$200.00		$ -
**Kit prices subject to change				
**Print Materials, Kits, Digital products are non-returnable*		SUB TOTAL		$ 2,038.97

Shipping & Handling	**$ 326.24**
**kits are subject to increased shipping*	
Tax will be charged based upon the "ship to" tax rate.	
*If you are tax exempt, your exampt certificate is **REQUIRED** with this order to remove the tax charge.*	
TOTAL	**$ 2,365.21**

EMAIL
myeakey@kendallhunt.com
or
ordernow@kendallhunt.com

MAIL
Kendall Hunt Publishing
Att: Customer Service
4050 Westmark Drive
Dubuque IA 52002

FAX
800-772-9165
or
563-589-1046

Quotation

hand2mind
500 GREENVIEW COURT
VERNON HILLS, IL 60061-1862
USA

Telephone 800.445.5985
Fax 847-968-5200

Page	1 of 3
Number	QUO001708-1
Date	6/15/2022
Requisition	
Your ref.	CHRISTINE MARTIN
Prepared By	Olga Pittner
Quotation deadline	9/12/2022
Payment	Net 30 days
Invoice Acct #	CUST000000587

Bill to:
SCHOOL ASSOC FOR SP ED-DUPAGE
2900 OGDEN AVE
Lisle, IL 60532
USA

Ship to:
SCHOOL ASSOC FOR SP ED-DUPAGE
2900 OGDEN AVE
LISLE, IL 60532-1631
USA

Item number	Description	Quantity	Unit	Sales price	Discount percent	Discount	Price after discount	Amount
93360	CURR ASSOC 2020 MATH KIT GR K -1BX	1.00	EA	$ 269.99	0.00%	$ 0.00	$ 269.99	$ 269.99
93361	CURR ASSOC 2020 MATH KIT GR 1 -1BX	2.00	EA	$ 249.99	0.00%	$ 0.00	$ 249.99	$ 499.98
93361-1	CURR ASSOC 2020 MATH STUDENT KIT-GR 1	1.00	EA	$ 21.99	0.00%	$ 0.00	$ 21.99	$ 21.99
93362	CURR ASSOC 2020 MATH KIT GR 2 -2BXS	2.00	EA	$ 399.99	0.00%	$ 0.00	$ 399.99	$ 799.98
93362-1	CURR ASSOC 2020 MATH STUDENT KIT-GR 2	1.00	EA	$ 16.99	0.00%	$ 0.00	$ 16.99	$ 16.99
93363	CURR ASSOC 2020 MATH KIT GR 3 -2BXS	1.00	EA	$ 399.99	0.00%	$ 0.00	$ 399.99	$ 399.99
93363-1	CURR ASSOC 2020 MATH STUDENT KIT-GR 3	1.00	EA	$ 17.99	0.00%	$ 0.00	$ 17.99	$ 17.99
42289	BALANCE, PAN	1.00	EA	$ 44.99	0.00%	$ 0.00	$ 44.99	$ 44.99
867	MONEY, COMBO PAPER SET/500	1.00	EA	$ 24.99	0.00%	$ 0.00	$ 24.99	$ 24.99
840A	COINS IN BAG SET/96	1.00	EA	$ 4.49	0.00%	$ 0.00	$ 4.49	$ 4.49
862	COIN, COLLECTION, SET/768	1.00	EA	$ 34.99	0.00%	$ 0.00	$ 34.99	$ 34.99
75597	WEIGHT SET SAFETY METRIC PK/58	1.00	EA	$ 39.99	0.00%	$ 0.00	$ 39.99	$ 39.99
511	METERSTICKS, WD ENG/METRIC P/6	1.00	EA	$ 34.99	0.00%	$ 0.00	$ 34.99	$ 34.99

Sales Rep Information
BARBARA JO EVANS
bevans@hand2mind.com
(414) 526-5283

Quotation

hand2mind
500 GREENVIEW COURT
VERNON HILLS, IL 60061-1862
USA

Telephone 800.445.5985
Fax 847-968-5200

Number QUO001708-1
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Requisition
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Lisle, IL 60532
USA

Ship to:
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2900 OGDEN AVE
LISLE, IL 60532-1631
USA

Item number	Description	Quantity	Unit	Sales price	Discount percent	Discount	Price after discount	Amount
317	TANGRAMS, FOAM, SET/4	1.00	EA	$ 4.49	0.00%	$ 0.00	$ 4.49	$ 4.49
93364	CURR ASSOC 2020 MATH KIT GR 4 -2BXS	1.00	EA	$ 469.99	0.00%	$ 0.00	$ 469.99	$ 469.99
93364-1	CURR ASSOC 2020 MATH STUDENT KIT-GR 4	1.00	EA	$ 27.99	0.00%	$ 0.00	$ 27.99	$ 27.99
867	MONEY, COMBO PAPER SET/500	1.00	EA	$ 24.99	0.00%	$ 0.00	$ 24.99	$ 24.99
9236	CLOCKS, PLSTC, GEARED 4" PK/12	1.00	EA	$ 39.99	0.00%	$ 0.00	$ 39.99	$ 39.99
315B	COLOR TILES, FOAM 1" SET/400	1.00	EA	$ 21.99	0.00%	$ 0.00	$ 21.99	$ 21.99
76242	GEOBOARDS, SET OF 10, 5X5/CIRC	1.00	EA	$ 34.99	0.00%	$ 0.00	$ 34.99	$ 34.99
94468	RAINBOW FRACTION LIQUID MEASURING CUPS	1.00	EA	$ 16.99	0.00%	$ 0.00	$ 16.99	$ 16.99
94467	RAINBOW FRACTION MEASURING SPOONS	1.00	EA	$ 9.99	0.00%	$ 0.00	$ 9.99	$ 9.99
93399	RAINBOW FRACTION MEASURING CUPS, 9 CUPS	1.00	EA	$ 29.99	0.00%	$ 0.00	$ 29.99	$ 29.99
79576	FRACTION CIRCLES, FOAM RAINBOW SET/51	1.00	EA	$ 9.99	0.00%	$ 0.00	$ 9.99	$ 9.99
4576	SPINNERS, BLANK, O/H, SET/5	1.00	EA	$ 5.99	0.00%	$ 0.00	$ 5.99	$ 5.99
511	METERSTICKS, WD ENG/METRIC P/6	1.00	EA	$ 34.99	0.00%	$ 0.00	$ 34.99	$ 34.99

Sales Rep Information
BARBARA JO EVANS
bevans@hand2mind.com
(414) 526-5283

Quotation

hand2mind
500 GREENVIEW COURT
VERNON HILLS, IL 60061-1862
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Telephone 800.445.5985
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Page	3 of 3
Number	QUO001708-1
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Ship to:
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2900 OGDEN AVE
LISLE, IL 60532-1631
USA

Item number	Description	Quantity	Unit	Sales price	Discount percent	Discount	Price after discount	Amount
93365	CURR ASSOC 2020 MATH KIT GR 5 -2BXS	2.00	EA	$ 379.99	0.00%	$ 0.00	$ 379.99	$ 759.98
93436	CURR ASSOC 2021 MATH KIT GR 6 -1BX	1.00	EA	$ 394.99	0.00%	$ 0.00	$ 394.99	$ 394.99
93437	CURR ASSOC 2021 MATH KIT GR 7 -1BX	1.00	EA	$ 384.99	0.00%	$ 0.00	$ 384.99	$ 384.99
93438	CURR ASSOC 2021 MATH KIT GR 8 -1BX	1.00	EA	$ 399.99	0.00%	$ 0.00	$ 399.99	$ 399.99

Currency	Sales subtotal amount	Total discount	Charges	Net amount	Sales tax	Round-off	Total
USD	4,883.67	0	0.00	4,883.67	0.00	0.00	4,883.67

Sales Rep Information
BARBARA JO EVANS
bevans@hand2mind.com
(414) 526-5283

Curriculum Associates

Prepared For:
Christine Martin
School Assoc for Sp Ed-Dupage
2900 Ogden Ave,
Lisle, IL 60532

6/10/2022

Dear Christine Martin,

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

Quote ID: 286340.1 Valid through: 12/31/2022

Product	List Price	Net Price
i-Ready Classroom + i-Ready	$9,794.00	$7,470.00
i-Ready Classroom	$10,498.00	$5,183.30
Ready	$70.00	$0.00
Professional Development	$7,250.00	$7,000.00
	List Total:	$27,612.00
	Savings:	$7,958.70
	Shipping/Tax/Other:	$0.00
	Total:	**$19,653.30**

Thank you again for your interest in Curriculum Associates.

Sincerely

Jeff Brill
224-470-0285
jbrill@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 286340.1 **Date:** 6/10/2022 **Valid through:** 12/31/2022

Prepared For:
Christine Martin
School Assoc for Sp Ed-Dupage
2900 Ogden Ave,
Lisle, IL 60532
cmartin@sased.org

Your Representative:
Jeff Brill
224-470-0285
jbrill@cainc.com

i-Ready Classroom + i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade K (1 Year)	25359.0	19	$59.00	$45.00	$855.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 1 (1 Year)	25415.0	21	$59.00	$45.00	$945.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 2 (1 Year)	25471.0	23	$59.00	$45.00	$1,035.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 3 (1 Year)	25583.0	21	$59.00	$45.00	$945.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 4 (1 Year)	25723.0	24	$59.00	$45.00	$1,080.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 5 (1 Year)	25863.0	14	$59.00	$45.00	$630.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 6 (1 Year)	28075.0	30	$59.00	$45.00	$1,350.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 7 (1 Year)	28076.0	8	$59.00	$45.00	$360.00
i-Ready Classroom Math Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 8 (1 Year)	28077.0	6	$59.00	$45.00	$270.00
				i-Ready Classroom + i-Ready Subtotal:	$7,470.00

i-Ready Classroom

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade K (1 Year)	25366.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade K Student Book (1 Year) (2022)	30502.0	19	$5.00	$4.25	$80.75
i-Ready Classroom Math Student Worktext with Digital Access Grade K (1 Year)	25345.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 1 (1 Year)	25422.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 1 Student Book (1 Year) (2022)	30503.0	21	$5.00	$4.25	$89.25
i-Ready Classroom Math Student Worktext with Digital Access Grade 1 (1 Year)	25401.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 2 (1 Year)	25520.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 2 Student Book (1 Year) (2022)	30504.0	23	$5.00	$4.25	$97.75

i-Ready Classroom Math Student Worktext with Digital Access Grade 2 (1 Year)	25457.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 3 (1 Year)	25653.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 3 Student Book (1 Year) (2022)	30505.0	21	$5.00	$4.25	$89.25
i-Ready Classroom Math Student Worktext with Digital Access Grade 3 (1 Year)	25569.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 4 (1 Year)	25793.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 4 Student Book (1 Year) (2022)	30506.0	24	$5.00	$4.25	$102.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 4 (1 Year)	25709.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 5 (1 Year)	25933.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 5 Student Book (1 Year) (2022)	30507.0	14	$5.00	$4.25	$59.50
i-Ready Classroom Math Student Worktext with Digital Access Grade 5 (1 Year)	25849.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 6 (1 Year)	28096.0	2	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 6 Student Book (1 Year) (2022)	30508.0	30	$5.00	$4.25	$127.50
i-Ready Classroom Math Student Worktext with Digital Access Grade 6 (1 Year)	28033.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 7 (1 Year)	28097.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 7 Student Book (1 Year) (2022)	30509.0	8	$5.00	$4.25	$34.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 7 (1 Year)	28034.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 8 (1 Year)	28098.0	1	$440.00	$0.00	$0.00
i-Ready Classroom Math Fluency Skills and Practice Grade 8 Student Book (1 Year) (2022)	30510.0	6	$5.00	$4.25	$25.50
i-Ready Classroom Math Student Worktext with Digital Access Grade 8 (1 Year)	28035.0	2	$26.00	$22.10	$44.20
i-Ready Classroom Common Core Math Teacher Digital Access (English and Spanish) Volume 1 + 2 Grade K-8 (1 Year)	26039.0	16	$300.00	$255.00	$4,080.00
				i-Ready Classroom Subtotal:	$5,183.30

Ready

Product Name	Item #	Qty	List Price	Net Price	Total
Mathematics Discourse Cards - English	23544.0	8	$7.00	$0.00	$0.00
Mathematics Discourse Cube 3'' - English	24407.0	2	$7.00	$0.00	$0.00
				Ready Subtotal:	$0.00

Professional Development

Product Name	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Classroom and i-Ready Math Core Introducing the Ready and i-Ready Programs Session	27518.0	1	$2,000.00	$1,750.00	$1,750.00
Professional Development i-Ready Classroom and i-Ready Math Core New User Package - Preparing to Teach i-Ready Classroom Mathematics, Developing Mathematical Thinkers Through Instructional Routines, and Tailored Support	24417.0	1	$5,250.00	$5,250.00	$5,250.00
				Professional Development Subtotal:	$7,000.00

Total	
List Total:	$27,612.00
Savings:	$7,958.70
Merchandise Total:	$19,653.30
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$19,653.30**

Special Notes

- Math teacher materials gratis at up to 1:25 ratio (addt'l access paid). Shipping included in math student bundle price. All i-Ready purchases require PD.
- 15% Blended Learning Discount applied to Ready products.

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

N1

Curriculum Associates®

Information on Professional Development 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 PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD 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 it 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 PD 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.

Curriculum Associates®

Placing an Order

Email: orders@cainc.com | **Fax:** 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

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
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	8% of order
$100,000 and more	6% 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.

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 or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBIUS6S
- Tax ID: 26-3954988

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.

i-Ready®

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.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. 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, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

Teaching • Leading • Believing

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Ridge Communication Training

Purpose: The purpose of this memo is information for discussion with action regarding the contract for Ridge Training with Mr. Jim Bolton.

Background: Earlier this Spring Mr. Bolton provided a Professional development workshop for the SASED membership and the SIIS-AT team at SASED. The experience was well received and building on our work with Hogan assessments and 360 feedback the SASED administrative team will come together for a 2-day retreat on June 27 and June 28 with a focus on the foundations of social emotional leadership.

Activities will include administrator style profiling and implications of individual styles on the team's collective strengths, weaknesses and needs. In addition, there will be a focus on listening and social-emotional leadership.

Next Steps: Approve agreement with Ridge Training, Mr. James Bolton, in the amount of $13,440.

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is made by and between The School Association for Special Education in DuPage County ("SASED"), and Ridge Training / presenter James Bolton ("Contractor") (collectively referred to as "the Parties").

The Parties agree as follows:

1. **SERVICES.** SASED shall engage Contractor to provide the following services as agreed to by SASED and Contractor Appendix A

2. **TERM.** Contractor shall provide services to SASED pursuant to this Agreement during the period from June 27, 2022 and June 28, 2022("Agreement Term").

3. **COMPENSATION.** In exchange for the services provided pursuant to Paragraph 1, SASED shall pay Contractor for services as outlined in Appendix A of this agreement. Contractor must submit a signed "Contractor Request for Payment" form or invoice to SASED to initiate payment. Contractor will be issued a Form 1099 and shall be solely responsible for paying all applicable payroll or employment taxes, including but not limited to FICA, federal personal income tax, state personal income tax, and state disability tax.

4. **EXPENSES.** Contractor shall bear all other expenses incurred in the performance of this Agreement unless pre-approved in writing by SASED's Executive Director or designee.

5. **INDEPENDENT CONTRACTOR.** Contractor is an independent contractor and not an employee of SASED. Nothing in this Agreement shall be construed to create the relationship of employer and employee, principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Unless otherwise stated in this Agreement, Contractor is not entitled to any of the benefits normally provided to employees of SASED.

6. **CONFIDENTIALITY.** Contractor acknowledges that she/he may have access to information that constitutes "school student records" as defined in the *Illinois School Student Records Act* (105 ILCS 10/1, et seq.) and/or "education records" as defined in the *Family Educational Rights and Privacy Act* ("FERPA," 20 U.S.C. §1232g) and/or "personally identifiable information" as defined in FERPA's implementing regulations (34 CFR §99.3), which information is collectively referred to as "Student Data." With regard to Student Data, Contractor certifies that she/he will comply with all applicable laws, regulations and SASED policies relating to confidentiality, privacy, disclosure and data security. At the conclusion of the Agreement Term, Contractor agrees to return all Student Data to SASED.

7. **OTHER RULES AND POLICIES.** Contractor agrees to abide by any other rules, policies, and procedures as communicated by SASED.

1. TERMINATION. This Agreement may be terminated early for the following reasons:

a. Mutual agreement, with fourteen (14) days' notice;
b. Permanent disability (inability to perform essential job functions with or without accommodation);
c. Death; or
d. Cause.

Termination for cause during the term of this Agreement shall be for any conduct, act, or failure to act by the Contractor, which, at the sole discretion of SASED, is deemed detrimental to the best interests of SASED.

2. RETURN OF PROPERTY. Upon termination or completion of the Agreement Term, Contractor will promptly return to SASED all property belonging to SASED, including without limitation: all computers, technology, office supplies, keys and any other property in any form.

3. CONTINUING OBLIGATIONS. Notwithstanding the termination of this Agreement for any reason, the provisions of Paragraph 6 of this Agreement will continue in full force and effect following such termination.

4. NON-DISCRIMINATION. Contractor agrees that she/he shall not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other status protected by law in its programs and/or activities.

5. LIABILITY. Contractor agrees to indemnify and hold harmless SASED, its employees and agents, against any and all claims, damages, costs, losses, and/or expenses arising from or related to the performance of this Agreement. This includes but is not limited to reasonable attorney's fees**.**

6. WAIVER. The failure of either party to enforce any provisions of this Agreement shall not be deemed a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

7. SEVERABILITY. If any part or parts of this Agreement shall be held unenforceable for any reason, the remainder of this Agreement shall continue in full force and effect. If any provision of this Agreement is deemed invalid or unenforceable by any court of competent jurisdiction, and if limiting such provision would make the provision valid, then such provision shall be deemed to be construed as so limited.

8. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties and supersedes any prior understanding or representation of any kind preceding the date of this Agreement. There are no other promises, conditions, understandings or other agreements,

whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified in writing and must be signed by both SASED and Contractor.

9. NOTICE. Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

For Contractor: Ridge Training
c/o James Bolton
5628 Emerson Ave S
Minneapolis, MN 55419

For SASED: Dr. Mindy McGuffin, Executive Director
School Association for Special Education in DuPage County
2900 Ogden Avenue
Lisle, Illinois 60532

10. GOVERNING LAW. The laws and regulations of the State of Illinois shall govern the validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the Parties.

11. BOARD APPROVAL. This Agreement is subject to the approval of the SASED Board of Control.

THEREFORE, SASED and Contractor now voluntarily and knowingly execute this Agreement.

SASED

By: _____ Date: _____
Executive Director

By: _____ Date: _____
Director of Business Operations

Contractor

_____ Date: _____
Jim Bolton, representative of Ridge Training

Independent Contractor Agreement – Professional Development
Appendix A

Contractor/Consultant	**Ridge Training/ James Bolton**
Address	5628 Emerson Ave S, Minneapolis, MN 55419
Email Address	jwbolton@ridgetraining.com
Phone #	651.767.2616

I agree to enter into a contract with SASED in return for a payment in the amount of $12,000.00 plus $120.00 for a multi-rater profile for each enrollee up to 20 participants for the following services**:**
Ridge Training outlined below :

- **Date: June 27 and June 28, 2022 - "Ridge Training-Foundations in Social and Emotional Leadership"**
  Time: 8:30 AM – 3:30 PM CST
- **Location: SASED Administrative Center, 2100 Ogden Ave., Lisle, IL 60532**

Estimated expenses for travel, meals (meals up to $50.00 per day), etc**.** $ **N/A**

Lodging requested: __Yes __ No **_X_ N/A**

If lodging is needed, SASED will handle reservations and payment (Must be pre-approved on contract).

Would you be willing to have participants contact you electronically after your presentation with follow up questions (e.g., listserv; email)? ____ Yes ___ No

Agreements:
I agree to submit all handouts for said presentation **no less than ten (10) business days prior to the workshop/seminar/event.**

I agree to indemnify and hold harmless, SASED, from all claims, suit, damages, costs, losses, and expenses in any manner arising from, arising out of, or connected with the performance of this agreement.

I agree that I shall not discriminate against any person in regard to this agreement or in the performance of this agreement because of sex, race, creed, color, age, religion, handicap or natural origin.

I understand that I **must submit an invoice including the appropriate purchase order number t**o SASED in order to initiate payment of this contract, and I understand **payment will be** made only **after Board approval**.

This agreement may be terminated/cancelled by either party upon giving the other party fourteen (14) calendar days, written or verbal, notice of said termination/cancellation **unless** the termination/cancellation is due to an act of nature or a life-threatening emergency.

Contractor/Consultant:_____ **Date**: _____
(Jim Bolton, Ridge Training Representative)

SASED Admin Signature	**Date**
SASED Executive Director	**Date**
Account Code:	**PO#**

SASED *IATION FOR SPECIAL EDUCATION IN DUPAGE*

Teaching • Leading • Believing

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Larry Lobert-Professional Development

Purpose:
To provide information for discussion with action about continuing professional development and team building for the leadership cabinet and the addition of program administrators

Background: SASED administrators and coordinators are engaged in multi-year professional development with Mr. Larry Lobert. Below is a synopsis of activities completed and anticipated for the upcoming 2022-2023 school year.

Hogan Assessments
Program Administrators/Coordinators have completed a Hogan Assessment and 1 feedback session with Mr. Lobert. All conversations and reports between the administrator and Mr. Lobert have remained confidential and private to each administrator. Information from these reports and the School Leader 360 Assessment feedback will be used by each administrator to establish a goal in their evaluation for the 2022-2023 school year.

School Leader 360
A customized 360 feedback assessment was released to survey each administrator and coordinators constituent groups. Administrators and coordinators completed short self-assessments based upon the same items in the survey to constituent groups. The 360 feedback was preceded by the Hogan Assessments, so the administrators' and coordinators' 360 assessments were customized to consider and measure their personal outcomes. Each administrator/coordinator received a detailed report that summarized and compared feedback by group, by dimension and individual descriptor as well as comparisons between group perceptions and self-assessments. Each administrator and coordinator had a meeting to review the result with Mr. Lobert this Spring.

The follow-up meetings between Mr. Lobert and each administrator/coordinator engaged administrators and coordinators in a careful analysis of 360 feedback resulting in a better understanding of perceived strengths and opportunities for potential growth.

Continuation of School Leader 360 2022-2023
Now that everyone has had a baseline year surveys will be distributed throughout the year next year to lessen the bombardment that certain groups may have for feedback opportunities. Administrators and coordinators will once again debrief with Mr. Lobert their 360 results in combination with their Hogan assessments.

Continuation of 5 Dysfunctions of a Team Retreat
1 day workshop with leadership team to continue the work with Patrick Lencioni's 5 Dysfunctions of a Team book study including an updated team assessment and composite report. Onboard new administrator into our current study and professional development.

Facilitated Listening Tour
Cooperative wide listening tour facilitated by Mr. Lobert with small groups as a follow-up to 360 feedback received.

Cost: $3,000 5 program administrators for Hogan Assessment and de-brief session
$9,750 13 administrators/coordinators school leader 360 survey, report, interpretation meeting
$2,000 Five Dysfunctions of a Team workshop follow up
$1000 Hogan team composite report
$750 Online team assessment and report
$2000 facilitated listening tour and team building retreat for all administration and coordinators

Next Steps:
Approval of engagement with Larry Lobert and Associates for professional development in the amount of $18,500

LARRY LOBERT AND ASSOCIATES
HUMAN RESOURCES CONSULTING

1030 Nottingham Rd., Grosse Pointe Park, MI 48230 ■ P: 313.303.3727 ■ Email: larry@larrylobert.com

Dr. Mindy McGuffin
Executive Director, SASED
2900 Ogden Ave.
Lisle, IL 60532

June 15, 2022

1: Proposal for Hogan Leadership Assessments and related feedback for administrator/leaders.

2: Proposal for School Leader 360 feedback and related support.

3: Proposal for facilitation of a one-day on-site follow-uo team-building retreat based upon the Five Dysfunctions of a Team model.

4: One-day on-site facilitation of listening tour/team building with all leaders.

HOGAN

School Leader 360
Larry Lobert & Associates

1: Hogan Leadership Assessments

Overview: Psychometric inventories offer participants important self-awareness about their own leadership. Based upon 30 years of intensive research including 450 separate validation studies, the Hogan assessment tools provide unique perspectives about leaders' values, talents and leadership risk factors or "derailers."

Process: Participants will be asked to complete three relatively short online assessments, responding to a series of basic preferences and personality factors. The assessments should take an hour or so to complete in total.

In follow-up activities, participants will learn about the significance of scores including their strengths, potential development opportunities and risk factors that could undermine their effectiveness. Participants will also be afforded the opportunity to ask questions and seek clarifications about their individual profiles through direct conversation and/or telephone follow-up with the consultant.

Deliverables

a. Hogan Assessment Flash Report which provides raw score information for the Hogan HPI (Hogan Potential Inventory), HDS (Hogan Development Survey) and the MVPI (Hogan Values and Preferences Inventory).
b. *Larry Lobert and Associates* - Hogan MVPI, HPI and HDS narrative summary report. (samples attached)
c. Individual meetings with participants to discuss results and interpretation.
d. Post-meeting telephone support for participants who desire follow up conversations.

Cost: Assumes 5 administrator participants

- Assessment administration, reports and follow-up meetings @ $600 each ……..…… $3000*
  **Other Hogan analysis and coaching reports can be generated by special request and pricing*.

2: Proposal for School Leader 360 Feedback

In conjunction with district leaders, a customized 360 feedback assessment will be developed to survey each participant's constituent groups. Participants will be provided unique passcodes to complete short self-assessments based upon the same items. If preceded by Hogan Assessments, participants' 360 assessment will be customized to consider and measure these outcomes.

Participants will receive a detailed report (sample attached) that summarizes and compares feedback by group, by dimension and individual descriptor as well as comparisons between group perceptions and self-assessments.

The follow-up meetings will engage participants in a careful analysis of 360 feedback resulting in a better understanding of perceived strengths and opportunities for potential growth.

Specific Action Steps Required:

1: District appointee will review and approve School Leader 360 instrument content.

2: Participants/District will be provided links, passcodes and template emails, and will be asked to assist with internal communications related to the 360 within their own district/buildings.

3: Participation in the following meetings:

- (Optional) Pre-meeting on-site to discuss 360 processes, approximately 30-60 minutes.
- Post-assessment meeting to analyze/discuss all report data and discuss strategies for clarifying feedback. Long-term executive coaching can be arranged but is not part of this proposal.

Deliverables

1) School Leader 360 survey design, including customization by job group.
2) School Leader 360 report.
3) Individual onsite/or phone meetings to interpret results and discuss appropriate developmental goals.

Cost: Assumes 13 participants

13 participants @ $750 per person = $9750
Final invoice will reflect actual participant number

3: Overview of Five Dysfunctions of a Team Workshop

According to author and management consultant Patrick Lencioni, team cohesiveness is the greatest potential resource that is underutilized by businesses and organizations large and small. Based upon his book, Five Dysfunctions of a Team, this one-day follow-up workshop will lead participants through the deep examination of concepts related to the development of trust, conflict management, clarity and commitment to decisions, accountability and shared focus on results. Participants will commit to advance reading about the five dysfunctions model, will complete an online team assessment, review and apply the team assessment results, examine their own behavioral profiles, based upon prior completion of the Hogan assessments, examine a team talent composite and complete a series of activities designed to enhance team effectiveness.

Deliverables and *costs:

- One-day follow-up facilitation Five Dysfunctions of a Team workshop $2000
- Online team assessment and report $750
- Hogan Team Composite Report $1000
- **Customer directly orders or assumes financial responsibility for all books and workbooks as well as workshop supplies, facility costs, food and all other related costs for participants. Cost assumes prior completion of Hogan other appropriate personality assessment as required in Five Dysfunctions model.*

4: Proposal facilitation of listening tour and team-building activity for extended leadership team.

Preparation, planning and facilitation of one-day activity.	$2000

Attachments:

1) **Hogan Scale Summary**
2) **School Leader 360 Feedback Report**

HOGAN

SCALE DEFINITION SUMMARY

STRENGTHS		INSIGHT REGARDING:	LOWER SCORE BEHAVIORS:	HIGHER SCORE BEHAVIORS:
HPI	ADJUSTMENT	*Resilience*	vigilant, self-aware, urgent; pessimistic, tense, & stress-prone	resilient, optimistic, composed; arrogant & feedback-resistant
	AMBITION	*Directedness*	supportive, team-oriented; lower confidence, drive, & initiative	high self-confidence, drive, energy; forceful, may over-compete
	SOCIABILITY	*Social Style*	focused, purposeful socially reactive, lower-impact social style	socially proactive, team-oriented, distractible, talks more than listens
	INTERPERSONAL SENSITIVITY	*Communication Style*	direct, frank, straightforward; low-touch style & potentially abrasive	diplomatic, warm, friendly; potentially "too soft" with feedback
	PRUDENCE	*Task-Focus*	flexible, ambiguity-tolerant; resistant to supervision & inattentive to details	dependable, process-focused, organized; rigid about details & rules
	INQUISITIVE	*Problem-Solving*	pragmatic, strong implementer, tactical, & short-term view	strategic, longer-term, big-picture view; low process & execution focus
	LEARNING APPROACH	*Learning Style*	hands-on, practical, "just in time" learning style; may seem uninformed	continuous, "traditional," learning style; possibly seems pedantic

DERAILERS		CROSSES LINE FROM EVERYDAY STRENGTH...		...TO POTENTIAL STRENGTH OVER-USED
HDS	EXCITABLE	Intense & energetic		Moody, inconsistent, volatile & unpredictable
	SKEPTICAL	Perceptive & insightful		Cynical, negative, distrustful & fault-finding
	CAUTIOUS	Careful & thorough		Risk-averse, overly careful & fearful of failure
	RESERVED	Independent & objective		Socially withdrawn, tough, & uncommunicative
	LEISURELY	Cooperative & agreeable		Stubborn, privately irritable & passive-resistant
	BOLD	Confident & assertive		Entitled, arrogant, & overestimates competence
	MISCHIEVOUS	Charming & interesting		Risk-taking, limit-testing & untrustworthy
	COLORFUL	Outgoing & socially-skilled		Attention-seeking, self-promoting & dramatic
	IMAGINATIVE	Innovative & creative		Eccentric, impractical, & lacking focus
	DILIGENT	Detailed & conscientious		Micromanaging, perfectionistic, & nit-picking
	DUTIFUL	Supportive & loyal		Over-eager to please, deferential, & ingratiating

VALUES		LOWER SCORES VALUE:	HIGHER SCORES VALUE:
MVPI	RECOGNITION	Modesty, "behind the scenes" roles	Public acknowledgement, visibility
	POWER	Cooperation, democratic decision-making	Authority, top-down influence, impact
	HEDONISM	Professional, formal work environments	Fun, lighthearted, open minded cultures
	ALTRUISTIC	Personal responsibility, self-reliance	Helping others, coaching, providing service
	AFFILIATION	Privacy, task-focus, minimal interruptions	Networking, relationships, teamwork, belonging
	TRADITION	Progress, diversity, autonomy	Role clarity, conservative, principled cultures
	SECURITY	Risk-taking, limit-testing, experimentation	Structure, order, predictability
	COMMERCE	Cooperation, less focus on bottom line	Making money, focus on bottom line
	AESTHETICS	Functionality and substance over form	Quality, image, and product "look & feel"
	SCIENCE	Experience-based, intuitive decisions	Analytics, data-driven decision making

re Information: Performance Programs, Inc. - 860-388-9422 - Surveys@PerformanceProgr

HOGAN ASSESSMENTS

SCALES & DEFINITIONS REFERENCE GUIDE

HOGAN PERSONALITY INVENTORY

Adjustment	confidence, self-esteem, and composure under pressure
Ambition	initiative, competitiveness, and desire for leadership roles
Sociability	extraversion, gregarious, and need for social interaction
Interpersonal Sensitivity	tact, perceptiveness, and ability to maintain relationships
Prudence	self-discipline, responsibility and conscientiousness
Inquisitive	imagination, curiosity, and creative potential
Learning Approach	achievement-oriented, stays up-to-date on business and technical matters

HOGAN DEVELOPMENT SURVEY

Excitable	moody, easily annoyed, hard to please, and emotionally volatile
Skeptical	distrustful, cynical, sensitive to criticism, and focused on the negative
Cautious	unassertive, resistant to change, risk-averse, and slow to make decisions
Reserved	aloof, indifferent to the feelings of others, and uncommunicative
Leisurely	overtly cooperative, but privately irritable, stubborn, and uncooperative
Bold	overly self-confident, arrogant, with inflated feelings of self-worth
Mischievous	charming, risk-taking, limit-testing and excitement-seeking
Colorful	dramatic, attention-seeking, interruptive, and poor listening skills
Imaginative	creative, but thinking and acting in unusual or eccentric ways
Diligent	meticulous, precise, hard to please, and tends to micromanage
Dutiful	eager to please and reluctant to act independently or against popular opinion

MOTIVES VALUES PREFERENCES INVENTORY

Recognition	responsive to attention, approval, and praise
Power	desire for success, accomplishment, status and control
Hedonism	orientation for fun, pleasure, and enjoyment
Altruistic	desire to help others and contribute to society
Affiliation	desire for and enjoyment of social interaction
Tradition	dedication, strong personal beliefs, and obligation
Security	need for predictability, structure, and order
Commerce	interest in money, profits, investment, and business opportunities
Aesthetics	need for self-expression, concern *over* look, feel, and design of work products
Science	quest for knowledge, research, technology, and data

360 Report

Superintendent of Schools

Dr. Stephen Sample

November 24, 2019

LARRY LOBERT AND ASSOCIATES
HUMAN RESOURCES CONSULTING

Grosse Pointe Park, MI 48230
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LLA Leader 360 Report
Superintendent of Schools Stephen Sample

Overview

During the agreed timeframe, identified groups were asked to provide confidential input regarding this leader's overall job approach and performance based upon descriptors of qualities commonly used in leadership evaluations and assessments. For purposes of organization, the descriptors are grouped by ***dimension*** that measure common themes.

The dimensions chosen by your organization for this assessment were:

Knowledge/Core Competency:
Intended to measure the leader's perceived knowledge, background and preparation for the assignment.

Advocacy:
Measures leader's efforts and inclination to advocate for the district to external audiences.

Relationships:
Intended to measure the leader's perceived ability to listen empathetically, communicate and relate with all constituents.

Developer:
Measuring the leader's inclination and efforts to develop and grow the strengths of others.

Vision:
To assess the leader's strengths in setting a clear, inspiring and realistic direction for the organization or department.

Leadership Style:
Pre-defined personality - behavioral traits. (ie Hogan)

Management:
Assessing the leader's abilities and attention to basic operational details of organization or department.

Open Text:
User defined questions and open text response.

Ethics/Standards:
Intended to assess the leader's perceived tendency to base decisions and actions on high ethical standards and principles.

All respondents were promised strict confidentially in providing feedback. The best use of the information in this report is to directly inform this leader with the expectation that he/she will reflect on the feedback, seek clarifications as needed, establish goals to improve and grow and/or do more of what is perceived to be most effective. The leader is best advised to work with a professional coach or trusted colleague to interpret results and strategize methods to gain deeper understanding in a manner that respects the anonymity of all respondents and uses the insights gained to establish meaningful goals.

Response Types, Groups and Survey Management

A variety of response types may be included in this report. Likert Style or Radio Button Ratings with Assigned Point Values: These require respondents to provide numeric ratings with 1 indicating a weakness and 5 a significant strength. A middle option of "3" indicates that the respondent is neutral, observing neither a strength nor a weakness for a given descriptor. At the client's request, a "no-response" is sometimes used resulting in "0" points being added to the report. A variation of this response type may be "radio button" choices with specific labels (ie usually, often, frequently, etc). Feedback for point value descriptors is summarized in Table 1 of this report as a comparison with the self-assessment that the leader has completed. *(At the option of the organization, choices may be expanded to more than 5.)*

Yes/No: Any yes/no response types are shown as a simple tally in the information reported below.

Groups: Based upon decisions made by the organizations's site administrator, the following constituent groups were identified to offer feedback.

Teachers
Support Staff (all non-instructional)
Building and District Administrators
Parents

Respondent groups are constituents and peers who possess adequate information to bring important perspectives about this leader's work. All groups were provided the same descriptors and questions.

Self-assessment: At the outset of this process the leader was provided a unique password to complete a self-assessment using the same descriptors and dimensions provided all respondents. The self-assessment must be completed in order for this report to be complete and offer its full value.

Survey Management: Access to the survey is controlled in one of two ways based upon the preference of your organization.

Email: Only one person can respond using a single email address. **Computer IP:** This limits a single response from a single device. A second attempt from the same email or IP address is blocked based upon the choice made by the site administrator. In all cases, your site administrator will ensure respondent confidentiality.

This Leader's Data

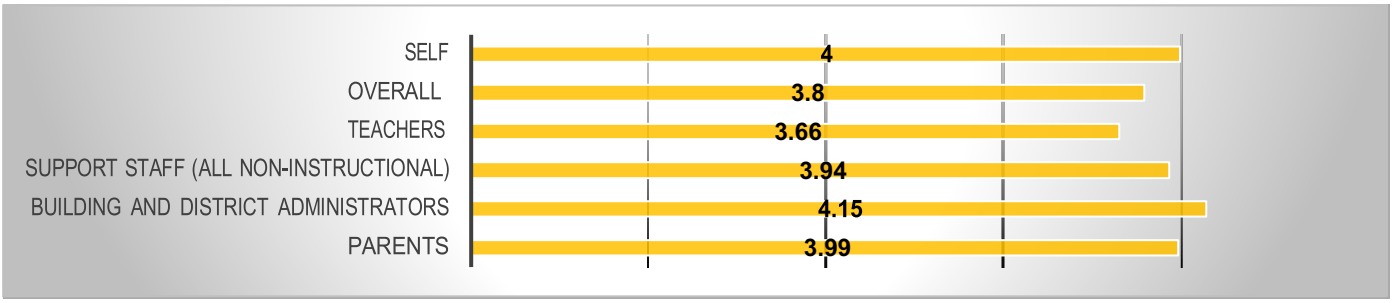
Table 1- below summarizes this leader's data by dimension, indicating a comparison of constituent group averages with the self-assessment. Also shown in this table is the number of respondents for each group.

Table 1-a - March 25, 2019-April 19, 2019											Admin	Overall
	Teachers		Support Staff (all non-instructional)		Building and District Administrators		Parents		Total (excluding non-responses)		Admin	Difference
Dimension	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N		
Knowledge/Core Competency	3.66	163	3.94	46	4.15	18	3.99	48	3.8	260	4	-0.2
Relationships	4.09	163	3.87	46	4.43	18	4.21	48	4.1	264	5	-0.9
Vision	3.94	163	3.88	46	4.25	18	4.13	48	3.98	273	4.33	-0.35
Management	3.88	163	3.92	46	4.27	18	4.07	48	3.95	267	4.4	-0.45
Ethics/Standards	3.84	163	3.77	46	4.31	18	4.01	48	3.89	261	4	-0.11
Advocacy	3.86	163	3.95	46	4.38	18	3.94	48	3.92	230	5	-1.08
Developer	3.86	163	3.55	46	4.36	18	4.04	48	3.87	261	4.75	-0.88
Leadership Style	4.04	163	3.77	46	4.4	18	4.05	48	4.02	266	4.33	-0.31

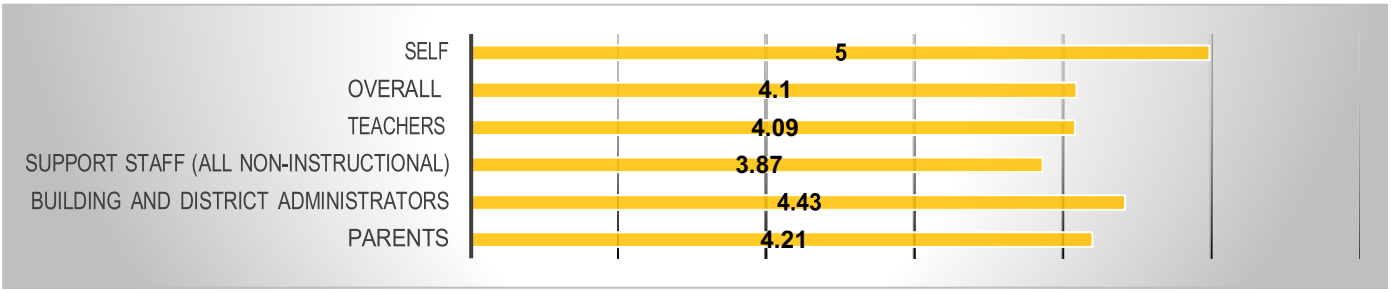
Table 1-b - March 25, 2019-April 19, 2019 (Table 1a) | January 08, 2018-November 30, 2019 (Table 1b)															
	Teachers			Support Staff (all non-instructional)			Building and District Administrators			Parents			Total		
Dimension	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1	Table 2	Change
Knowledge/Core Competency	3.66	3.71	-0.05	3.94	4	-0.06	4.15	3.96	0.19	3.99	3.9	0.09	3.8	3.81	-0.01
Relationships	4.09	4.13	-0.04	3.87	3.97	-0.1	4.43	4.23	0.2	4.21	4.03	0.18	4.1	4.1	0
Vision	3.94	3.99	-0.05	3.88	4	-0.12	4.25	4.14	0.11	4.13	3.99	0.14	3.98	4	-0.02
Management	3.88	3.9	-0.02	3.92	3.97	-0.05	4.27	4.1	0.17	4.07	3.94	0.13	3.95	3.93	0.02
Ethics/Standards	3.84	3.87	-0.03	3.77	3.91	-0.14	4.31	4.12	0.19	4.01	3.89	0.12	3.89	3.9	-0.01
Advocacy	3.86	3.85	0.01	3.95	3.96	-0.01	4.38	4.13	0.25	3.94	3.9	0.04	3.92	3.9	0.02
Developer	3.86	3.88	-0.02	3.55	3.77	-0.22	4.36	4.11	0.25	4.04	3.85	0.19	3.87	3.88	-0.01
Leadership Style	4.04	4.05	-0.01	3.77	3.95	-0.18	4.4	4.31	0.09	4.05	3.93	0.12	4.02	4.04	-0.02

Table 2- below offers a bar-graph overview of this leader's strengths as perceived by groups.

Knowledge/Core Competency:



Relationships:



Vision:

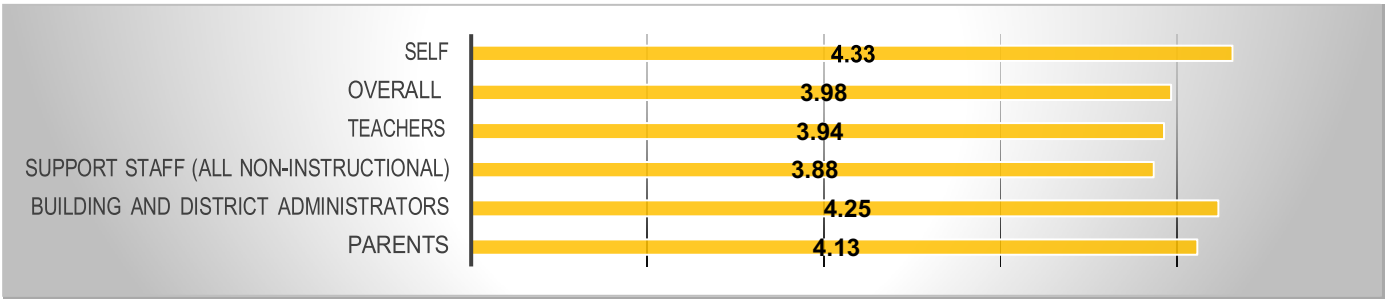


Table 3- below offers an item-by-item view of all descriptors or questions indicating comparisons between the leader's self-assessment, overall averages and any differences.

Descriptors – ordered by greatest strength to least	Dimension	Self	Overall Average	Difference
11 – Shares enthusiasm about the future of our district.	Vision	5	4.33	-0.67
7 – Enjoys social interaction and engagement with others.	Relationships	5	4.21	-0.79
17 – Demonstrates knowledge about the district's financial situation and takes steps to ensure the district's continued financial health.	Management	5	4.13	-0.87
5 – Is highly approachable.	Relationships	5	4.11	-0.89
9 – Has an open door policy.	Relationships	5	4.09	-0.91
31 – Ideas appear to be grounded and practical.	Leadership Style	4	4.09	0.09
8 – Builds strong rapport with others in the school community.	Relationships	5	4.06	-0.94
1 – Shows a firm grasp of our district's data.	Knowledge/Core Competency	4	4.06	0.06
20 – Encourages collaboration and cooperation.	Management	5	4.02	-0.98
30 – Models strong and effective customer service.	Leadership Style	5	4.01	-0.99
6 – Demonstrates effective listening skills.	Relationships	5	4	-1
26 – Encourages innovation.	Developer	4	4	0
15 – Effectively communicates district vision.	Vision	5	3.97	-1.03
10 – Has a clear sense about the priorities and best course for our district.	Vision	4	3.97	-0.03
29 – Appears to trust the abilities and motivations of others.	Leadership Style	4	3.96	-0.04
23 – Models what he/she asks of others.	Ethics/Standards	4	3.96	-0.04
12 – Has realistic expectations about what the organization can achieve.	Vision	4	3.93	-0.07
4 – Uses data to drive improvement.	Knowledge/Core Competency	4	3.93	-0.07
24 – Advocates for the district with governmental decision-makers or other external audiences.	Advocacy	5	3.92	-1.08

16 – Works to maintain a pleasant physical environment for student learning.	Management	4	3.91	-0.09
21 – Keeps student growth as the top priority in district decisions and actions.	Ethics/Standards	4	3.9	-0.1
13 – Articulates clear targets and measures for district progress.	Vision	4	3.89	-0.11
28 – Shows preference for a non-authoritarian coaching style.	Developer	5	3.88	-1.12
27 – Welcomes different perspectives and contrary opinions from others.	Developer	5	3.86	-1.14
19 – Demonstrates attention to detail.	Management	4	3.84	-0.16
22 – Considers and discusses ethical aspects of important decisions.	Ethics/Standards	4	3.81	-0.19
18 – Has a strong vision related to district technology.	Management	4	3.81	-0.19
14 – Develops clear targets for student success.	Vision	4	3.78	-0.22
2 – Shares new approaches related to the improvement of teaching and learning.	Knowledge/Core Competency	4	3.69	-0.31
25 – Works to grow the strengths and skills of others.	Developer	5	3.66	-1.34
3 – Is personally involved in teaching and learning.	Knowledge/Core Competency	4	3.26	-0.74

Table 4- summarizes all open-end text feedback by group. As agreed, no specific identifying information is included.

Question

32. Please share any other comments that you believe would help this leader to be more effective. (A text response, at least NA, must be provided in order to continue.)

Teachers

Answer:

Thank YOU for modeling your expectations, I believe you communicate what is expected of all staff, but how that looks like and sounds like is the gray area. Some staff need an empathic direct approach to apply the level of professionalism we need in ABC Public Schools. Units 1-4 in CPI and Restorative Practice language should be common language. If others what to use Healing Hearts/Great Expectations (etc) show the connections so we see and feel we are moving in the same direction. I am so glad you are here.
I think that there needs to be a revamping of principals at the elementary level. Many of these individuals have been in these buildings for a very long time and are way too comfortable and not helped accountable for their lack of support for teachers. There is no evaluation system so teachers can evaluate principals. Many have become very comfortable and do not support their teachers. Something really needs to be done because morale is VERY low in elementary buildings. Good leaders who support their teachers is a must.
I have only met Mr. Sample once. I was impressed with his motivational abilities and his personability. I really can't say I know much about his vision for the district but I feel he has good intentions.
ABC Middle School is struggling MAJORLY and even though we shared these struggles, nothing has happened. We keep pretending that academics are the main focus, but we need major behavior interventions NOW! We keep ignoring the half of ABC that is in crisis and instead we focus on the top 20%. We plaster their faces on social media and our website, but ignore the huge number of kids who are falling below the cracks. How many good teachers are we willing to lose before we have an HONEST conversation about this????
I would like to see you address concerns at the building level. Many of us feel trapped at the building level under poor leadership and are afraid to speak out.
Come visit schools more often on a drop in basis. Please consider fixing ABC Middle School-- the discipline is out of control, the students are running the building, there is no consistency, there is no communication. There a lot of unhappy teachers and staff members here at HMS. There is no academic growth because we are to concerned with the need of discipline that is not happening. We need the service workers to be able to do their job and discipline and we need administration to support the staff and control the building (aka students).
Superintendent places too much trust in principals; most of which are incompetent. Western High School is a good example; incompetent principal, incompetent assistant, incompetent athletic director. There have been no changes in the last two years. We do nothing different or innovative. District technology is out of date; we are barely above Apple 2E computers. BCPS hires central office administrators with zero educational experience in the HR dept.
More involvement with students and teachers. Get to the buildings and say "hi" to the people there.
I have never personally met him. I would like to see him in the buildings more interacting and getting to know staff.

Support Staff (all non-instructional)

Answer:

Truly listen to what your employees are saying, keep your word when you say you will get back to someone with a concern and show that you are really there for your employees.
He is never in our building.
Consider helping the athletic teams more by helping to provide transportation to and from games, as this is seriously lacking right now. Also address why their is a school bus driver shortage and how we can fix it to help both the athletes and the regular traditional students.
Ask the little people, the peons, the people in the trenches, what they think for a change. It seems that you only want to listen to people who are faculty, or have some kind of authority. Don't discount your support staff. The Facilities Department is in free fall. No leadership, organization, or direction from administration. Nearly a million square feet of building space and we have just a part-time director with no experience.
Be more involved with employees when visiting buildings. Not just Administration.
You have been here two years and yet to meet with our group we would love to get know you
I know he is very bus but it would mean so much to the staff if he were to be out in the schools more meeting everyone one on one.
be more visible to not just the public but to the staff.
Never give in...the future will and should look different than the present
I have not seen him at ABC ,Moral in this school is disappointing and a visit with ideas may help.
Be more responsive to email communications.
I feel it would be beneficial for Dr. Sample to be in the buildings more.
Major issues at building level .... how do we know they are being addressed?
Dr. Sample has been a positive and approachable role model in the district. I enjoy interactions with him.

Building and District Administrators

Answer:

I would like to see Dr. Sample take some strong stands in his position. He is easy to get along with but I feel that, while trying to manage our board and, in essence, keep his job, he doesn't seem to stick his neck out there on anything in particular. Many people in this district are just thirsting for a leader who isn't afraid to take a hard stance once in a while. It feels as though our Board (which seems to be run by the BCEA President's agenda) 'bullies' everyone, including our Superintendent. We are in the best financial situation we have been in in years, he should be able to use that to his advantage along the way.

Improved communication, collaboration with regard to input on decisions that impact others. Not necessarily agreeing with the input but just gathering input. Truly perceived as the BCEA's superintendent, not everyone's superintendent.
Steve is very lighthearted and approachable. He does a great job listening to other people's opinions and perspectives making people feel like their feedback is valued. Steve has also jumped right in to being involved with the community which is a great way to network and learn to navigate some of the Bay County politics. Overall, Steve does a great job and should continue with what he is doing to further grow the trust and respect of staff and community members.
Overall - Great, but one piece of feedback would be that he can come across as distracted in some interactions when he's attempting to multitask. It becomes obvious to the individual that other things are more important.
Although there have been a lot of changes in the last few years, it feels as if we are headed into more stable times than we have felt in a long while. Dr. Sample presents himself as being very human and logical, so even if I question something, I still have faith that he has looked at it from every angle and know that it is what is best for all involved - it's not just about "me" and my school. He has the big picture in mind.
His leadership style is admirable. His ability to remain calm and calm those around him when there is dissension among a group is impressive. I have a strong appreciation for his ability to properly share ideas and visions.

Parents

Answer:

Love love love him!!! Great for our schools!
Address the elephant in the room. Whether it be through social media or direct email through skyward. Parents have questions that go answered. It's better to say we don't know and here's why then say nothing at all. In all matters, however this year the school calendar. What is our plan B. Not everyone attends district meetings but chaos among rumors is not helpful to our district reputation. All districts in the tri cities have made statements.
I am 100% grateful he looks out for the safety of our children. From snow days to upgrading systems, it truly makes me happy to see this. Please dont lose sight of that in the future.
Continue doing a great job!
Fight against bullies better!
Would like to see more support for non-traditional extracurricular activities. The robotics team has been performing well, but could be better if they had their own room and didn't lose time both setting up and tearing down at every practice. Would like to see a more committed coach, or at least a co-coach to help manage the large amount of work for this program. I saw the SI speak at a school event, and have been keeping up to date with the district. I'm very happy so far. Things are turning around.
Thanks for keeping kids safe this winter, with calling off school.

33. Finally, please share any thoughts you may have regarding this survey process. (A text response, at least NA, must be provided in order to continue.)

Teachers

Answer:

It is refreshing to know that our superintendent is open to getting evaluated on his job.
Thank you for asking our opinion.
The questions don't get to the heart of the problems I see. You seem on track for the district as a whole, but there are pockets of problems that need to be addressed.
Maybe you should have included an "I'm not sure" as a response because a lot of them I did not know.
never interacted with Dr. Sample personally, and I've not really heard much about how he does business. I've seen his twitter a few times... that's about all of the connection I've had with him.
I appreciate not having to type answers but click for responses. Very user friendly!
I have no problem completing a survey.
I think there could be a greater variety of question to give feedback on.
Some areas I went with "agree" enough though I have no first hand knowledge
I like the opportunity to give input. Thank you
Thanks for this opportunity
I appreciate that you value the opinion of others to make yourself better.
Please continue with your goals for ABC Public Schools!
Grateful for the opportunity. Many things I cannot answer because I really don't know you and haven't had any personal interactions with you.
Thank you for asking for our feedback.
Simple yet effective.
Unable to answer rate most objectives without a point of reference on my end

Support Staff (all non-instructional)

Answer:

I hope this survey works in our benefit to show that we need a great leader.
Easy to navigate and understand.
I think it's great that you put out this survey for feedback. Keep up the good work!!
I think the surveys that we do, show that he wants the district to succeed in a positive way.
Feedback is essential and surveys are a part of that
Survey is good but only if the information is used to correct problems.
Room for comments below each statement would allow us to elaborate on our rating
Superintendent is fully aware of major issues at building level but either doesn't care to address them or is fooled into thinking this administration is actually competent. After all of the complaints about these people, he has done nothing. Expect more lawsuits against the district and lower morale for staff unless this problem is fixed
Nice to see he wants feedback. Would be nice to see him in buildings getting to know staff.

Building and District Administrators

Answer:

Process is awesome! Great feedback and allow for self reflection
Strong Survey and liked the questions
Survey responses are useful to examine perceptions.

Parents

Answer:

Wonderful way to show thoughts and ideas or comments!
So happy with his decisions! Cares about everyone!
Nice idea to get outlook from the community.
Include former students!
Survey was easy

Allow more open-ended opportunities.
I would like to be able to provide feedback and not ave to cut words down so the survey will go on. There should be an unlimited amount of space to leave feedback.
Need to allow for more specific responses in regard to staff members you are responsible for at all schools.

Reflecting on 360 Feedback

While feedback is often positive and validating it can also be surprising or even shocking to receive results that you didn't expect. As stated, this information is best used as a growth mechanism and in conjunction with a professional coach who may help you gain perspective and develop strategies to improve.

A few things to consider:

- For point value results, generally rating differences fall within the 3-5 range. While its improbable that anyone could receive 5's, since all sub-scores would need to also be 5's, very strong performers are likely to experience ratings well into the mid-4 range.
- Depending upon respondent group and participation levels, ratings considerably less that 3 would indicate areas of important focus and are likely amplified in the open-ended text response areas.
- Ratings may be affected by other issues; a recent layoff, significant budget cuts or other negative recent events associated with a given leadership role.
- Unless a "closed survey" has been developed, respondent participation is open to anyone who self-identified as a group member. This tool does not employ scientific sampling. The only major control is a limit on duplicate entries by the methods previously described.

Positive Feedback

- Its as important to react to positive feedback as negative to confirm a leaders' strengths and to consciously do more of what he/she is doing well.
- Feedback should be used to engage in constructive dialogue with representatives of constituent groups and learn more about strengths and how one can use them best to the benefit the organization.

Negative Feedback

- Avoid over-analysis of individual responses and consider major themes and messages. If multiple respondents are saying the same things, positive or negative, its worth considering and acting upon.
- As the adage goes, "perception is reality." It may be true that a leader is a much better listener than the data indicated or that he/she has a better grasp of the organization's needs. Participants are encouraged to be reflective! If their strengths are not being perceived or their actions misinterpreted, the problem may be as much related to communication as a specific deficit.
- Remember that candid feedback from your peers is a critical first step toward improvement. Seek further clarifications from groups in a non-defensive way. This is best accomplished in conjunction with a skilled advisor or coach.

Suggestions for further reading. https://www.schoolleader360.com/resources

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***
Teaching • Leading • Believing

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: JBiRD iNK, Ltd. Opening Day Keynote

Purpose: The purpose of this memo is information for discussion with action for regarding the contract for Jason Kotecki from JBiRD iNK, Ltd. to provide a keynote address to SASED staff on August 10, 2022.

Background: Mr. Kotecki has previously engaged the SASED staff on opening day with his positive and humorous keynote address. In preparing for opening day, SASED's staff have indicated that Mr. Kotecki's keynote address will be a welcome addition to SASED's opening day activities.

Next Steps: Approve agreement with JBiRD iNK, Ltd. for keynote address in the amount of $6500.

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is made by and between The School Association for Special Education in DuPage County ("SASED"), and Jason Kotecki JBiRD iNK, Ltd. ("Contractor") (collectively referred to as "the Parties").

The Parties agree as follows:

1. **SERVICES.** SASED shall engage Contractor to provide the following services as agreed to by SASED and Contractor Appendix A

2. **TERM.** Contractor shall provide services to SASED pursuant to this Agreement during the period from August 10, 2022 Agreement Term").

3. **COMPENSATION.** In exchange for the services provided pursuant to Paragraph 1, SASED shall pay Contractor for services as outlined in Appendix A of this agreement. Contractor must submit a signed "Contractor Request for Payment" form to SASED to initiate payment. Contractor will be issued a Form 1099 and shall be solely responsible for paying all applicable payroll or employment taxes, including but not limited to FICA, federal personal income tax, state personal income tax, and state disability tax.

4. **EXPENSES.** Contractor shall bear all other expenses incurred in the performance of this Agreement unless pre-approved in writing by SASED's Executive Director or designee.

5. **INDEPENDENT CONTRACTOR.** Contractor is an independent contractor and not an employee of SASED. Nothing in this Agreement shall be construed to create the relationship of employer and employee, principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Unless otherwise stated in this Agreement, Contractor is not entitled to any of the benefits normally provided to employees of SASED.

6. **CONFIDENTIALITY.** Contractor acknowledges that she/he may have access to information that constitutes "school student records" as defined in the *Illinois School Student Records Act* (105 ILCS 10/1, et seq.) and/or "education records" as defined in the *Family Educational Rights and Privacy Act* ("FERPA," 20 U.S.C. §1232g) and/or "personally identifiable information" as defined in FERPA's implementing regulations (34 CFR §99.3), which information is collectively referred to as "Student Data." With regard to Student Data, Contractor certifies that she/he will comply with all applicable laws, regulations and SASED policies relating to confidentiality, privacy, disclosure and data security. At the conclusion of the Agreement Term, Contractor agrees to return all Student Data to SASED.

7. **OTHER RULES AND POLICIES.** Contractor agrees to abide by any other rules, policies, and procedures as communicated by SASED.

1. TERMINATION. This Agreement may be terminated early for the following reasons: a. Mutual agreement, with fourteen (14) days' notice;

b. Permanent disability (inability to perform essential job functions with or without accommodation);

c. Death; or

d. Cause.

Termination for cause during the term of this Agreement shall be for any conduct, act, or failure to act by the Contractor, which, at the sole discretion of SASED, is deemed detrimental to the best interests of SASED.

2. RETURN OF PROPERTY. Upon termination or completion of the Agreement Term, Contractor will promptly return to SASED all property belonging to SASED, including without limitation: all computers, technology, office supplies, keys and any other property in any form.

3. CONTINUING OBLIGATIONS. Notwithstanding the termination of this Agreement for any reason, the provisions of Paragraph 6 of this Agreement will continue in full force and effect following such termination.

4. NON-DISCRIMINATION. Contractor agrees that she/he shall not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other status protected by law in its programs and/or activities.

5. LIABILITY. Contractor agrees to indemnify and hold harmless SASED, its employees and agents, against any and all claims, damages, costs, losses, and/or expenses arising from or related to the performance of this Agreement. This includes but is not limited to reasonable attorney's fees**.**

6. WAIVER. The failure of either party to enforce any provisions of this Agreement shall not be deemed a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

7. SEVERABILITY. If any part or parts of this Agreement shall be held unenforceable for any reason, the remainder of this Agreement shall continue in full force and effect. If any provision of this Agreement is deemed invalid or unenforceable by any court of competent jurisdiction, and if limiting such provision would make the provision valid, then such provision shall be deemed to be construed as so limited.

8. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties and supersedes any prior understanding or representation of any kind preceding the date of this

Agreement. There are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified in writing and must be signed by both SASED and Contractor.

9. NOTICE. Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

For Contractor: JBiRD iNK, Ltd, PO Box 943, Sheboygan, WI 53082

For SASED: Dr. Mindy McGuffin, Executive Director
School Association for Special Education in DuPage County
2900 Ogden Avenue
Lisle, Illinois 60532

10. GOVERNING LAW. The laws and regulations of the State of Illinois shall govern the validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the Parties.

11. BOARD APPROVAL. This Agreement is subject to the approval of the SASED Board of Control.

THEREFORE, SASED and Contractor now voluntarily and knowingly execute this Agreement.

SASED

By: _____ Date: _____
Executive Director

By: _____ Date: _____
Director of Business Operations

Contractor

_____ Date: _____

Independent Contractor Agreement – Professional Development
Appendix A

Contractor/Consultant **Jason Kotecki**
Address PO Box 943, Sheboygan, WI 53082
Email Address kim@escapeadulthood.com
Phone # 608-554-0803

I agree to enter into a contract with SASED in return for a payment in the amount of **$6,500** for the following services**: A total of 1 hours of professional development for licensed and non-licensed staff . These sessions will take place at the following date, time, place:**

- **Date:8/10/2022**
  Time: 9:30 a.m.-10:30 a.m.
- **Location: NIU Naperville, 1120 E. Diehl Rd., Naperville, IL 60563**

Estimated expenses for travel, meals (meals up to $50.00 per day), etc**.** $ __

Lodging requested: __Yes __ No

If lodging is needed, SASED will handle reservations and payment (Must be pre-approved on contract).

Would you be willing to have participants contact you electronically after your presentation with follow up questions (e.g., listserv; email)? __ Yes __No

Agreements:
I agree to submit all handouts for said presentation **no less than ten (10) business days prior to the workshop/seminar/event.**

I agree to have handouts available electronically on the SASED website.

I agree to indemnify and hold harmless, SASED, from all claims, suit, damages, costs, losses, and expenses in any manner arising from, arising out of, or connected with the performance of this agreement.

I agree that I shall not discriminate against any person in regard to this agreement or in the performance of this agreement because of sex, race, creed, color, age, religion, handicap or natural origin.

I understand that I must submit an invoice including the appropriate purchase order number to SASED in order to initiate payment of this contract, and I understand **payment will be** made only **after Board approval**.

This agreement may be terminated/canceled by either party upon giving the other party fourteen (14) calendar days, written or verbal, notice of said termination/cancellation **unless** the termination/cancellation is due to an act of nature or a life-threatening emergency.

Contractor/Consultant Signature: **Date**: _____

SASED Admin Signature: **Date:**____

Account Code: 24330339 **PO Number:**

School Association for Special Education in DuPage

To: Board of Control
From: Julie Grohn, Director of Human Resources
Date: June 22, 2022
Re: Approval of EDUHealthcare contract

Purpose: To help secure staffing in hard to fill positions.

Background: SASED had been working with EDUHealthcare to secure hard to fill positions. Additionally we worked with EDUHealthcare during the 2021-2022 school year. This contract reflects services for the 2022-2023 school year.

Next Steps: Approval of the 22-23 EDUHealthcare contract

EDU Healthcare™

ACCOUNT SERVICES CONTRACT

This **ACCOUNT SERVICES CONTRACT** (the "Agreement") is made and entered into and effective on 6/14/22 by and between EDU Healthcare, LLC, a North Carolina limited liability company ("EDU HEALTHCARE") and SCHOOL ASSOCIATION FOR SPECIAL EDUCATION (DUPAGE) SASED, "Account" located at 2900 Ogden Avenue, Lisle, IL 60532

(Collectively referred to as "Parties")

1. INTRODUCTION

EDU HEALTHCARE is a workforce solutions provider engaged in the business of recruiting, staffing, placing, and managing providers of occupational, speech, physical and psychological therapy, audiology, nursing care, and related health care services (the "Services"). Account desires EDU HEALTHCARE to supply one or more of its staff members ("Provider") to render such services to the students ("Students") of Account. To that end the Parties enter into this Agreement:

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions herein contained, EDU HEALTHCARE and Account hereto intending to be legally bound, agree as follows:

2. TERM AND TERMINATION

This Agreement shall continue for a term outlined in Schedule A, subject to the provisions contained in this section. This Agreement may be terminated as a result of the following:

2.1 Death or disability of the Provider assigned to Account. For these purposes "disability" means a physical or mental impairment that that prevents performance of essential job functions, with or without accommodation;

2.2 Termination of the at-will employment relationship between EDU HEALTHCARE and the Provider, which prevents the rendering of Services to the Account's Students;

2.3 By EDU HEALTHCARE for a material breach of this Agreement. For these purposes, a material breach can include, but is not limited to:

2.3.1 Account's failure to pay invoices in a timely fashion;

2.3.2 The reasonable belief by EDU HEALTHCARE that Account is violating any federal or state anti-discrimination or workplace law or regulation after EDU HEALTHCARE has put Account on notice of its concern and Account has failed to promptly correct the perceived violation.

2.4 By Account upon thirty (30) days prior written notice for Cause. For purposes of this Agreement, the term "Cause" shall mean acts or a willful failure to act by Provider or Providers that results in providing poor Services to Account's Students. Account shall immediately inform EDU HEALTHCARE and submit written documentation when such an act occurs. When this Agreement is terminated in accordance with Section 2, any unsatisfied obligation that arose prior to the termination date shall survive the termination until satisfied.

3. DUTIES AND OBLIGATIONS OF EDU HEALTHCARE

3.1 EDU HEALTHCARE shall provide the Services under the terms of this Agreement and in accordance with the requirements of federal, state, and local laws and applicable rules and regulations. EDU HEALTHCARE is in compliance, and will maintain compliance with all applicable laws, including but not limited to billing, claims, submission laws and regulations in the performance of its services.

3.2 EDU HEALTHCARE will keep such records relating to the Services rendered pursuant to this Agreement. Providers will assist Account in maintaining Student records in accordance with accepted professional standards and practices, and in a manner designed to facilitate retrieval of necessary data. Upon request by Account, EDU HEALTHCARE shall make available all records in its possession or control concerning Students of the Account, to ensure easy access for any possible future audits. EDU HEALTHCARE shall retain Student records for the period (s) required by state and federal law, but in no event for less than ten (10) years from the date the Services were rendered.

3.3 EDU HEALTHCARE will recruit, screen, interview, and assign Providers to meet Account's needs.

3.4 EDU HEALTHCARE will require all Providers to sign confidentiality agreements by which they promise to protect the Account's confidential information and the Student's medical information.

3.5 EDU HEALTHCARE will pay wages to employees in accordance with applicable state and federal laws governing wage and hour and wage payment.

3.6 EDU HEALTHCARE will make all required withholdings for payroll and income taxes from employee's wages and will pay workers compensation insurance premiums and unemployment taxes.

4. DUTIES AND OBLIGATIONS OF ACCOUNT

4.1 Account shall provide written policies and procedures for Services, and shall comply in all material respects with applicable state and federal laws and regulations.

4.2 Account shall maintain individual Student records in accordance with state and federal law. Account shall make available to EDU HEALTHCARE and its Providers for review and inspection, upon reasonable request, individual records necessary for the proper evaluation and treatment of the Student. EDU HEALTHCARE agrees to maintain the confidentiality of such records in accordance with applicable law.

4.3 Account shall promptly notify EDU HEALTHCARE of any issues or concerns it has with a Provider, whether related to attendance, performance, failure to adhere to Account's workplace policies, procedures, or any other matter.

4.4 Account shall immediately inform EDU HEALTHCARE if it suspects that EDU HEALTHCARE is making any billing errors, or that a Provider is engaging any fraudulent activity, or is violating or has violated any law.

5. MATERIALS

Account shall make available adequate materials and supplies, working and storage space to Provider, so to enable Provider to render the Services contemplated by this Agreement. This shall include reasonable use of Account's copy machine, fax machine, email, computer, service materials, and telephone. Account shall maintain the space in compliance with all applicable laws, rules, and regulations.

6. NO MATERIAL CHANGE

Account shall make no material change in the duties of a Provider without EDU HEALTHCARE' S written consent to the material change.

7. COMPENSATION

Account shall compensate EDU HEALTHCARE for all Services rendered in accordance with State Law. The amount set forth on Schedule A may be modified only upon written consent of Account and EDU HEALTHCARE. Travel from facility to facility will be reimbursed to EDU HEALTHCARE based upon the Standard Federal Mileage Reimbursement Rate.

8. RECRUITMENT

Account agrees that for a period of one (1) years following the termination of this Agreement, Account shall not employ any individual who was a Provider of EDU HEALTHCARE during the period of this Agreement, without the written consent of EDU HEALTHCARE. Such employment shall include the contracting of a former Provider of EDU HEALTHCARE by Account through a third-party source.

9. ASSIGNMENT

Account will not transfer or assign this Agreement without EDU HEALTHCARE's written consent.

10. INDEPENDENT CONTRACTOR

It is mutually understood and agreed that EDU HEALTHCARE is an independent contractor rendering Services pursuant to this Agreement through its Provider. The Account shall neither have nor exercise any control or direction over the methods by which Provider will render Services. Provider will render Services pursuant to this Agreement in accordance with the accepted methods and standards of the relevant professional specialty. The Account shall have the right to request Services, but not to control the manner in which the Services are rendered. Nothing contained in this Agreement shall be construed to make Provider the employee of the Account.

11. CONFIDENTIALITY

EDU HEALTHCARE, Provider, and any persons handling records on their behalf shall comply with all applicable provisions of federal and state laws and regulations, including without limitation the Illinois School Student Records Act, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act of 1996 (HIPPA) in their current and amended forms and all corresponding regulations. All records shall be the sole property of the Account and shall be maintained at the Account's location in accordance with all applicable State and federal laws and regulations.

12. INDEMNIFICATION

12.1 To the extent permitted by law, each Party (an "Indemnifying Party") agrees to indemnify and hold the other Party and the other Party's respective affiliates, and each of their respective officers, directors, agents, and employees (each an "Indemnified Party"), harmless from any claims, damages, interest, penalties, and attorneys' fees and costs ("Losses") to the extent caused by: (i) any breach of this Agreement by the Indemnifying Party or its agents; (ii) violations of applicable law by the Indemnifying Party or its agents in connection with the performance of this Agreement; or (iii) negligent or willful acts or omissions of the Indemnifying Party or its agents In connection with the performance of this Agreement; except that the indemnity obligations in this section shall not apply to the extent the Losses are caused by the negligent act or omission, willful misconduct, breach of this Agreement or unlawful act of an Indemnified Party.

12.2 Neither Party shall be liable for or be required to indemnify the other Party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

12.3 As a condition precedent to indemnification, the Party seeking indemnification will inform the other Party promptly after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking Indemnification will cooperate in the investigation and defense of any such matter.

13. INSURANCE

A. During the term of this Agreement. EDU HEALTHCARE at its sole cost and expense, and for the benefit of SASED, shall carry and maintain the following insurance:

1. Comprehensive general liability and property damage insurance, insuring against all liability of EDU HEALTHCARE related to the Agreement, with a minimum combined single limit of Two Million Dollars ($2,000,000.00) per occurence and Four Million Dollars ($4,000,000.00) general aggregate; The Commercial General Liability policy shall be endorsed in favor of all Additional Insureds on an ISO CG 2010 (11 85) endorsement form or both ISO CG 2010 (10 01) and CG 2037 (10 01) endorsement forms, or endorsement(s) that provide equivalent coverage.

2. Professional Liability Insurance with limits in the perclaim amount of notless than Two Million Dollars ($2,000,000.00) and the annual aggregate of not less than Three Million Dollars ($3,000,000);

3. Workers' Compensation Insurance covering all costs, statutory benefits, and liabilities under State Workers' Compensation and similar laws for EDU HEALTHCARE's respective employees; and

4. Umbrella liability insurance with a minimum combined single limit of Five Million dollars ($5,000,000.00) per occurrence and Five Million Dollars ($5,000,000) general aggregate.

5. Sexual abuse and molestation Insurance with limits of $2,000,000 per occurrence and $2,000,000 aggregate. All insurers shallbe licensed by the State of Illinois and rated A+-VII or better by A.M. Best or comparable rating service. The comprehensive general liability and property damage insurance policy, and sexual abuse and molestation policy shall name SASED, its Board, Board members, employees, and agents as an additional insured on a primary noncontributory basis with a waiver of subrogation in favor of SASED.Umbrella liability insurance should provide follow form coverage and be at least as broad as the underlying. EDU HEALTHCARE shall provide SASED with certificates of insurance insurance during the duration of this Agreement. The failure to provide acceptable insurance shall be deemed a breach of this Agreement entitling SASED to terminate this Agreement immediately. All policies of insurance shall provide by endorsement that no coverage may be canceled or terminated by the insuring company without the insuring company having first given at least 30 days prior written notice to SASED by mail.

14. ATTORNEY'S FEES

14.1 If any action is brought by either party to enforce or interpret the provisions of this Agreement, each party shall be responsible for its own costs in bringing or defending such action, including court costs and attorney's fees, except to the extent this Agreement provides otherwise.

14.2 The Parties agree to cooperate fully and to provide assistance to the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by, or that may involve, a Provider.

15. CIVIL RIGHTS

Each party agrees to comply with the provisions of Title VII of the Civil Rights Act of 1964, and the Age Discrimination in Employment Act, and all other applicable state and federal anti-discrimination laws and all regulations promulgated pursuant thereto, to the end that no person shall on the grounds of race, color, sex, religion, national origin, disability, sexual orientation, gender identity, age, or other protected characteristic be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination in the provision of any care or services.

16. FEDERAL BUDGET RECONCILIATION ACT

Until the expiration of four (4) years from the date of this Agreement, pursuant to Title 42, Section 1395 (x) (v) (1) (A) of the United States Code, EDU HEALTHCARE shall make available upon written request of the Secretary of the United States Department of the Health and Human Services, or upon the request of the Controller General of the United States General Accounting Office, or any of their duly authorized representatives, copies of such documents as are necessary to substantiate the nature and costs associated with the Services performed by EDU HEALTHCARE under the terms of the Agreement.

17. CAUSES BEYOND CONTROL

Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the nonperforming Party.

18. DEFAULT

18.1 If an Event of Default by Account occurs, in addition to the right to terminate this Agreement, EDU HEALTHCARE may seek any other remedy available to it in law or in equity on account of such default. Additionally, any amounts due for Services provided by EDU HEALTHCARE shall be immediately paid to EDU HEALTHCARE.

18.2 Notwithstanding any other provision of this Agreement, either party may terminate this Agreement immediately in the event of a default ("Event of Default") by the other party. With respect to Account, it shall be an "Event of Default" hereunder: (a) if Account shall fail to keep, observe or perform any material term or provision of this Agreement and such default shall continue for a period of ten (10) days after written notice thereof shall have been given to Account by EDU HEALTHCARE, which notice shall specify the event or events constituting the default; (b) if Account shall petition for reorganization or liquidation under in the Bankruptcy Court, or apply for, or consent to, the appointment of a receiver, trustee or liquidator of Account, or of the facility at which Services are being rendered, or admit in writing its respective inability to pay its respective debts as they become due, make a general assignment for the benefit of creditors, or otherwise evidence its insolvency or (c) if Account ceases to be the licensed operator of the facility at which Services are being rendered.

Account Initials JS Date 6/14/20

19. NOTICE

Any notice required to be given to a party to this Agreement shall be in writing and shall be considered effective as of the date of receipt by the notified party. All such notices shall be sent by United States mail, certified mail, return receipt requested, postage prepaid, addressed as set forth below:

If to EDU HEALTHCARE: PO Box 2400
Cornelius, NC 28031

If to Account: SCHOOL ASSOCIATION FOR SPECIAL EDUCATION (DUPAGE) SASED
2900 Ogden Avenue, Lisle, IL 60532

20. GOVERNING LAW

This Agreement, and any modification of this Agreement, shall be governed by and construed in accordance with the laws of the state in which Services are provided.

21. SEVERABILITY

If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed and enforced as so limited.

22. MISCELLANEOUS

22.1 Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

22.2 This Agreement and Schedule A, and any other exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements and understandings relating to the subject matter of the Agreement.

22.3 The failure of a Party to enforce the provisions of this Agreement will not be a waiver of any provision or the right of such Party thereafter to enforce each and every provision of this Agreement.

22.4 This Agreement may be executed in duplicate counterparts, each of which shall be deemed an original hereof.

IN WITNESS WHEREOF, the Parties have executed this Agreement the day and year first above mentioned.

ACCOUNT

SCHOOL ASSOCIATION FOR SPECIAL EDUCATION (DUPAGE) SASED
Account: _____

Signature: M. McGuff

Date: 6/4/2022

EDU HEALTHCARE, LLC

By: _____
Matthew Lewis, VP

Date: 6/14/22

Account Initials JS Date 6/14/22

EDU Healthcare™

ACCOUNT SERVICE CONTRACT - SCHEDULE A

This Schedule A is made part of the Account Services Contract entered by and between EDU HEALTHCARE, LLC, ("EDU HEALTHCARE") and the Account identified below.

PROVIDER PLACEMENT DETAILS:

Provider Name: TBD

Term: 2022-2023 School Year, Per School Calendar

Services Provided: TBD

Hours: TBD

RATE & PAYMENT DETAILS:

Bill Rate: See Rate Table Listed Below

Payment: Due thirty (30) calendar days from invoice date.

ADDITIONAL INFORMATION:

Comments:

SLP $75/HR, OT $75/HR, PT $75/HR, Psych $80/HR, SW $72/HR, RN $55/HR, LPN $50/HR, SLI $55/HR, ADPE $65/HR

TVI/DHH $65/HR, Paraprofessional $45/HR, CSN $60-65/HR, LBS1 $65/HR

ACCOUNT

Account: SCHOOL ASSOCIATION FOR SPECIAL EDUCATION ([

Signature: M. McGuffin

Date: 6/14/2022

EDU HEALTHCARE, LLC

By: _____

Matthew Lewis, VP

Date: 6/14/22

Account Initials JS Date 6/14/22

School Association for Special Education in DuPage

To: Board of Control
From: Julie Grohn, Director of Human Resources
Date: June 22, 2022
Re: Approval of Stepping Stones contract

Purpose: To help secure staffing in hard to fill positions.

Background: SASED had been working with Stepping Stones to secure hard to fill positions. Additionally we worked with Stepping Stones during the 2021-2022 school year. This contract reflects services for the 2022-2023 school year.

Next Steps: Approval of the 22-23 Stepping Stones contract

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

AGREEMENT

This Agreement is made and entered on July 1, 2022, by and between The Stepping Stones Group LLC, 2586 Trailridge Drive East, Suite 100, Lafayette, CO 80026 hereinafter referred to as "Contractor" and, The School. Association for Special Education in DuPage County (SASED), 2900 Ogden Avenue, Lisle, Illinois 60532 hereinafter referred to as "School District." It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

SASED agrees to be billed (except during holidays) by Contractor for above hours specified by specialty; provided, however, that if any employee of Contractor is absent during any week due to illness or other personal time off and Contractor does not replace such employee during such week, the foregoing minimum amount will be reduced by the number of hours of such absence. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by SASED. Any hours worked that are considered overtime by state or federal law will be billed at 150% of bill rate. SASED will not be billed during school closures and school holidays.

SASED is a tax-exempt organization. Federal excise tax does not apply to SASED, and State of Illinois Sales Tax does not apply. The amounts to be paid to The Stepping Stones Group hereunder are inclusive of all other taxes that may be levied, including without limitation sales, use, nonresident, value-added, excise, and similar taxes levied or imposed upon the work. The Stepping Stones Group shall be responsible for any taxes levied or imposed upon the income or business privileges of The Stepping Stones Group:

Contractor's Regular Pay Period shall consist of no more than 40 hours

SELECTION OF CONTRACTORS. SASED will interview Contractors before they are assigned to SASED and select, in its sole discretion, which Contractor(s) it desires to have assigned to it based upon SASED's determination that the selected Contractor possesses the requisite certification, skills, proficiency, competency, experience, background and education necessary to perform the tasks applicable to the duties of assignment and/or required by the Job Title/Description. To assist it in making this determination, SASED may implement any reasonable skills proficiency checklists or competency guidelines, such as those promoted by The Joint Commission.

THE STEPPING STONES GROUP RESPONSIBIL TIES The Stepping Stones Group is the Contractor's employer; and The Stepping Stones Group, at its own expense, is solely responsible for paying all compensation due to Contractor because of its Employment Agreement with Contractor. The Stepping Stones Group will withhold and/or pay all benefits, payroll taxes, including Social Security and Medicare, Worker's Compensation premiums or taxes and unemployment taxes required to be paid and/or withheld in connection with the Contractor's services pursuant to the provisions of all applicable laws, this Agreement and/or the Employment Agreement. The Stepping Stones Group will comply with all laws and regulations imposed on The Stepping Stones Group as the Contractor's employer. Except as otherwise provided by this Agreement and SASED will have no liability to pay any compensation to the Contractor, provide the Contractor with any employment benefits, and/or pay or withhold any payroll taxes imposed upon compensation earned by the Contractor.

Corporate Office
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

CONTRACTED EMPLOYEE SASED will be the on-site supervisor of each Stepping Stones' professional assigned to SASED (Contractor's) professional performance and daily assignment responsibilities. The Contractor will use his or her best efforts and skills to provide the SASED with services related to or connected with the SASED's general professional directives. The Contractorwill provide all of his or her services at the SASED work site. SASED hereby expressly acknowledges that the Contractor's employment is of a professional nature.

PRE SCREENING. Contractors shall possess a valid certificate and prior to placement with SASED, The Stepping Stones Group will verify professional qualifications and references of any Contractor and will verify that Contractor maintains the appropriate licensure to work in a school. Contractors shall comply with all SASED policies, practices, procedures and rules, and with the requirements of all applicable laws, regulations and requirements of the Illinois State Board of Education, all as may be amended from. time to time. The Stepping Stones Group will use its best efforts to (1) verify each contractor's status with the Office of Inspector General (OIG) and the System for Award Management (SAM); and (2) arrange a comprehensive 9 panel drug screen for each Contractor. In addition, The Stepping Stones Group shall not send to any school building or school property any employee or agent who would be prohibited from. being employed by the SASED due to a conviction of a crime listed in 105 ILCS 5/10-21.9 or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The Stepping Stones Group shall make every employee who will be sent to any school building or school property available to SASED for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. The check shall occur before any employee or agent is sent to any school building or school property. The Stepping Stones Group will reimburse SASED for the costs of the checks. SASED must provide a copy of the report to the individual employee but is not authorized to release it to The Stepping Stones Group. SASED shall be permitted to obtain any additional information required from Contractor to determine eligibility for placement in a school building.

INSURANCE AND INDEMNIFICATION

During the term of this Agreement, The Stepping Stones Group, at its sole cost and expense, and for the benefit of SASED, shall carry and maintain the following insurance:

1. Comprehensive general liability and property damage insurance, insuring against all liability of The Stepping Stones Group related to this Agreement, with a minimum combined single limit of One Million Dollars ($1,000,000.00) per occurrence and Two Million Dollars ($2,000,000) general aggregate; The Commercial General Liability policy shall be endorsed in favor of allAdditional Insureds on an ISO CG 2010 (11 85) endorsement form or both ISO CG 2010 (10 01) and CG 2037 (10 01) endorsement forms, or endorsement(s) that provide equivalent coverage.

2. Professional Liability Insurance with limits in the per claim amount of not less than Two Million Dollars ($2,000,000.00) and the annual aggregate of not less than Three Million Dollars ($3,000,000).

3. Hired and Non-Owned Automobile Liability Insurance with a combined single limit of $1,000,000; The Commercial automobile liability insurance policy shall be endorsed in favor of all Additional Insureds on an ISO CA 20 48 endorsement form or its equivalent.

4. Workers' Compensation Insurance covering all costs, statutory benefits, and liabilities under State Workers' Compensation and similar laws for The Stepping Stones Group's respective employees; and

5. Umbrella liability insurance with a minimum combined single limit of Five Million dollars ($5,000,000.00) per occurrence and Five Million Dollars ($5,000,000) general aggregate.

6. Sexual abuse and molestation Insurance with limits of $2,000,000 per occurrence and $2,000,000 aggregate.

Corporate Office
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

All insurers shall be licensed by the State of Illinois and rated A+-VII or better by AM. Best or comparable rating service. The comprehensive general liability and property damage insurance policy shall name SASED, its Board, Board members, employees, and agents as an additional insured on a primary noncontributory basis with a waiver of subrogation in favor of SASED. The Stepping Stones Group shall provide SASED with certificates of insurance during the duration of this Agreement. The failure to provide acceptable insurance shall be deemed a breach of this Agreement entitling SASED to terminate this Agreement immediately. All policies of insurance shall provide by endorsement that no coverage may be canceled or terminated by the insuring company without the insuring company having first given at least 30 days prior written notice to SASED by mail.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold SASED and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

To the extent permitted by law, SASED will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from SASED's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of SASED or SASED's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

Neither party shall be liable for or be required to indemnify the other party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter. The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: SASED will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. SASED agrees and understands that SASED is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, SASED will complete the billing section above the signature. A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by SASED will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by SASED. If payment of invoices is not current, Contractor may suspend performing further work. SASED shall make payments in accordance with the Illinois Local Government Prompt Payment Act, 50 ILCS 505/1 et seq. and shall make interest payments for any late payments in accordance with the Act.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including Workers' Compensation coverage.

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, SASED agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to SASED or any candidate submitted by Contractor to SASED. SASED agrees that liquidated damages may be assessed and recovered by Contractor.

CONFIDENTIALITY: Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and SASED's students.

Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of SASED's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

The Stepping Stones Group, the Contractors, and any persons handling records on its behalf shall comply with all applicable provisions of federal and state laws and regulations, including without limitation the Illinois School Student Records Act, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) in their current and amended forms and all corresponding regulations. All records shall be the sole property of SASED and shall be maintained at SASED's location in accordance with all applicable State and federal laws and regulations.

FREEDOM OF INFORMATION ACT. As an independent contractor of SASED, records in the possession of The Stepping Stones Group related to this Agreement may be subject to the Illinois Freedom of information Act ("FOIA"), 5 ILCS 140/5-1 et seq.; 5 ILCS 140/7(2). The Stepping Stones Group shall provide SASED with any such records requested by SASED within three (3) business days in order to timely respond to any FOIA request received by SASED. The SASED will review all such records to determine whether FOIA exemptions apply before disclosing the records, such that information properly exempt as proprietary or prohibited from release by other laws or exempt for other reasons will not be released.

DAMAGE TO PROPERTY. In the event The Stepping Stones Group damages SASED's property, The Stepping Stones Group shall, at The Stepping Stones Group's sole cost, restore the property or any surrounding area. The restoration shall be to a condition at least equivalent to the condition of the affected area immediately before the destruction or damage. If The Stepping Stones Group does not repair the damage within 14 days after receiving written notice from SASED, or a lesser time if SASED determines the damage creates an emergency situation, SASED may repair the damage and The Stepping Stones Group shall reimburse SASED for the costs SASED incurs within 14 days after SASED provides a written invoice to The Stepping Stones Group.

MUTUAL RESPONSIBILITIES. SASED and The Stepping Stones Group represent and warrant that they are compliant with, and will continue to comply with all applicable laws and regulations related to the selection, utilization, and termination of the Contractor; the services performed by the Contractor; and, the termination of this Agreement including, but not limited to, all provisions of Title VII of the Civil Rights Act of 1964; the Civil Rights Act of 1966; the Age Discrimination in Employment Act; the Equal Pay Act; the Americans with Disabilities Act of 1990; the Occupational Safety and Health Act; the Rehabilitation Act of 1973; the Veterans Re-Employment Rights Act and all other state, local and federal laws and regulations. The parties further represent and warrant that they are equal opportunity employers and will not discriminate against the Contractor on the basis of his or her gender, race, religion, color, age, marital status, national origin, handicap, disability, military status or any other protected status. The Stepping Stones Group will indemnify and hold SASED harmless from all fees, costs, expenses and liabilities incurred by SASED as a result of The Stepping Stones Group's failure to comply with any such applicable laws or regulations.

SAFETY, TRAINING, AND ORIENTATION. The Stepping Stones Group will offer each Contractor a Hepatitis B vaccination series and PPD Tuberculin testing in accordance with applicable state and federal law. The Contractor may decline Hepatitis B vaccination. If a Contractor refuses vaccination, The Stepping Stones Group will obtain a copy of the Contractor's vaccination history showing that the Contractor has already been vaccinated or obtain and keep a signed waiver for each Contractor who has not already had the vaccination and refuses the vaccination. Upon request, The Stepping Stones Group will provide SASED with verification of completion of these requirements or verification of physical fitness to perform the essential functions of the position.

WORKPLACE RULES, SUPERVISION AND EVALUATION. Contractors will conduct themselves in accordance with SASED's specific internal rules and policies. SASED is responsible for directing and supervising each Contractor; and will provide competence evaluations for each Contractor at the time of orientation and periodically thereafter. SASED will provide The Stepping Stones Group with copies of each evaluation and notify The Stepping Stones Group immediately, in writing, if any Contractor displays unsatisfactory review results or skill performance. The caseload/workload of the Contractor will not exceed that of any SASED' s employee in a similar position and shall comply with any state requirement maximums.

COOPERATION. SASED agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

WORKPLACE RULES, SUPERVISION AND EVALUATION. Contractors will conduct themselves in accordance with SASED's specific internal rules and policies. SASED is responsible for directing and supervising each Contractor; and will provide competence evaluations for each Contractor at the time of orientation and periodically thereafter. SASED will provide The Stepping Stones Group with copies of each evaluation and notify The Stepping Stones Group immediately, in writing, if any Contractor displays unsatisfactory review results or skill performance. The caseload/workload of the Contractor will not exceed that of any SASED' s employee in a similar position and shall comply with any state requirement maximums.

TERMINATION. The end dates for the services set forth on Addendum A are merely an approximation and may be extended by SASED in its sole discretion, without notice to The Stepping Stones Group. This Agreement may be terminated by The Stepping Stones Group or SASED in their sole discretion, with or without cause, after providing 30 days written notice to the other. SASED must send The Stepping Stones Group the notice of termination attached hereto as Addendum B to terminate the services of a contractor. In the event of emergency, safety issue, or failure to maintain insurance or licensure, or any other condition that constitutes a substantial threat to the health or safety of students, employees or others, as determined by SASED in its sole reasonable discretion, SASED may immediately suspend a Contractor and The Stepping Stones Group's activities hereunder until such condition has been remedied to SASED's satisfaction. SASED shall notify The Stepping Stones Group immediately upon the discovery of any such activities. Upon termination or suspension by either party, SASED will pay The Stepping Stones Group for all services rendered by the Contractor plus any applicable expenses identified on Addendum A that were incurred by the Contractor under this agreement.

REPLACEMENT. In the event that a Contractor resigns or is removed from the work site upon SASED's request, The Stepping Stones Group will use its best efforts to replace the old Contractor with a new Contractor in accordance with the terms and provisions of this Agreement. The Stepping Stones Group shall remove any Contractor upon the request of SASED. In the event that SASED requests The Stepping Stones Group to remove Contractor, The Stepping Stones Group will use its best efforts to replace the Contractor with a new Contractor in accordance with the terms and provisions of this Agreement. However, The Stepping Stones Group does not guarantee replacement. Except for any unpaid invoices owed to The Stepping Stones Group for services rendered, SASED shall not be required to make any payments to The Stepping Stones Group during any period where a Contractor is not assigned to SASED.

RELATIONSHIP OF THE PARTIES. The SASED and The Stepping Stones Group agree that Contractor is The Stepping Stones Group's employee; and the services provided by Contractor to the SASED are provided pursuant to this Agreement. Neither this Agreement nor services provided hereunder shall be construed to create a relationship of employment, agency, partnership or joint venture between The Stepping Stones Group and the SASED or the Contractor and the SASED. The status of The Stepping Stones Group and the Contractor relative to the SASED shall be that of an independent contractor. Neither The Stepping Stones Group, the Contractor, nor the SASED shall have any right or authority to assume or create any obligation on behalf of any of them; nor will either party hold itself out to another as possessing such authority.

NO WAIVER OF TORT IMMUNITY DEFENSES. Nothing contained in this Agreement, or in any other provision of this Agreement, is intended to constitute nor shall constitute a waiver of the defenses available to SASED under the Illinois Local Governmental and Governmental Employees Tort Immunity Act, with respect to claims by third parties.

SURVIVING SECTIONS. Notwithstanding termination, completion and/or payment of the services contemplated hereunder, The Stepping Stones Group and SASED shall remain obligated under all those provisions of this Agreement which, by their nature and effect, obligate The Stepping Stones Group and/or SASED for a time period beyond termination and/or completion.

ENTIRE AGREEMENT. This Agreement sets forth the entire agreement of the parties hereto and supersedes all other oral or written agreements between the parties.

WAIYER. Either party's failure to enforce all or any portion of this Agreement shall not be a waiver of all or any portion of that party's rights under this Agreement.

HEADINGS. The headings of this Agreement are not intended to be used as tools of construction and are provided for convenience only.

JOINT AUTHORSHIP. The SASED has reviewed this Agreement and negotiated for change to any language that it found vague. Accordingly, anyone constructing this Agreement shall not construe any of its terms strictly against either party.

JURISDICTION. This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Illinois. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Illinois. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL. No provision of this Agreement may be amended or waived unless agreed to in a writing signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

THE STEPPING STONES GROUP
Transforming lives Together

Corporate Office
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: _Accounts Payable Cyndy Englehart_ _

Billing Email/Phone: _ap@sased.org 630-955-8115 _

Mailing Address (for invoice): 2900 Ogden Ave, Lisle, IL 6043 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Appendix A

The services that may be provided under this Agreement and the corresponding hourly service are listed below:

Specialty	Hourly Rate
Teacher Assistant	$38
RBT	$50
RN	$67
LPN	$57
Special Education Teacher	$70
Social Worker	$70
Psychologist	$80
SLP	$75
OT	$75
PT	$75

INTERGOVERNMENTAL AGREEMENT
BETWEEN SASED AND NON-MEMBER SCHOOL DISTRICT

This Agreement is made and entered into on the date set forth below, by and between the Board of Control of The School Association for Special Education in DuPage County ("SASED") and the Board of Education of Plano SD 88 ("School District").

WHEREAS, pursuant to the Illinois Constitution (Article VII, Section 10) and the Illinois Intergovernmental Cooperation Act (5 ILCS 220/3), units of local government and school districts are authorized to contract among themselves to combine and transfer powers and functions by intergovernmental cooperation; and

WHEREAS, SASED and the School District have determined that it is in their best and mutual interests to contract with each other to provide for attendance by an identified School District student(s) in a SASED program ("Student" or Student(s)");

NOW THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

1. Term: This Agreement will remain in effect until either party provides at least thirty (30) days' prior written notice to the other party of termination of this Agreement, which may be for any reason.

2. Program Services:

   a. Subject to the terms and provisions of this Agreement, SASED will provide services for the School District Student(s) identified in the Appendix A (Program for Individual Student). The specific terms and conditions for each Student will be identified in a separate program page(s) in Appendix A (*i.e.*, A-1, A-2, etc.) signed by both parties, which is incorporated herein by reference.

   b. Each Student will be permitted to attend the Program on the terms and conditions set forth in this Agreement and program page(s) in Appendix A.

   c. SASED will provide special education and related services in accordance with the Student's individualized education program (IEP), except as otherwise stated herein.

   d. Assessments and reevaluations will be conducted by SASED, except that SASED will not be responsible for independent educational evaluations (IEEs) requested by a parent/guardian or other private evaluations approved by the School District or the IEP team.

   e. Assistive technology devices, equipment, and related training offered to students as part of the Program will be provided by SASED. The School District shall be solely responsible for funding, procurement, and maintenance of any other Assistive Technology devices, equipment or training identified in the Student's IEP.

   f. As warranted, SASED will convene IEP team meetings and issue required notices.

g. SASED may permanently dismiss the Student from the Program, terminating the applicable program page in Appendix A, under the following conditions:

i. Upon thirty (30) days' prior written notice to the School District, in the event that SASED determines, in SASED's sole discretion, that:

(a) The Program is no longer appropriate for the Student; or
(b) SASED will no longer be operating the Program.

ii. Upon fifteen (15) days' prior written notice to the School District, in the event that there is insufficient space in the Program for SASED member district students.

iii. Immediately if the Student commits gross disobedience or misconduct that warrants removal, as determined by SASED.

3. School District's Responsibilities:

a. The School District shall procure and directly fund all IEEs and any other School District-approved or IEP team-approved private evaluations at public expense.

b. The School District shall procure and directly fund related services not typically provided by SASED and any other related services that SASED is unable to provide due to circumstances beyond SASED's control.

c. The School District shall prepare and maintain a proper and adequate IEP for the Student(s).

d. A School District representative shall attend all IEP meetings for the Student(s) and shall serve as the local educational agency (LEA) representative.

e. The School District shall provide the Student(s) with transportation to and from the Program.

f. The terms of this Agreement notwithstanding, the School District remains the Student's resident school district for all purposes, remains ultimately responsible for the Student's educational services, and remains responsible for providing the Student with a free appropriate public education (FAPE) in the least restrictive environment.

g. In the event of a dispute or challenge by the Student's parent/guardian or Student (including but not limited to a due process request, State complaint, request for mediation, Office for Civil Rights complaint, or Illinois Department of Human Rights complaint), the School District shall be responsible for all costs associated with the defense thereof (including but not limited to attorney's fees).

h. The School District is responsible for paying the costs identified in Section 5 and Appendix A.

4. Tuition and Reimbursement: The School District will pay tuition and reimbursement, as set forth below and in Appendix A, for the services identified herein. The actual costs of all related services provided by SASED for the Student(s) (including but not limited to social work services, speech and language services, physical therapy services, as applicable) are included in the tuition costs. The costs of all assessments and reevaluations of the Student(s) conducted by SASED are also included in the tuition costs.

   a. The School District will pay regular school tuition equal to SASED's per pupil cost of the Program. The estimated annual tuition for each Student is set forth in Appendix A.

   b. The School District will pay a non-member district fee in the amount of five thousand dollars ($5,000.00) per school year for each Student's enrollment in the Program.

   c. In addition to paying the tuition and non-member district fee. the School District will reimburse SASED for all the following:

      i. The actual costs (to include salary and benefits) for all SASED paraprofessionals, medical assistants/teacher assistants and interpreters providing one-to-one services to the Student(s).

      ii. The actual costs of all assistive technology devices and equipment, and any related training, provided by SASED for the Student's use.

   d. For any Student that is enrolled for at least 10 days tuition will be calculated based on the amount of time the Student is in the Program.

   e. Extended School Year: If a Student's IEP calls for extended school year services and the District chooses for the Student to attend ESY services in the Program, the School District will pay SASED's per pupil costs as calculated for Extended School Year Program.

5. National School Lunch/School Breakfast Programs: If SASED participates in the National School Lunch Program and/or School Breakfast Program and the Student(s) is eligible under free or reduced-priced breakfast or lunch under those programs, SASED is required to claim this Student(s).

6. Invoices and Payment:

   a. An invoice for 100% of the annual tuition amount will be issued by SASED within ten (10) days after this Agreement is fully signed. A prorated invoice will be sent based on actual days of enrollment. For Students who enroll after September 1 an invoice will be sent within ten (10) days after the Appendix A is fully signed for the tuition following the above schedule.

   b. In or around, July, SASED will calculate the final costs and issue a final invoice to the School District for any remaining balance to be paid.

c. In the event that the School District's initial payments exceed the actual final costs (resulting in an overpayment by the School District), SASED will issue a refund to the School District by September 15.

d. Payment will be made by the School District after receipt of each invoice, in accordance with the *Local Government Prompt Payment Act* (50 ILCS 505/).

7. Relationship of the Parties: SASED and the School District acknowledge and agree that they are contractors independent of one another and that this Agreement does not create an employer-employee relationship, partnership, joint venture, agency, or any other such relationship.

8. No Third-Party Beneficiaries: This Agreement is entered into solely for the benefit of the contracting parties. Nothing in this Agreement is intended, either expressly or impliedly, to provide any right or benefit of any kind to any person or entity who is not a party to this Agreement, or to acknowledge, establish or impose any legal duty to any third party.

9. Indemnification and Waiver:

For purposes of this Section 9, "Loss" is defined as any and all liabilities, damages, claims, demands, judgments, causes of action, costs, expenses (including reasonable attorneys' fees), and losses relating to any School District Student placed in a SASED program and/or relating to any act or omission of either party in implementing this Agreement and/or otherwise relating to this Agreement.

Each party agrees to indemnify, defend and hold harmless the other party and its Board members, employees, volunteers and agents, against and from any Loss to the extent the Loss arises out of the acts or omissions of the indemnifying party.

In addition, notwithstanding any other provision of this Agreement, the School District specifically agrees to indemnify, defend and hold harmless SASED and its Board members, employees, volunteers and agents, against and from any Loss to the extent the Loss is based upon or arises out of claims relating to the placement, FAPE, or alleged procedural requirements applicable to any School District Student placed in a SASED Program.

Moreover, the School District waives any and all claims it may have against SASED (or SASED's Board members, employees, volunteers or agents) relating to the Program or the services provided to the Student by SASED.

10. Student Records: SASED shall maintain all student records and reports in accordance with SASED policies on student records, as well as applicable state and federal laws. All student records generated by SASED shall be the property of the School District; however, SASED shall have access to such records so that it may provide the services required under this Agreement.

11. Continuing Obligations: The following shall survive the expiration or termination of this Agreement: (a) Sections 4 and 6 (Tuition and Reimbursement and Invoices and Payment); (b) Section 9 (Indemnification and Waiver); (c) all representations and warranties made by each party; (d) Appendix A (Program for Individual Student); and (e) all other obligations that are to be performed after the expiration or termination of this Agreement.

12. Assignment: No part of this Agreement may be assigned by either of the parties hereto.

13. Multiple Counterparts: This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. Facsimile and PDF copies of the parties' signatures on this Agreement shall be deemed originals.

14. Governing Law: This Agreement and the interpretation thereof shall be governed by the laws of the State of Illinois.

15. Notices: Any and all notices required to be sent pursuant to this Agreement shall be personally delivered or sent via certified mail addressed as follows:

For School District: **Mr. Tony Baker**, **Superintendent**
Plano SD 88
800 S. Hale Street
Plano, IL 60545

For SASED: Dr. Melinda McGuffin, Executive Director
School Association for Special Education in DuPage County
2900 Ogden Avenue
Lisle, Illinois 60532

16. Authority: The individuals executing this Agreement represent and warrant that they have full power and lawful authority to execute this Agreement on behalf of and in the name of their respective parties.

17. Severability: If any provision of this Agreement shall be found to be invalid or unenforceable, such finding shall in no way affect, impair or invalidate any other provision, and such other provisions shall remain in full force and effect. Moreover, no provision of this Agreement shall be construed as contrary to law when it is possible to find an alternate construction that is consistent with the law and with the parties' overall intent.

18. Complete Understanding: This Agreement, along with the Appendix A incorporated herein by reference, constitutes the entire agreement between the parties and supersedes any prior understandings or agreements regarding the subject matter herein.

19. Waiver: No waiver of any default of a party hereunder shall be implied from omission by a party to take any action on account of such default, and no express waiver shall affect any default other than the default specified in the express waiver and then only for the time and to the extent therein stated.

20. Amendments: No change or modification to this Agreement shall be valid unless it is in writing and signed by both parties.

IN WITNESS WHEREOF, SASED and the School District have caused this Agreement to be executed on the date(s) set forth below.

BOARD OF CONTROL FOR THE SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY

By:_____ Date:_____
Chairperson

Attest:_____ Date:_____
Secretary

BOARD OF EDUCATION OF [SCHOOL DISTRICT]

By:_____ Date: 2/28/22
President

Attest: Kathryn Renert Date: 2/28/22
Secretary

Appendix A-1

Program for Individual Student

This Appendix A is entered into pursuant to the INTERGOVERNMENTAL AGREEMENT BETWEEN SASED-AND NON-MEMBER SCHOOL DISTRICT ("Agreement") dated **01/24/2022**, by and between Board of Control of The School Association for Special Education in DuPage County ("SASED") and the Board of Education of ("School District").

1. General Information:

   Student Name: **Francisco Tirado**

   SASED Program: **Southeast** DuPage West Cook: N/A

   Program Location: **Southeast School**

   Estimated Annual Program Tuition: **$38,962.00**

   Estimated Extended School Year Tuition: **$890.00** (July 5-28, 2022)

   Program Start Date: **8/19/2021**

   Program End Date: **5/27/2022**

   Student Start Date: **08/19/2021**

   Address of School District: **6S331 Cornwall Rd, Naperville, IL 60540**

2. This Appendix A is incorporated into by reference the INTERGOVERNMENTAL AGREEMENT BETWEEN SASED AND NON-MEMBER SCHOOL DISTRICT ("Agreement"). To the extent there are any inconsistencies between this Appendix A and the Agreement, the Agreement will control.

3. This Appendix shall remain in effect until (a) the Program End Date stated herein, (b) termination as specified in the Agreement, or (c) the Student otherwise exits the SASED Program.

BOARD OF CONTROL FOR THE SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY

By: _____ Date: _____

Dr. Matt Rich, Chairperson

BOARD OF EDUCATION OF [SCHOOL DISTRICT]

By: _____ Date: 2.28.22

_____, Board President

SASED Teaching • Leading • Believing ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Lease MN HS classroom in Westmont 201

Purpose:
The purpose of this memo is to provide information for discussion with action regarding a new lease agreement between SASED and Westmont CUSD#201 for the 2022-2023 school year.

Background:
Due to an increase in enrollment for Multi-Needs High School Program an additional classroom space will be added at Westmont High School for the 2022-2023 school year.

There will be four MN HS classrooms. Three classrooms will be at Willowbrook High School and one will be at Westmont High School. The classrooms have a current enrollment of five students each. There are several students who were on home hospital instruction this past year during the pandemic and their return would increase the enrollment in each classroom to between 6 and 7. In addition, this additional room creates space for new students to be able to enroll during the school year.

Next Steps:

Approval of contract with Westmont 201 for one MN high school classroom for 2022-2023 school year at $25,000.

LEASE

1. PARTIES: The parties to this Lease are the Board of Education **Community Unit School District #201,** DuPage County, Illinois, having its principal offices at 133 S. Grant St., Westmont, Illinois ("Lessor"), and School Association for Special Education in DuPage County (SASED), having its principal offices at 2900 Ogden Avenue, Lisle, Illinois ("Lessee"), collectively referred to herein as the "Parties." The rights and duties of Lessee and Lessor shall be controlled by the provisions of this Lease.

2. PREMISES: Lessor hereby leases to Lessee and Lessee hereby leases from Lessor the following described premises:

One Multi-Needs classroom at Westmont High School, 909 Oakwood Dr., Westmont, IL
One Room with sink at Office space rate at Westmont High School, 909 Oakwood Dr., Westmont IL

including all furnishings and ordinary school equipment present in said one (1) classroom and one (1) office space (kitchen) as of the effective date of this Lease. Lessor shall make available when needed by Lessee on a non-exclusive basis, Lessor's programs, areas and facilities of common benefit (e.g., the gymnasium, playgrounds, parking areas, restrooms etc.). If a situation arises in which Lessor anticipates that Lessee's use of facilities of common benefit will substantially disrupt or conflict with Lessor's use, Lessor will confer with Lessee in advance to make mutually agreeable alternative arrangements.

3. TERM: This Lease shall be for a term of one year commencing on August 11, 2022 and continuing until August 10, 2023. Thereafter, the parties may mutually agree to renew this Lease for an additional consecutive school year term upon the same terms and conditions with rent to be mutually agreed upon by the parties. If the Parties cannot mutually agree on rent for the additional consecutive school year term, this Lease shall immediately terminate at midnight (12:00am) on August 11, 2023. The Lessee shall notify the Lessor of any such renewal request in writing by March 15, 2023 and the Lessor shall accept or decline the renewal request by April 21, 2023 in writing.

4. RENT AND RELATED COSTS: Lessee agrees to pay Lessor rent as determined by the SASED Board of Control. For the initial Lease year (August 11, 2022 through August 10, 2023) it is hereby agreed that the rent amount is as follows:

	Location	
LEVEL #1 (Storage)		
LEVEL #2 (Office Space)	Room with sink at Westmont High school – room 163	**$12,000.00**
LEVEL #3 (Classroom)	One Multi-Needs classrooms at Westmont High School as described above – room 164	**$25,000.00**
	TOTAL	**$37,000.00**

5. PAYMENT OF RENT: Lessee agrees to pay rent in one lump sum on or before

January 1, 2023, to the principal office of Lessor as stated above or at such other address as Lessor may designate.

6. REGULATION OF STUDENTS AND CLASSROOMS: Lessee shall adhere to all of Lessor's policies and procedures and applicable law during the pendency of this Lease and during any consecutive school year terms (if renewed). In addition, Lessor shall adhere to all applicable laws during pendency of this lease and during any consecutive school terms (if renewed). Lessor shall have the right to establish additional, reasonable rules and regulations governing Lessee's use of the premises, including, but not limited to:

a. The conduct of Lessee, its agents, employees, students, or persons entering or on Lessor's premises, including that which is leased.
b. Lessee's reasonable use of the classroom

7. ASSIGNMENT SUBLETTING: Lessee shall neither sublet the premises or any part thereof nor assign this Lease or permit by any act or default any transfer of Lessee's interest by operation of law, or offer the premises or any part thereof for lease or sublease, nor permit the use thereof for lease or sublease, nor permit the use thereof for any purpose other than as above mentioned, without in each case, the written consent of Lessor.

8. SURRENDER OF PREMISES: Lessee shall quit and surrender the premises and the school equipment provided by Lessor at the end of the term, with all keys thereto. Lessee shall not make any alterations in the premises without the written consent of Lessor; and all alterations which may be made by either party thereto upon the premises, except movable furniture, fixtures, shelves and bulletin boards put in at the expense of Lessee, shall be the property of Lessor, and shall remain upon and be surrendered with the premises as a part thereof at the termination of this Lease.

9. NO WASTE OR MISUSE: Lessee will use the building utilities in a reasonable manner. Lessee will pay all costs and/or damages to Lessor's premises caused by waste or misuse of facilities. Further, Lessee will reimburse Lessor, or bear its own cost for, repairs and/or damages to any of Lessor's property caused by Lessee or Lessee's members, volunteers, employees, students, and agents.

10. TERMINATION, ABANDONMENT, RE-ENTRY, RELETTING: At the termination of the Lease, by lapse of time or otherwise, Lessee agrees to yield up immediate and peaceable possession to Lessor. If Lessee defaults by failing to pay rent, or any part thereof, or by breaching any of the covenants herein, it shall be lawful for the Lessor to immediately send notice of such failure or breach to Lessee. Within 30 calendar days of the date on which such notice was sent by Lessor, Lessee shall have the right to cure such failure and/or breach. However, if Lessee fails to cure said failure or breach within 30 calendar days of the date on which such notice was sent by Lessor, the Lease will immediately terminate. In the event of such termination, Lessee will remain responsible for rent attributable to the period prior to termination. If Lessor believes that it is entitled to additional damages due to Lessee's breach and the termination, the following procedures will apply: Lessor will provide Lessee with written notice of the alleged damages. Within 14 days after the notice is received, Lessor and Lessee will convene a meeting to confer in good faith and attempt to reach agreement regarding the dispute. Participants in the meeting will include representatives with decision-making authority for each Party. In the event that the Parties are unable to reach a resolution at the meeting, Lessor may inform Lessee in writing that Lessor reasonably believes that the differences

between the Parties are not likely to be resolved through further negotiations. In that event, the Parties may agree to submit the dispute to mediation or arbitration.

11. PROPERTY INSURANCE, UTILITY SERVICE, REPAIRS AND REPLACEMENT: Lessor assumes full responsibility for providing at its expense adequate insurance to protect the classrooms, including the contents thereof owned by Lessor; from fire, lightning, vandalism, water damage or other perils. Lessee assumes full responsibility for providing at its expense adequate insurance to protect its property within said classrooms. Lessor, at its own cost and expense, shall keep the air-conditioning, heating, electrical, plumbing and all other mechanical equipment in good repair, condition and working order and shall furnish any and all said parts, mechanisms and devices required thereof. Any major repairs or replacements to said mechanical equipment, to the roof, exterior walls and structural portions of the building, shall be made by the Lessor. Lessee shall, at the expiration of the term of the Lease return the leased premises to Lessor in the same condition as received by Lessee at the commencement of the term of this Lease, ordinary wear and tear and acts of God excepted. Any repairs or replacements made necessary by the damage, waste, or misuse of the premises by Lessee, its agents, employees, volunteers, or students, shall be made promptly by the Lessee, at its own expense and in a manner to prevent liens from attaching as a result thereof.

12. LIABILITY INSURANCE AND INDEMNIFICATION: Lessor shall maintain adequate Liability insurance to insure against claims for bodily injury including Sexual Misconduct and property damage resulting from the use of the Lessor's premises. Said Liability insurance shall name SASED, its Board, Board members, employees, agents, and successors as an additional insured on a primary noncontributory basis. In addition, Lessee shall purchase General Liability coverage with a $1,000,000 per occurrence limit, $2,000,000 General Aggregate and $500,000 Damage to Rented Premises Each Occurrence limit. Said General Liability coverage should name the Lessor and its members, agents, and employees as additional insureds on a primary and non-contributory basis to insure against any claim or claims brought by any party or parties against Lessor for bodily injury, including Sexual Misconduct, resulting from acts occasioned by any negligence or recklessness or willful conduct of Lessee, its agents, employees, students, or other persons on Lessor's premises, including that leased to Lessee, for Lessee's purposes. Certificates of Insurance for both Lessee or Lessor shall be on file at SASED offices and Lessor's offices. All insurance required of Lessee pursuant to this Lease must not be cancelled or altered unless the insureds are given at least 30 calendar days' prior written notice of such cancellation or alteration.

Each party to this Lease agrees to indemnify, defend and hold harmless the other party and its Board(s), Board members, employees, volunteers and agents, against and from any and all liabilities, damages, claims, demands, judgements, causes of action, costs, expense (including reasonable attorneys' fees), and losses (collectively "Loss") arising directly or indirectly in connection with or as a result of this Lease, but only to the extent the Loss is caused solely by a negligent act or omission of the indemnifying party or its Board, Board members, employees, volunteers, agents, and students.

13. SUCCESSORS: This Lease shall be binding upon, apply and inure to the benefit of Lessor and Lessee and their respective successors and assignees.

14. SERVICE LEVELS: The rental fees paid to the Lessor shall be based upon the usage needs of the Lessee. The usage needs are defined as follows:

LEVEL I:

Regular classroom or equivalent space, including use of utilities, garbage, snow removal and lawn cutting. This usage is typically associated with usage of the space for storage.

LEVEL II:

Includes all items in LEVEL I plus janitorial service, supplies and general maintenance. This usage is typically associated with usage of the space for general office.

LEVEL III:

Includes all items included in LEVEL I and LEVEL II plus a proportionate share of access to the building principal, building secretary, and other personnel and spaces available to all students in the building such as nurse, librarian, etc. This level indicates that the SASED staff and students are an integral part of the building. Student fees required by the Lessor for students attending these programs are billed to SASED. SASED staff has access to general supplies, copy machine, etc. as do all other staff. Postage can be accumulated by the Lessor and invoiced to SASED separately. Lessor will provide internet access in sufficient quantity to meet the reasonable needs of SASED faculty and students. However, Lessor makes no guarantee that its provision of internet access will be uninterrupted, and will not be responsible for any interruptions in internet service. Lessor will provide access to Lessor's technology staff to allow for SASED's computers to be integrated into the Lessor's network, to access the internet and troubleshoot problems. Lessee and Lessee's employees, agents, volunteers, and students shall be responsible for adhering to Lessor's policies and procedures governing acceptable use of technology and acceptable conduct when accessing Lessor's network. Lessor will not be required to provide technology equipment or trouble shoot technology issues directly related to hardware or software used by SASED. However, the Lessor's technology staff will be available to assist in resolving network problems that are the result of Lessor's acts or omissions. This assistance shall be communicated to and coordinated with SASED technology staff except in cases of emergency. SASED teachers working with students included in Lessor's classroom programs will be allowed to participate in Lessor's staff meetings and activities that relate to those classroom programs. Lessee is solely responsible for its own students and staff during the pendency of this Lease.

15. CHOICE OF LAW/VENUE: This Lease shall be interpreted in accordance with Illinois law, without regard to any conflict of law principles. Both Parties agree that venue for any dispute arising under this Lease is proper in a court of law in the Circuit Courts of DuPage County, Illinois or, if applicable, the United States District Court for the Northern District of Illinois.

16. AUTHORITY: Each Party's signatory to this Lease represents and warrants that it has the legal authority to sign this Lease and bind each Party to its obligations.

17. NO JOINT VENTURE: The Parties agree that this Lease does not confer joint venture or employer status on either Party. Accordingly, each Party is responsible for their own members, employees, agents, volunteers, and students, and shall not be responsible for the other Party's obligations with respect to collective bargaining and other employment matters, as well as student issues.

IN WITNESS THEREOF, the parties hereto have caused this Lease to be executed by their duly authorized officers as of the 21st day of June, 2022.

THE BOARD OF EDUCATION OF
COMMUNIYT UNIT SCHOOL DISTRICT
NO. 201
133 S. Grant St.
Westmont, IL 60559

By:

_____
Its President

ATTEST:

_____
Secretary

SCHOOL ASSOCIATION FOR SPECIAL
EDUCATION IN DUPAGE (SASED)
2900 Ogden Avenue
Lisle, IL 60532

By:

_____
SASED Executive Director

ATTEST:

_____
SASED Director of Business Services/CSBO

SASED ***IATION FOR SPECIAL EDUCATION IN DUPAGE***
Teaching • Leading • Believing

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: Innersync Studio, LLC-website and communication system

Purpose: The purpose of this memo is information for discussion with action for a new SASED website, central management system and mass communication platform with School Now.

Background:

Innersync Studio, LLC is the parent company for Campus Suite. Campus Suite will be transitioning to a new brand titled School Now.

The platform supporting SASED's current website is sunsetting. Costs to improve or maintain the current website are substantial. A more cost-effective solution will be to launch a new SASED website that is more secure, accessible, and user friendly.

In addition to the website the contracted services will also include a mass notification system to alert parents, staff, and students to school closings, emergency information and other important announcements.

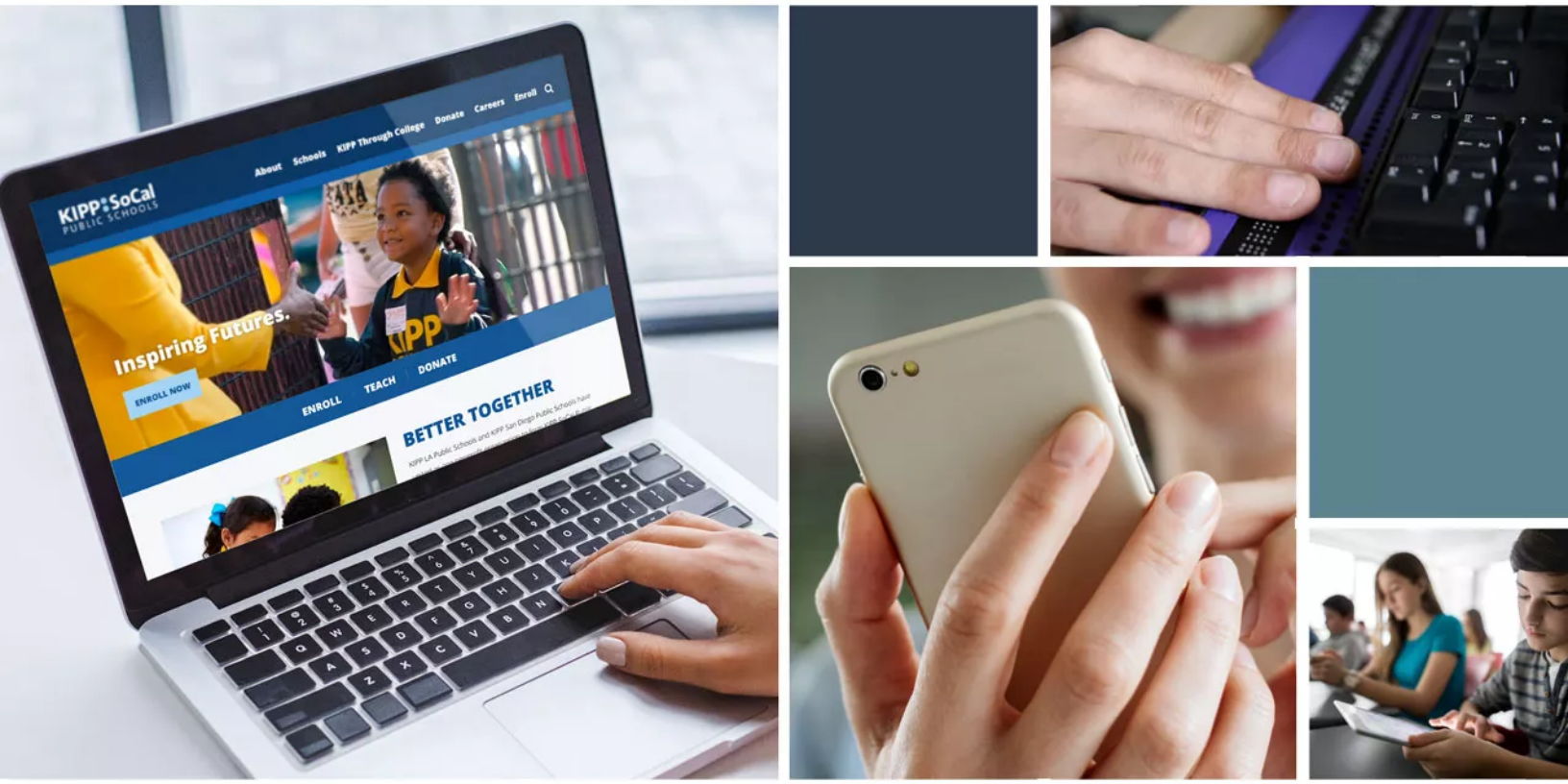
Implementation
Digital branding and implementation
• Logo clean up and brand guide
• Mobile app district and school branding
• Website design, build and launch
• Message template branding
• Data sync configuration

School Now Platform
• Website and CMS
• Voice and SMS
• Social media
• Email
• Mobile app
• SIS data sync
• Website Accessibility Compliance

Additional
Support, training, and upgrades Included
Secure cloud hosting with fail-overs (AWS)

Cost:
Year 1 $8996.00 Initial design, launch, and yearly fee
Year 2 and 3 $6486 yearly fee

Next Steps: Approve agreement with Innersync Studio, LLC in the amount of $8,996.



Engage like never before.

Proposal for The School Association for Special Education in DuPage County

Date: May 24, 2022
Proposal ID: SYO8A-WG5ZB-VGEXG-AM76I

Ted Saul
Director - Digital Communication
Certified Specialist

campus suite

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Executive overview

Every school benefits from an informed community and that is why we focus on making web communications technology as easy as possible for everyone. What sets Campus Suite apart is a unified platform designed for flexibility and simplicity, and customer-first support. Combined, these strengths make it possible for schools to leverage technology to better engage not only their parents, but their entire school community and make an impact through better communication.

Campus Suite helps large and small public school districts and private schools improve how they communicate using beautiful websites, notification systems and mobile apps. In 2016, the company launched a powerful and comprehensive school communication cloud that enables schools to expand their reach and amplify their messages. Schools can now manage websites, voice, text, social media and email communications from one centralized control center.

Campus Suite integrates with existing school technologies, eliminating any IT burdens on schools, affording them better use of their internal resources and the peace of mind knowing all critical web communications are in great hands.

Years in business:	Founded in 2000
Executive team	Steve Williams, CEO, Co-founder Jason Morgan, Product and Customer Success, Co-founder Justin Zimmerman, Director of Technology
No. of employees	18
Customers:	Public school districts (K-12), private schools, charter schools, community colleges and small colleges

Thank you for this opportunity,

Steve Williams
CEO and Co-founder of Campus Suite
steve@campussuite.com
859-462-2229

Pricing

Proposal date: May 24, 2022 *This quote is valid for 90 days from May 24, 2022*

Implementation (One-time)	Schools	Subtotal
Digital branding and implementation	1	$2,480.00

- Logo clean up and brand guide
- Mobile app district and school branding
- Website design, build and launch
- Message template branding
- Data sync configuration

Ongoing (Annual)	Students	Schools	Subtotal
SchoolNow platform	360	1	$6,486.00

- Website and CMS
- Voice and SMS
- Social media
- Email
- Mobile app
- SIS data sync
- Website Accessibility Compliance

Support, training and upgrades	Included
Secure cloud hosting with fail-overs (AWS)	Included

**Due upon proposal execution*

***Does not include custom application functionality outside of Campus Suite's features www.campussuite.com/matrix*

First year total*:	**$8,966.00**
Second year total:	$6,486.00
Third year total:	$6,486.00

Customer references

Park Ridge - Niles School District 64

www.d64.org

Allison Blum

District Web Technologist

Phone: (847) 318-4300

Email: ablum@d64.org

Kildeer Countryside School District 96

www.kcsd96.org

Betsy Fresen

Public Information Coordinator

Phone: (847) 459-4260

Email: bfresen@kcsd96.org

Starkville Oktibbeha School District

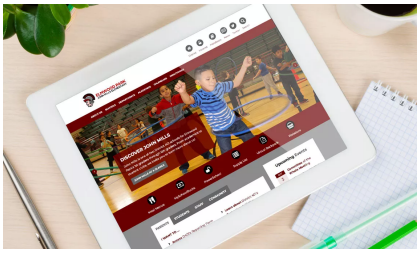
www.starkvillesd.com

Nicole Thomas

Director of Communication

Phone: (662) 615-0021

Email: nthomas@starkville.k12.ms.us



Elmwood Park CUSD 401

www.epcusd401.org

Dave Porreca

Web/Media specialist

Phone: (708) 452-7292

Email: porrecad@epcusd401.org

Design tailored to your school spirit

Your school deserves a beautiful website, so we do all we can to help you create a communication hub that's all yours – one that reflects your image, people and achievements.

It starts with our Design Center, your online resource for planning and design. See live examples of dozens of website designs and start capturing the spirit of your school.

Great school websites start here.

Select from premium designs.

Choose from dozens of ADA-compliant designs, all made to engage with natural, intuitive navigation.

Get accessibility peace of mind.

Your website design is assured of having ADA compliance and accessibility built right in.

Customize it to your school brand.

Control your messaging and brand to give your district and schools just the look you want.

Campus Suite Design Center

See all designs at
www.campussuite.com/design

campus suite

Website design features

Multi-site branding and templates	Create and maintain school branding consistency with flexible design themes.
Theme manager	Change navigation, headers, footers, and widgets at any time, while maintaining brand consistency.
Customization	Customize each and every school in your district using the Campus Suite theme manager.
Layout flexibility	Adjust layouts and columns to your specification to help organize information and content.
Browser compatibility	Supports WC3 standards and works on any popular browser – Chrome, Firefox, Safari, I.E., Opera and more.
Responsive design	Mobile-first' design ensures your web pages automatically format to work and look great on phones, tablets, and desktops.
Theme library	An ever-expanding library of ADA-compliant design themes helps your website design keep up with the technology and the times.
Widgets	Choose from over 50 dynamic widgets: add calendars, news, videos, social media feeds and more.

Website functionality features

Searchable directory	Find who you want in an instant. Search school and district directories by name or department.
Calendars	Parents can 'sync' their own personal calendars with your online district, school, department and classroom calendars.
Photo galleries	Upload and organize your photos into galleries, and automatically resize your images so they can be viewed on any device.
News and announcements	Share and spread news and announcements with other departments and schools for message control and consistency.
Blogs	Share ideas through rich content that helps tell your school story and encourage dialogue through comments.

Content sharing (schools)	Readily share news, calendars, photo galleries, faculty/staff profiles and other content with other schools and departments.
Faculty/staff profiles	Faculty and staff profiles link to a searchable directory, and include profile bio and contact information
Form builder	From physicals to admission forms, custom forms make it easy to create, capture and manage all kinds of critical information.
Emergency alert banner	Target specific schools, departments or your entire district with prominent announcement banners on designated web pages.
Sitemaps	Make your site more accessible for all by adding an ADA-compliant sitemap that dynamically adjusts with content changes.
RSS Feeds	Embed news, events, blogs, photo galleries, calendars and other content from around your site and across the web.
Language translations	Eliminate language barriers with instant web page translations that accommodate all members of your school community.
Friendly URLs	URLs feature intuitive names so visitors can easily know where to go and your pages are search-engine friendly.
Social media integration	Add social media feeds such as Facebook and Twitter to your webpages along with social sharing buttons.
Online Spirit Shop	Sell school-themed clothing and merchandise by adding an online spirit wear store to your website.
E-commerce	Accept payments online using the e-commerce form builder to make it easy for your parents and students to transact how they prefer.
Streaming videos	Embed a YouTube or Vimeo video feed on a webpage to bring your school to life on any viewing device.
Polls/Surveys	Use the form builder to quickly create a poll/survey and learn powerful insights into your parents or other web visitors.

We make it easy to have a great website.

Building a new website is not something you do every day, but we do. And we're here to help every step of the way. From discovering and establishing your website goals at the outset, to training and supporting all your users, your Campus Suite project leader and support team are there for you at every turn.

- Custom branding
- Website migration
- Accessibility compliance remediation
- Quality Assurance and launch
- Support and training

Melissa Fowler
Project Leader
Certified Specialist

Your 5-step path to a great website

Launch a website that brings the entire school community together.

Questionnaire to establish goals

Migrate and build out websites

Training for all users

Discover → **Design** → **Build** → **Certify** → **Training**

Designed to your school's mission, values and brand

Quality check and accessibility assurance

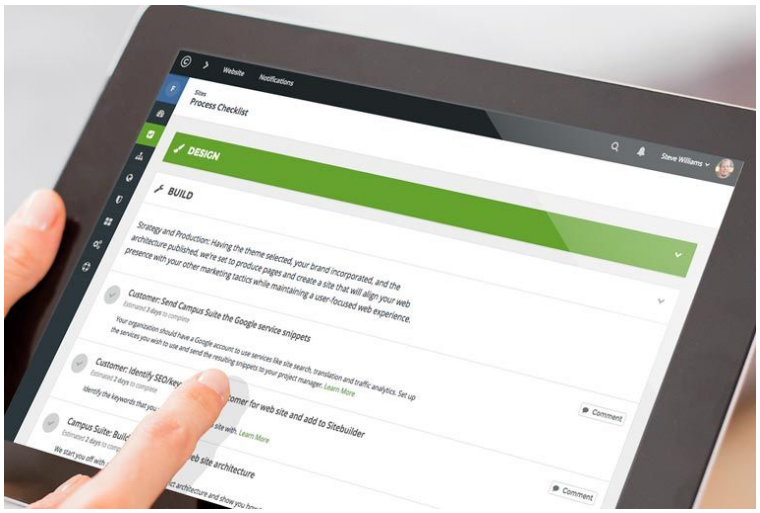
Launch!

See all features at
www.campussuite.com/features

campus suite

Process

Each phase in Campus Suite's Playbook is comprised of tasks that should be completed in the order seen on your "Process Checklist" screen available when you are logged into your staged website. As you come up with questions or encounter obstacles at any time during this process, your project manager is there to help you. Follow this Playbook, and in due time, you'll have a sleek, cutting-edge website that's sure to engage parents, staff, students and the entire school community.



Step 1 - Discover

1.	**Complete stakeholder questionnaire**	Complete the customer questionnaire that surveys various project stakeholders to gain a shared understanding of goals and expectations.
2.	**Review Service Level Agreement (SLA)**	Gain a full understanding of service levels and confirm realistic expectations. Make certain we're all in alignment.
3.	**Upload digital assets**	Upload your highest-quality digital assets to your website to ease the page-building process.
4.	**Set up Google account and services**	A Google account for your organization is critical for services such as site search, translation, and website traffic analytics.
5.	**Build and publish website architecture**	Following best practices of successful website design, here's where the foundation for your site starts coming together.
6.	**Approve design adjustments**	The look and feel of your website gets refined at this stage.

Step 2 - Design

5.	**Build and publish website architecture**	Following best practices of successful website design, here's where the foundation for your site starts coming together.
6.	**Approve design adjustments**	The look and feel of your website gets refined at this stage.

Step 3 - Build

7.	**Specify primary navigation and mega-menu content**	Once the site architecture is published, now's when you need to determine the main navigation across the top your site.
8.	**Manage website worksheet**	This is a living, breathing shared document that serves as a checklist for every page on your website.
9.	**Participate in publisher training**	Publisher training sessions are made available on-demand. Live sessions can be scheduled with Campus Suite support.
10.	**Website production/content migration**	Following publishing training, start working the website worksheet (see above) to begin creating pages.
11.	**Supply bulk data import sheets**	Campus Suite makes it easy to import any common data such as users, staff/faculty, news, events and any directory using easy-to-populate bulk import sheets..
13.	**Approve design adjustments**	The look and feel of your website gets refined at this stage.

Step 4 – Certify

15.	**Configure Google services**	Critical and helpful Google features to make your website more powerful and useful are configured at this stage.
16.	**Q&A and deployment**	This series of pre- and post-deployment is a gauntlet of technical diligence to ensure your site meets our and your quality standards.
17.	**Final review and deployment approval**	Website is configured and ready to go live. Launch time.

Step 5 – Training

14.	**Pre-deployment training**	Here's when you need to make certain all key website admins and publishers have participated in either live or on-demand training.

Launch and certification

A Campus Suite Certified website is received after passing a review by a Campus Certified Specialist in Digital Communications. The assessment is based in four (4) key areas with (4) specific criteria within each area to create a 16-point checklist that comprises a successful website.

- ✓ **Branding and design**
  How well your school brand supports your professionalism
- ✓ **Usability**
  How easy it is to navigate and find information
- ✓ **Mobile friendliness**
  How well it works on phones and tablets
- ✓ **Accessibility**
  How well it supports those with disabilities

Inline editor makes it easy for non-technical users to edit and preview in real time.

A CMS that works as beautifully as it looks

From the site administrator, to contributing staff members, to the parents and many others depending on a beautiful hub packed with easy-to-find information, everyone in your school community will appreciate Campus Suite's CMS.

We make it easy for you to have a great website.

Using a flexible platform ready to respond to tomorrow's communication challenges, our 5-step path to creating a great website ensures your challenges are solved and goals are met. What's more, it's all managed by a Campus Suite project leader and support team who are with you from initial planning, up through and beyond project launch.

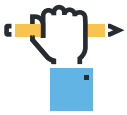
- Create, publish and update web pages with ease
- Project a professional image; depict your mission and values
- Make important school information easy to find
- Meet ADA-compliance WCAG 2.1 accessibility standards

Create

Build beautiful pages that make it easy for visitors to find what they want fast.

Manage

Control user permissions, content approvals and system integration from a single spot.



Empower

Keep your web content fresh, and watch your content managers contribute like never before.

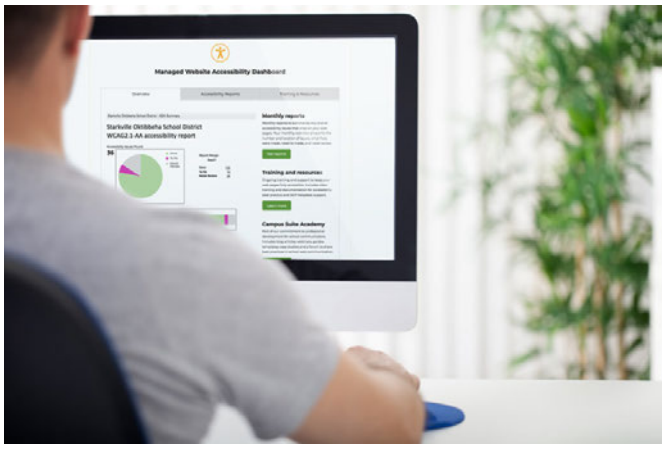
See all features at
www.campussuite.com/features

CMS editing features

Inline editor	Inline editor features a live preview to see just how your page will appear before you publish it.
Spell check	Because spelling counts! Misspelled words and grammar errors are found and corrected.
Page Drafts	Save drafts of your page before it goes live and keep track of page updates, including who made them and when.
Page history	Keep track of and revert back to previous versions of your page.
Scheduled content publishing	Add flexibility to your publishing schedule by choosing when you want your saved content to go live.
Scheduled content expiration	No stale content. Schedule the date and time you want your content removed and automatically archived.
Table editing	Create and edit tables that are properly formatted for logic, readability and ADA compliance.
Multicolumn layouts	Fifteen different column settings give you flexible layout options that respond beautifully on all devices.
Rotating panels and images	Show more images more often using rotating images and graphic panels that tell your school stories visually.
Content reuse and repurposing	Share content across departments and schools, and maintain control of edits and updates from a single spot.
Embed scripts	Add scripts to link content such as forms and videos from other Java and HTML sources.
Social media integration	Extend your web content by adding Facebook, Twitter other social media feeds to your pages.
Widgets	Over 50 widgets available to add to your page for interactivity and enhanced functionality.
Edit source and CSS	Adjust styles and the ability to edit source code of each page.

CMS administration features

Custom role-based roles	Create custom roles and define permissions: superuser, administrator, publisher, workflow approver, and teacher.
Impersonate users	Review user's access by simply clicking a button and impersonating the user to double check permission settings.
Group permissions	Set up group permissions to streamline managing user access and security.
Approval workflows	Manage web page drafts and versions using designated roles to control and approve content: create, revise, schedule and publish pages.
Bulk import	Import worksheets quickly updated popular modules: blogs, faculty/staff profiles, news, calendars, photo galleries, redirects, etc.
Activity logs	Access reports of all user logins and content updates. Page history provides the ability to revert back to previous versions if needed.
Document management	Uploaded and organize documents into a searchable repository.
Page history	Complete version history available for all content updates, and the ability to revert back to a previous version.
Domain management	Assign and manage domains and subdomains with logical naming schemes using built-in domain manager.
User policies	Set up a website publishing policy that requires users to agree with terms before editing and adding website content.
Tag management	Create and manage tags to help organize and segment website content.
LDAP/Active Directory integration	Authenticate a user's login to your LDAP/Active Directory for secure access to website platform.
Google Apps Integration	Integrate seamlessly with suite of Google apps for greater collaboration and single sign-on.
Microsoft 365	Create a single sign-on for your Microsoft 365 users to simplify password management and security.
Clever	Clever SSO to simplify user login and access.



ADA-compliance reporting built right into your Campus Suite dashboard.

Accessibility Compliance
with Campus Suite

We'll handle all your website accessibility.

We take on the responsibility of making and keeping your website ADA compliant and accessible to those with disabilities, so you can focus on education – not trying to keep up with changing web accessibility guidelines.

Includes a fully managed service:

- Covers all monitoring, reporting and fixes
- Includes future platform updates
- Free training and support
- ADA reports pushed to your dashboard

	Others	Campus Suite
Scanning and monitoring Ongoing monthly website reports for discovering accessibility errors	✓	✓
Stay current with WCAG 2.1 standards Designs and page templates are ADA compliant and fully accessible		✓
Human reviews to correct issues Incorporate human judgment into accessibility review as part of ongoing review and fixes		✓
Video closed captioning Up to 60 minutes per year of English language video captioning and transcription		✓
Ongoing training Video training and documentation for best practices and 24/7 access to helpdesk support		✓

See all features at
www.campussuite.com/accessibility

campus suite

Lean on us for A+ support and training

We know what's easy to some, might not be to others, so our Campus Suite support spans every level of user. From the non-techie teacher creating content for the first time, or the site administrator needing a refresher on more advanced tasks, we're there for you, in so many ways.

Customer-first support

- Live Chat
- Helpdesk and phone support
- Video training and weekly live webinars
- Platform upgrades

Free resources, training and ideas

Campus Suite Academy - Professional development and forum for school communicators

Live webinars and videos

Case studies and customer success

Accessibility Education Center

Guides, templates and how-to articles

Campus Suite Academy

See all features at
www.campussuite.com/support

Campus Suite
Help Center

Helpdesk hours and process

Innersync provides 24/7 technical support for outage related issues and 9am-6pm EST support for software issues. Campus Suite is carefully monitored, so in the event of any type of outage or errors, the Campus Suite support team will support the issue until it is resolved, regardless of the software support window. Campus Suite provides live phone and e-mail support with our technical specialists for eligible users. Issues can be submitted via our website and a support specialist will follow up within four (4) hours maximum, based on your user role. All issues are logged and assigned priority, based on the level of importance. Users receive a follow-up phone call or e-mail with a timeframe for the resolution. All customary ongoing support is included in the subscription.

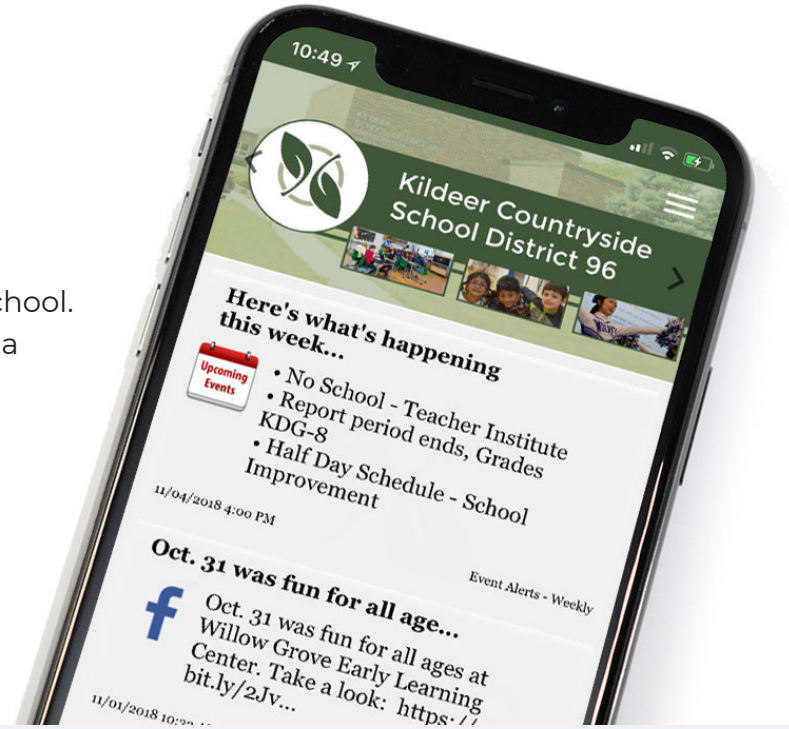
See www.campussuite.com/support

24/7 Helpdesk	Administrators can contact a Campus Suite support specialist any time of day via phone, email or website.s.
Guaranteed response times (SLA)	Depending on service level agreement and user level, the action starts from immediately to 2- or 4-hours response time.
User Guide online	A comprehensive knowledge base of documents and videos for troubleshooting and training.
Live chat	Built-in live chat with a U.S.-based Campus Suite support specialist for all users.
Phone support	Regularly scheduled live training webinars, recorded sessions available 24/7 on demand
On-demand training	The look and feel of your website gets refined at this stage.
Product maintenance and upgrades	Maintenance updates are automatically pushed; upgrades available at any time.

A mobile app made just for your school.

Extend your school brand for those parents who prefer a mobile app to stay connected to your school. Push all the same content from your website to a your own mobile app for parents on the go.

- Send instant push notifications
- Automatic notifications for key events
- Total website integration
- Custom branded to your school



A custom-branded mobile app that extends how you engage

Content/CMS integration
No need to duplicate content management. Automatically and seamlessly pull and mobilize the content from your website and all your school systems.

Newsfeed
Aggregate district, school, team, class news into one central location to make it easy for your parents, staff and students to stay current with the latest school happenings.

Custom branding
Reinforce district-wide web designs by creating a mobile app that features the same branding – colors, mascots and other visual elements unique to your school.

Push notifications
Keep any or all of your school community informed with news they want, even when the app isn't open. Target any group in real time or schedule notifications ahead of time.

Calendars
Users can synchronize school and district calendars with their own personal calendars so they can stay up with the specific events that apply to them.

Contacts
Find that teacher, administrator or any school staff member with one click, then quickly connect via phone, email, classroom website or authorized social media account.

See all features at
www.campussuite.com/features

campus suite

Mobile app features

Custom branding	Apps are customized to your school or districts colors and brand to support marketing consistency.
Multi-schools	Access all of your schools from a single app, allowing parents and students to subscribe to their school's notifications and access school information.
Push notifications	Send push notifications to the entire district, or target those people who subscribe to individual schools.
Event alerts	Users can subscribe to receive automatic alerts for daily and weekly upcoming events.
Contact directories	Contact information and directories are pulled directly from your website, making it easy to access and find school personnel by name or department.
Calendars	Calendars automatically pull from the websites and allow parents and students to stay up-to-update with school events.
Social media integration	Pull your social media feeds directly into the app to promote school events, stories or any social media postings.
Maps and directions	Link maps and directions to school locations by integrating with the native features on users' individual phones.
News and announcements	Share a news feed for the district and schools to appear on the home screen feed.
Links	Add links to various web pages or logins so parents and students can quickly access important information.
Contact directories	Contact information and directories are pulled directly from your website, making it easy to access and find school personnel by name or department.
Custom menu	Create navigation menus custom to your district or schools, and links to external websites and logins.
Forms and documents	Share forms and documents from one centralized, easy-to-locate spot on the app.

Share a single message to many channels.

Our notifications message center help you dnulleliver time-sensitive info to your parents and school community in many ways. Create one message, select all or just the channels you want, then fire away.

- One dashboard, many channels
- Auto-formatted templates simplify composing messages
- Save time with communication

Create a time-critical message once, then instantly blast it via text, voice, email, social media and website alerts.

Voice
Click 'record' on your dashboard, and create voice messages that can be sent at once or scheduled later.

Text/SMS
Notify your parents using their favorite method of staying in touch, with the same ease of texting from your own phone.

Website
Cover all your bases by adding a website alert banner that shows up on your schools' website homepages.

Email
For longer messages requiring more detail, use notifications to create and send school-branded emails.

Social media
It's how many of your parents get their news, so push your notifications out through these popular channels.

Messenger
Reach parents using the messaging app built right into Facebook, the social media channel preferred by most parents.

See all features at
www.campussuite.com/features

campus suite

Notifications features

Single dashboard	Create and send notifications and messages from a single spot, making it very simple to share information to all channels.
Send Voice	Record a voice message from your computer, mobile phone or upload a MP3, then send to any or all of your contacts.
Send Text (SMS)	Send a text message to targeted groups.
Send email	Send short or long email messages with links, photos and other attachments.
Post to social media pages	Share your message as a post to Facebook and Twitter pages. Share posts district wide, or target individual school pages and accounts.
Send to Facebook Messenger	Parents can connect and receive messages on their Facebook Messenger app.
Post website alert banners	Share the same message as an alert banner to targeted school websites, or add an alert banner to all websites.
Parent preference portal	Parents can easily set up and manage message preferences – from whom and what kind of information – directly using their mobile phone.
SIS integration	Automatically synchronize and pull contact information from popular SIS systems including PowerSchool, Infinite Campus, Skyward and more.
Contact list creation	Create various lists based on specific selection criteria; organize and segment contacts to receive targeted communication.
Drafts and scheduling	Create drafts with auto-save feature, or schedule your message to be sent at a specific time and date.
Duplicate messages	Reuse existing messages (so you don't have to start from scratch) and duplicate a message for recurring events.
Reports	View reports of message stats including errors and incorrect phone numbers.

Hosting, security, and infrastructure

Campus Suite allows educational facilities to curb the IT hassles of staying current with web technologies. Incorporating the Software-as-a-Service (SaaS) delivery model, in which software and hosting services are provided on a subscription basis. Campus Suite's centralized processing, storage, memory, bandwidth and dynamically manages it in the "cloud." Campus Suite clients are not encumbered with recurring costs and problems that arise by maintaining a robust hosting environment. You are assured of staying current with proven web technology.

99.9% Uptime guarantee	Industry-leading reliability, assuring your users can depend on accessing your website.
AWS Cloud-based hosting (EC2)	Efficient, best-in-class hosting to keep your site secure and reliable.
Remote zone failovers	Website data is protected by automatically switching data centers if necessary.
Unlimited bandwidth	Terabyte-plus bandwidth utilization for premium connectivity.
Unlimited file storage	A secure home for all website files: documents, forms, photos, videos and all your web data.
Unlimited users	No restrictions on the number of admins, publishers or writers using the system.
Backups	Automatic back-ups utilizing AWS's EC2 service for disaster recovery.
Widgets	Choose from over 50 dynamic widgets: add calendars, news, videos, social media feeds and more.
SSL login	Built-in authentication makes it easy on your administrators and all of your users to gain secure access.
Domain SSL certificates	Protect website data and user information with encrypted, certificated communications.

Datacenter platform

Campus Suite uses 'best in class' services beginning with Amazon Web Services (AWS) to host and deliver the core Campus Suite platform. AWS is a secure, durable, technology platform with industry-recognized certifications and audits: PCI DSS Level 1, ISO 27001, FISMA Moderate, FedRAMP, HIPAA, and SOC 1 (formerly referred to as SAS 70 and/or SSAE 16) and SOC 2 audit reports. AWS services and data centers have multiple layers of operational and physical security to ensure the integrity and safety of your data.

The AWS Cloud infrastructure is built around Regions and Availability Zones ("AZs"). A Region is a physical location in the world where we have multiple Availability Zones. Availability Zones consist of one or more discrete data centers, each with redundant power, networking and connectivity, housed in separate facilities. These Availability Zones offer you the ability to operate production applications and databases which are more highly available, fault-tolerant and scalable than would be possible from a single data center.

Hosting and 3rd parties

Campus Suite uses AWS Availability Zones to host Campus Suite. Campus Suite runs in one region, with a backup replica in a different zone. When traffic increases to the Campus Suite application, AWS activates additional servers to handle the load using Elastic Load Balancing. In the event of an AWS region outage, Campus Suite will fall back to the secondary region backup.

Campus Suite servers are worker "instances" on AWS EC2 (Amazon Elastic Compute Cloud). Worker instances are disposable; all data is written to S3 or the database.

Campus Suite is designed to scale. Most current content management systems lack the ability to scale. Campus Suite uses the Amazon S3 (Amazon Simple Storage Service) to store files for your website. S3 allows Campus Suite to use Amazon CloudFront with your website. Amazon CloudFront CDN (content distribution network) allows copies of your website files and content to be put closer to your web visitors. The result is a faster website. S3 and Cloudfront allow Campus Suite to scale to handle large amounts of traffic.

Campus Suite uses Amazon Relational Database Service (RDS) for SQL databases. AWS RDS offers a managed database with backups and replication. Campus Suite uses RDS to provide multiple copies of the core database to scale dynamically.

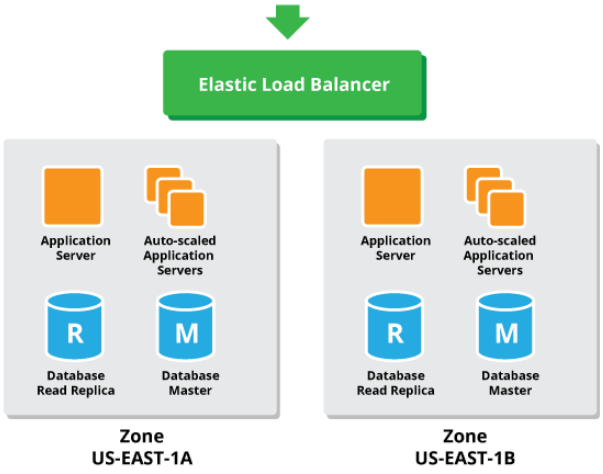


Figure 1a - Remote zone failover and load balancing

Campus Suite uses Sparkpost to send email for your school. Sparkpost customers send more than 3 billion emails per year, accounting for 25% of the world's non-SPAM email. Campus Suite uses Sparkpost to send your email in the most reliable way possible, without being marked SPAM.

Campus Suite uses DialMyCalls to power SMS and voice notifications. DialMyCalls clients include Georgia-Pacific, Chrysler, Goodwill and many other major organizations. DialMyCalls has redundant calling systems set up in strategic, geographically secure areas around the country to ensure maximum up-time in case of any natural disaster or event that may occur. DialMyCalls allows Campus Suite to offer you more connectivity and reliability than a dedicated data center. It also allows Campus Suite to scale to handle large amounts of SMS and voice communications.

Server Platform

Campus Suite is built on the LAMP stack. LAMP stands for Linux, Apache, MySQL, and PHP.

- Campus Suite uses Ubuntu Linux as a server operating system. Linux is an open source server and desktop operating system that powers most of the Internet.
- Apache is an open source web server used by over 50% of the top 10,000 websites on the Internet. Apache brings security and stability to serve web content.
- MySQL is an open source SQL database. Campus Suite uses the hosted version called RDS on AWS. MySQL powers a wide range of major software and websites.
- PHP (recursive acronym for PHP: Hypertext Preprocessor) is a widely-used open source general-purpose scripting language that is especially suited for web development and can be embedded into HTML. PHP is a common, stable, and well-supported development language that avoids "vendor" lock. A version of PHP powers Facebook.com

Using LAMP allows Campus Suite to use industry-leading best practices in building, hosting, and securing the Campus Suite platform.

Campus Suite Support and the 'Roadmap'

The Campus Suite support system provides a streamlined process to get answers to any questions with precision and speed. In addition, the attentiveness and responsiveness that drive our support are key parts to the Campus Suite technology roadmap. Support and the roadmap work hand in hand to deliver on the Campus Suite promise of user-driven, customer-centric service and products (See Support and IT services diagram). The support team helps identify new features and enhancements that will benefit Campus Suite clients and continuously improve the software through version

updates. Through an integrated Software Development Cycle, the roadmap helps Innersync forecast and coordinate technology developments.

Service Level Agreement

Software

A Campus Suite subscription includes ongoing customer support and all version updates for as long as the subscription is in effect. A reasonable number of web-based group and individual training sessions are also part of the basic Campus Suite service package. Any extraordinary, on-site training will be considered separately from subscription fee. Customary support includes live phone and e-mail access with our support specialists, and a dynamic search-friendly Knowledge Base created from an ever-expanding list of system users and managed by the Campus Suite support team.

See www.campussuite.com/sla

Hosting

To offer optimal security and value to our clients, Campus Suite provides scalable hosting with Amazon Web Services (AWS). This not only provides great efficiencies but keeps our clients and Campus Suite out in front of advances in server hardware. Partnering with a key, off-site, hosting provider is an important component to continuous and dependable web site operation. An industry leader with a reputation for world-class web hosting and support, Amazon Web Services manages the hardware – providing the fastest processors, ample space, and world-class service and support – and Campus Suite manages the software.

Network Availability

The network is guaranteed to be available 100% of the time, excluding scheduled maintenance. Network uptime comprises the functioning of all network infrastructure including cabling, switches and routers. Services or software running on servers are not included in the definition of our network. Network downtime exists if servers are unable to transmit and receive data and a ticket is opened for the incident with the Campus Suite team.

Uptime metrics

Campus Suite “uptime” statistics meet or exceed industry averages. The percentage of time that an application or service is available to its user base, uptime figures do not include planned outages, which are defined as service loss to multiple users or portions of the organization, or if the entire service is unavailable.

See status.campussuite.com

Bandwidth utilization

Amazon Web Services offers access to a terabyte plus connection per region. Campus Suite has access to the top Internet connectivity available to any data center.

Related links

Video demonstration
www.campussuite.com/video-demo

Technical documentation
www.campussuite.com/technical

Customer case studies
www.campussuite.com/case-studies

Customer examples
www.campussuite.com/customers

Design and launch process
www.campussuite.com/playbook

Campus Suite Design Center
www.campussuite.com/design

Campus Suite Academy

Free resources, training and ideas

Campus Suite Academy - Professional development and forum for school communicators

live webinars
and videos

Case studies and
customer success

Accessibility
Education Center

Guides, templates
and how-to articles

www.campussuite.com/academy

campus suite

Campus Suite Terms and Conditions

THIS AGREEMENT ('Agreement') is entered into on (May 24, 2022), between Innersync Studio LLC ('Licensor'), with its principal place of business located at 752 Dunwoodie Dr., Cincinnati, Ohio 45230 and The School Association for Special Education in DuPage County ('Licensee'), with its principal place of business located at 2900 Ogden Ave, Lisle, IL 60532 and shall be effective as of (Aug 01, 2022) (the 'Effective Date').

RECITALS

WHEREAS, Licensor is engaged in the business of providing access to Software and Licensor's application server;
WHEREAS, Licensee desires to retain Licensor to perform the services provided for in this agreement.
NOW, THEREFORE, Licensor and Licensee agree as follows:

1. Grant of License

Subject to the terms and conditions herein, Licensor hereby grants Licensee a nonexclusive license to (i) access and utilize Campus Suite Hosted Edition (the 'Software') on Licensor's application server over the Internet, and (ii) transmit data related to Licensee's use of the Software over the Internet.

2. Use and Access

A. Subject to the restrictions on use as set forth herein, Licensee will have access to the Software and Licensor's application server for the purpose of using the software for its intended purpose and in accordance with the specifications set forth in any documentation relating to the Software provided by Licensor. Such use and access will be continuous on a 24/7 basis except for interruptions by reason of maintenance or downtime beyond Licensor's reasonable control.

B. Licensee will use the Software only for its internal school operations and will not permit the Software to be used by or for the benefit of anyone other than Licensee. Licensee will not have the right to re-license or sell rights to access and/or use the Licensed Software or to transfer or assign rights to access or use the Software, except as expressly provided herein. Licensee may not modify, translate, reverse engineer, decompile or create derivative works based upon the Software. Licensee agrees to use the Software in a manner that complies with all applicable laws including intellectual property and copyright laws. Licensor expressly reserves all rights not expressly granted to Licensee herein.

C. Licensee will not: (i) transmit or share identification or password codes to persons other than authorized users (ii) permit the identification or password codes to be cached in proxy servers and accessed by individuals who are not authorized users, or (iii) permit access to the software through a single identification or password code being made available to multiple users on a network.

3. Unlimited Calling, E-mailing and Texting Restriction

Licensee may send unlimited calls, emails and texts during the term of this Agreement to the recipient numbers and email addresses based on the enrollment number provided (qualifying personnel included in service at no extra charge) at the time of sign up or on the renewal date. Calls and texts will be limited to the North American Numbering Plan. Valid recipients include (parents, guardians, students, employees, faculty and administrative staff. Calls, emails, or texts to others outside of this enrollment and qualifying personnel are strictly prohibited. All recipients must opt into communications from your school to be called, emailed, or texted.

4. Definition of Unlimited Calls

Certain plans are classified as “unlimited,” which means you can send an unlimited number of time-sensitive messages to a relatively static list of members or recipients, provided, however, that messages conform with all FTC and FCC regulations, and are not considered as “spamming” by your recipients. The following results may result in a plan adjustment or account cancellation by Licensor: Frequently changing recipient lists; frequently sending messages that have a high percentage of disconnected numbers; frequent hang-ups by recipients shortly after the call begins; receiving a high percentage of opt-out requests from your recipients.

5. Minimum Age

You are prohibited from using or registering for the Campus Suite system for notifications for individuals under the age of eighteen. By using or registering for the Campus Suite system, you represent and warrant to Licensor that your users are above the age of eighteen, or have parental consent.

6. Customer Represent and Warrants

Customer Represents and warrants that one (1) user is knowledgeable concerning the restrictions under federal, state and local laws and regulations that may apply to customer’s use of Campus Suite and other automated communication services ordered hereunder, and two (2) each use by the user of Campus Suite shall comply in all respects with all such applicable laws and regulations, including but not limited to the type and identity of each call recipient, transmission of a valid caller-ID, customer’s relationship to each call recipient, the call date and time selected by the user and the content and timing of each call. Any unlawful use by the user of Campus Suite is strictly prohibited. Customer and the person executing this Agreement jointly and severally represents and warrant that such person is fully authorized to execute and deliver the Agreement on behalf of the customer.

7. Price and Payment

A. Licensee will pay Licensor the following per annual subscription cost for the license of the Software and access to Licensor's application server: $8,966.00.00 per the first year, $6,486.00 per the second year and $6,486.00 per the third year for notifications, mobile app and for website CMS. Licensor will invoice the licensee for quantity pricing on the first day of the contract date. Licensor reserves the right to change pricing based on, provider cost changes, additional features, or excessive utilization of the software resources. The licensor will notify the licensee 30 (thirty) days in advance of any price changes. Upon Licensor providing project related parties and/or Licensor access to the Software and Licensor's application server (e.g. the "product"), the Licensee is formally accepting the Campus Suite "product" as delivered.

B. The fees for the license of the Software do not include taxes. If Licensor is required to pay or collect any federal, state, local, or value-added tax on any fees charged under this Agreement, or any other similar taxes or duties levied by any governmental authority, excluding taxes levied on Licensor's net income, then such taxes and/or duties will be billed to and paid by Licensee immediately upon receipt of Licensor's invoice and supporting documentation for the taxes or duties charged.

C. One-time fee of $2,480 is due upon execution of the proposal and the software, support and hosting fee is due on (Aug 01, 2022) (the 'Effective Date').

8. Technical Support

Licensor will supply telephone and/or email support to Licensee based on support level (Premium, professional or standard) regarding the Software on a reasonable and necessary basis to Client within business hours – Monday to Friday 9 am to 6 pm EST, exclusive of holidays. Licensor will provide a listing of detailed hours, holidays, and service availability on their website, and reserves the right to modify the times technical support is available.

9. Term and Termination

A. The term of service shall be (36) months starting (Aug 01, 2022) with voluntary one year extensions. The parties agree that either party provides written (letter, facsimile, email) notice of intent not to extend the contract for an additional year within 30 days of the applicable termination date to the authorized representative contact below.

B. Either party may terminate this agreement for material breach, provided, however, that the terminating party has given the other party at least twenty-one (21) days written notice of and the opportunity to cure the breach. Termination for breach will not preclude the terminating party from exercising any other remedies for breach.

10. Ownership of Intellectual Property

Title to any proprietary rights in the Software or Licensor's web site will remain in and be the sole and exclusive property of Licensor. Licensee will be the owner of all content created and posted by Licensee.

11. Confidentiality

A. Licensee acknowledges that the Software and other data on Licensor's application server embodies logic, design and coding methodology that constitute valuable confidential information that is proprietary to Licensor. Licensee will safeguard the right to access the Software and other software installed on Licensor's application server using the same standard of care that Licensee uses for its own confidential materials.

B. All data pertaining to Licensee disclosed to Licensor in connection with the performance of this Agreement and residing on Licensor's application server will be held as confidential by Licensor and will not, without the prior written consent of Licensee, be disclosed or be used for any purposes other than the performance of this Agreement consistent with applicable data privacy and other laws. Licensor will safeguard the confidentiality of

such data using the same standard of care that Licensor uses for its own confidential materials. This obligation does not apply to data that: (i) is or becomes, through no act or failure to act on the part of Licensor, generally known or available; (ii) is known by Licensor at the time of receiving such information as evidenced by its written records; (iii) is hereafter furnished to Licensor by a third party, as a matter of right and without restriction on disclosure; (iv) is independently developed by Licensor as evidenced by its written and dated records and without any breach of this Agreement; or (v) is the subject of a written permission to disclose provided by Licensee. Further notwithstanding the forgoing, disclosure of data will not be precluded if such disclosure: (i) is in response to a valid order of a court or other governmental body of the United States; (ii) is otherwise required by law; or (iii) is otherwise necessary to establish rights or enforce obligations under this Agreement, but only to the extent that any such disclosure is necessary.

12. Warranty and Disclaimer

Licensor warrants the Software is developed and will be provided in conformity with generally prevailing industry standards. Licensee must report any material deficiencies in the Software to Licensor in writing within thirty (30) days of Licensee's discovery of the defect. Licensor's exclusive remedy for the breach of the above warranty will be for Licensor to provide access to replacement Software within a commercially reasonable time. THIS WARRANTY IS EXCLUSIVE AND IS IN LIEU OF ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND ANY ORAL OR WRITTEN REPRESENTATIONS, PROPOSALS OR STATEMENTS MADE ON OR PRIOR TO THE EFFECTIVE DATE OF THIS AGREEMENT. DEVELOPER EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES.

13. Limitation of Liability, Indemnification

Neither party will be liable to the other for special, indirect or consequential damages incurred or suffered by the other arising as a result of or related to the use of the Software, whether in contract, tort or otherwise, even if the other has been advised of the possibility of such loss or damages. Licensor's total liability under this Agreement with respect to the Software, regardless of cause or theory of recovery, will not exceed the total amount of fees paid by Licensee to Licensor during the twelve month period immediately preceding the occurrence or act or omission giving rise to the claim. Licensor is not liable for any damages, claims, or costs from loss of access to the software, or loss of licensee data for disconnection for non-payment. ADA compliant web content is the responsibility of the Licensee and Licensor is not held liable for any related circumstances related to ADA compliant lawsuits brought forth from the effective date.

14. Relation of Parties

Nothing in this Agreement will create or imply an agency or employment relationship between the parties, nor will this Agreement be deemed to constitute a joint venture or partnership between the parties.

15. Non-assignment

Neither party will assign this Agreement, in whole or in part, without the prior written consent of the other party, and such consent will not be unreasonably withheld. This Agreement will inure to the benefit of, and be binding

upon the parties hereto, together with their respective legal representatives, successors, and assigns, as permitted herein.

16. Arbitration

Any dispute arising under this Agreement will be subject to binding arbitration by a single Arbitrator with the American Arbitration Association (AAA), in accordance with its relevant industry rules, if any. The parties agree that this Agreement will be governed by and construed and interpreted in accordance with the laws of the State of Illinois. The arbitration will be held in Illinois.

17. Attorneys' Fees

If any litigation or arbitration is necessary to enforce the terms of this Agreement, each side will pay their own attorneys' fees and costs.

18. Severability

If any term of this Agreement is found to be unenforceable or contrary to law, it will be modified to the least extent necessary to make it enforceable, and the remaining portions of this Agreement will remain in full force and effect.

19. Force Majeure

Neither party will be held responsible for any delay or failure in performance of any part of this Agreement to the extent that such delay is caused by events or circumstances beyond the delayed party's reasonable control.

20. Waiver and Modification

The waiver by any party of any breach of covenant will not be construed to be a waiver of any succeeding breach or any other covenant. All waivers must be in writing, and signed by the party waiving its rights. This Agreement may be modified only by a written instrument executed by authorized representatives of the parties hereto.

21. Entire Agreement

This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and supersedes all prior agreements, proposals, negotiations, representations or communications relating to the subject matter. Both parties acknowledge that they have not been induced to enter into this Agreement by any representations or promises not specifically stated herein.

Signatures

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives.

PROVIDER: Innersync Studio, LLC

By: _____ Date: _____

Authorized Representative

Innersync Studio, LLC

USER: The School Association for Special Education in DuPage County

By: _____ Date: _____

Print name:_____

Authorized Representative

School Association for Special Education in DuPage

To: Board of Control
From: Don Robinson, Direct of Business Services, CSBO
Date: June 22, 2022
Re: Food Service Contract for FY23

Purpose: To enter into a contract with a food service provider for FY23

Background: Preferred Meals' parent company, Elior North America, recently announced it is exiting the education market and will no longer provide meals after June 30, 2022. ISBE provided guidance in the form of an emergency contract and a list of possible replacement companies. SASED emailed all the companies listed and requested a proposal by June 10, 2022. There were some communications; however, we only received one proposal from Gourmet Gorilla. We are hopeful when we go to RFP this fall that we will attract more interest. Inflation is high in foods and transportation, making year-long proposals risky.

Next Steps: Approve the FY23 food service agreement with Gourmet Gorilla.

Emergency Noncompetitive Procurement Contract for School Year 2022-2023
Food Management Services/Vended Meals Services
Nonprofit Food Service Program

This document contains the fixed price per meal rates and fees for the emergency noncompetitive procurement contract of food management services/vended meals services for nonprofit food service programs for the period beginning July 1, 2022, and shall not exceed June 30, 2023. Upon acceptance, this document shall constitute as an emergency noncompetitive procurement contract between the Food Service Management Company (FSMC)/Vended Meals Company (Vendor) and the School Food Authority (SFA).

The FSMC/Vendor shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract.

PER MEAL PRICES MUST BE A FIXED PRICE PER MEAL RATE AND CALCULATED AS IF NO USDA COMMODITIES WILL BE RECEIVED

	Projected Annual Units	2022-2023 Rate
1. Reimbursable Breakfasts with Milk	1. 12,672	1. 2.35
2. Reimbursable Breakfasts without Milk	2.	2.
3. Reimbursable Lunches (1) with Milk	3. 12,672	3. 4.20
4. Reimbursable Lunches (1) without Milk	4.	4.
5. Management Fee per School Meal (Breakfasts and Lunches)	5.	5.
6. A la Carte Equivalents Fee (1)	6.	6.
7. Reimbursable After-School Snack	7.	7.
8. Reimbursable Supper with Milk	8.	8.
9. Reimbursable Supper without Milk	9.	9.

(1) Reimbursable Lunch and A la Carte Equivalents Fee Rates must be the same. (A la carte equivalency factor for this contract term is 4.1875 and applies to all a la carte sales in the CNP)

Gourmet Gorilla

Food Service Management Company/Vended Meals Company

1200 W. Cermak, 2nd Floor	Chciago, IL	60607
Street Address	City/State	ZIP Code

By submission of this emergency noncompetitive procurement contract the FSMC/Vendor certifies that the FSMC/Vendor shall operate in accordance with all applicable current Child Nutrition Program rules and regulations. This emergency noncompetitive procurement contract shall not exceed June 30, 2023.

Authorized Signature of FSMC/ Vendor	CEO	6/13/22
	Title	Date

Acceptance of Emergency Noncompetitive Procurement Contract

School Association for Special Education in DuPage County (SASED) **19-022-8030-60**

School Food Authority (SFA) **Agreement Number (RCDT Code)**

Authorized Signature of SFA	**Title**	**Date**

This form may not be revised without permission from the Illinois State Board of Education Nutrition Department. Updated 4/2022

Contract Provisions for Sponsor Contracts under CNP Awards

The Sponsor's contracts must contain all applicable provisions described in 2 CFR 200 Appendix II, which may include the following:

1. the SFA will participate in the School Nutrition Programs and the meal pattern in Attachment 1 must be followed in accordance with USDA regulations.

2. Mandatory standards and policies relating to energy efficiency that are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (P.L. 94-163, 89 Stat. 871).

   a) All applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857[h]), Section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, Environmental Protection Agency (EPA) regulations (40 CFR 15)

   b) Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (the "Act"), 40 U.S.C. § 327-330, as supplemented by Department of Labor regulations, 29 CFR 5.

   c) Davis Bacon Act (all prime construction contracts in excess of $2,000)

   d) Rights to Inventions Made Under a Contract or Agreement

   e) Equal Employment Opportunity. all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246

   f) Procurement of recovered materials 2 CFR 200.322; Appendix II (J)

   g) The following civil rights laws, as amended:

      i) Title VI of the Education Amendments of 1972;

      ii) Section 504 of the Rehabilitation Act of 1973;

      iii) the Age Discrimination Act of 1975;

      iv) Title 7 CFR Parts 15, 15a, and 15b; the Americans with Disabilities Act; and

      v) FNS Instruction 113-1, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities.

   h) The Buy American provision for contracts that involve the purchase of food, as required by the Buy American provision, all products must be of domestic origin as required by 7 CFR Part 210.21(d).

      i) The Sponsor participates in the NSLP and SBP and is required to use the nonprofit food service funds, to the maximum extent practical, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR Part 210.21(d).

      ii) Exceptions to the Buy American provision should be used as a last resort; however, an alternative or exception may be approved upon request. To be considered for the alternative or exception, the request must be submitted in writing to Sponsor and approved and will be retained with purchase records. The request must include the:

         (1) Alternative substitute (s) that are domestic and meet the required specifications:

            (a) Price of the domestic food alternative substitute (s); and
            (b) Availability of the domestic alternative substitute (s) in relation to the quantity ordered.

         (2) Reason for exception: limited/lack of availability or price (include price):

(a) Price of the domestic food product; and
(b) Price of the non-domestic product that meets the required specification of the domestic product.

i) Any USDA Foods and/or Department of Defense ("DOD") received for use by the SFA and made available to the FSMC/Vendor shall be utilized within the specified Term of the Contract in the SFA's food service operation for the preparation and service of meals and for other allowable uses in accordance with the Code of Federal Regulations, 7 C.F.R. Part 250.

i) Credit issued by the FSMC/Vendor to the SFA for USDA Foods received during this Contract Term and used in the SFA's food service shall be recorded on the monthly bill/invoice as a separate line item entry and shall be clearly identified and labeled. Attached to the invoice shall be a detailed list identifying each received USDA Foods item used in the SFA's food service and each USDA Foods item credit issued for unused USDA Foods, along with the current market value as issued by the Illinois State Board of Education.

ii) The FSMC shall be responsible for all delivery and freight/handling costs associated with USDA Foods. The FSMC shall be responsible for all storage and warehousing costs associated with USDA Foods. Estimated annual delivery, freight/handling costs will be $4.60 per case ordered for 2022-2023. Please see Attachment 2 for Annual USDA Foods Order.

j) **FSMC SERVICES ONLY**:

i) The FSMC shall comply with all wage and hours of employment regulations of federal and state law.

ii) The SFA shall submit to the FSMC a current schedule of employees, positions, assigned locations, hours of work, wages and benefits (as applicable) in Attachment 3 which must be used for meal rate calculation purposes at a minimum Contract Term cost to the FSMC of $67,421.

This agreement shall be effective as of July 1, 2022. It may be terminated by notice in writing given by either party, at least 30 days prior to the date of termination.

By submission of this proposed emergency noncompetitive procurement contract, the FSMC/Vendor certifies that they shall operate in accordance with all applicable current program regulations outlined in, but not limited to, 2 CFR 200, 7 CFR 210, 7 CFR 226, and 7 CFR 250.

Emergency Noncompetitive Procurement Contract for School Year 2022-2023
Food Management Services/Vended Meals Services
Nonprofit Food Service Program

The Emergency Noncompetitive Procurement Contract Certification Statement for School Year 2022-2023 must be completed and signed by the School Food Authority's (SFA's) authorized representative.

School Food Authority Information

Agreement Number (RCDT Code) 19-022-8030-60

School Food Authority Name **School Association for Special Education in DuPage County (SASED)**

Certification Statement

Under the provisions of the U.S. Department of Agriculture, Food and Nutrition Service, I certify as a Sponsor in the Child Nutrition Programs all information contained in the executed **Emergency Noncompetitive Procurement Contract Form for School Year 2022–2023** is true and accurate.

I certify as a Sponsor in the Child Nutrition Programs it is necessary to enter into an Emergency Noncompetitive Procurement Contract for School Year 2022–2023 using the noncompetitive method outlined in 2 CFR 200.320(c) and 2 CFR 200.320(f)(2) due to a public exigency or emergency that prevents the SFA from undertaking a competitive procurement.

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I understand that in utilizing an Emergency Noncompetitive Procurement Contract for School Year 2022–2023 using the noncompetitive method in 2 CFR 200.320(c) due to a public exigency or emergency, the SFA cannot renew this emergency noncompetitive procurement contract for the following school year.

I understand that once the emergency situation is over, and if future FSMC/Vended meal services are needed, the SFA will need to follow normal procurement guidelines for those services.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As the authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the U.S. Department of Agriculture regarding Child Nutrition Programs.

I understand that contract modifications, including this emergency noncompetitive contract, require a cost or price analysis in connection with every procurement action as found in 2 CFR 200.323(a). As the authorized representative for the school food authority noted above, I will ensure that a cost or price analysis will be conducted, is in compliance with the rules and regulations of the Illinois State Board of Education and the U.S. Department of Agriculture regarding Child Nutrition Programs, and maintained on file and available upon request.

I understand revisions cannot be made to the executed *Emergency Noncompetitive Procurement Contract* without first submitting proposed revisions to the Illinois State Board of Education Nutrition Department for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education Nutrition Department is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

Don Robinson	Director of Business Services, CSSD	drobinson@sased.org	May 23, 2022
SFA Authorized Representative Signature	Title	E-mail	Date

Please submit signed copies of the following documents via email. All original documents should be retained in the SFA's files.

- **Emergency Noncompetitive Procurement Contract** (Page 1)
- **Emergency Noncompetitive Procurement Contract** Certification Statement (Page 2-4)
- **Attachment 2- School Year 2022-2023 USDA foods order**
- **Attachment 3- Staffing Patterns** (if applicable)

Email to: nutritionprocurement@isbe.net

ATTACHEMENT 1

This form may not be revised without permission from the Illinois State Board of Education Nutrition Department. Updated 4/2022

Nutrition Standards in the National School Lunch and School Breakfast Programs
School Year 2022-23

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5	*Grades 6-8*	*Grades 9-12*	*Grades K-5*	*Grades 6-8*	*Grades 9-12*
Meal Pattern	**Amount of Food[a] Per Week (Minimum Per Day)**					
Fruits (cups)[b,c]	5 (1) [d]	5 (1) [d]	5 (1) [d]	2½ (½)	2½ (½)	5 (1)
Vegetables (cups)[b,c]	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green [e]	0	0	0	½	½	½
Red/Orange [e]	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) [e]	0	0	0	½	½	½
Starchy[e]	0	0	0	½	½	½
Other [e,f]	0	0	0	½	½	¾
Additional Veg to Reach Total[g]	0	0	0	1	1	1½
Grains (oz eq) [h]	7 (1)	8 (1)	9 (1)	8 (1)	8 (1)	10 (2)
Meats/Meat Alternates (oz eq)	0[i]	0[i]	0[i]	8 (1)	9 (1)	10 (2)
Fluid milk (cups) [m]	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) [i,j,k]	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories)[l]	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg)	≤ 540[n]	≤ 600[n]	≤ 640[n]	≤ 1,230 °	≤ 1,360 °	≤ 1,420 °
Trans fat [l]	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

a. Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving of fruit and vegetables is ⅛ cup. Minimum creditable serving of grain and meat/meat alternate is .25 ounce.
b. One-quarter cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.
c. For breakfast, vegetables or 100% vegetable juice may be substituted for fruits and/or fruit juice.
d. The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014. e. Larger amounts of these vegetables may be served.
f. This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).
g. Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
h. At a minimum, 80% of grains offered weekly must be whole grain-rich in the NSLP and SBP effective July 1, 2022 under the *Transitional Standards for Milk, Whole Grains, and Sodium.*

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i. There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013, schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains' requirement is met.
j. The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).
k. Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.
l. In the SBP, calories and trans-fat specifications take effect beginning July 1, 2013.
m. Fat-free and low-fat (1%), unflavored and flavored milk may be offered. At least two varieties of milk must be offered during the meal service, and one must be unflavored.
n. Under the *Transitional Standards for Milk, Whole Grains, and Sodium*, sodium Target 1 is effective July 1, 2022 through School Year 2023-24 for the SBP.
o. Under the *Transitional Standards for Milk, Whole Grains and Sodium*, sodium Target 1 is effective July 1, 2022 for the NSLP. Interim Target 1A becomes effective July 1, 2023.

Food and Nutrition Service, United States Department of Agriculture

This form may not be revised without permission from the Illinois State Board of Education Nutrition Department. Updated 4/2022

STAFFING PATTERN

Attachment 3

As the current employer of all employees listed, the undersigned does hereby certify that all information provided in this exhibit is accurate.

Current Employer: School Association for Special Education in DuPage County (SASED)

Signature of current employer authorized representative: Don Gabrielson, CSBO **Date: May 23, 2022**

Benefits offered to Full-Time Employees 35 hours/week or more: Single Health, Dependent Health, Single Dental, Dependent Dental, and Life.

Benefits offered to Part-Time Employees less than 20 hrs per wk: none

***Type of Health Insurance: E=Employee; E+1; E+2; etc.; F=Family; D=Dental; V=Vision; N=None**

School Name	Position	Daily Hours Worked	Hourly Wages	Annual Work Days	Annual Open/Close Days	Annual Paid Sick Days	Annual Paid Vacation	Annual Paid Holidays	Type of Health Insurance*	Employer-Paid % Benefit Match		Salary Total
												To be determined
2900 Ogden Ave, Lisle	Food Service Staff	7	$18.74	177	0	13	0	0	E,D,V,L	80%		$24,924.20
Southeast Alt. School	Food Service Staff	7	$18.03	178	0	13	0	0	E,D,V,L	80%		$24,106.11
												$0.00
												$0.00
												$0.00
												$0.00
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												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00

Minimum Initial Contract Term Estimated Labor Cost	Total Daily Hours	Total Hourly Wages	Total Work Days	Total Open/Close Days	Total Sick Days	Total Vacation Days	Total Holiday Days	Total Anticipated Benefit Costs	Total Salary Cost
$67,421.31	14	36.77	355	0	26	0	0	18391.00	$49,030.31

(*insert total anticipated employer-paid benefit costs in the cell above)

Create additional pages as necessary. Ensure all data and formulas are duplicated as necessary.

SASED Teaching • Leading • Believing ***IATION FOR SPECIAL EDUCATION IN DUPAGE***

To: Board of Control
From: Melinda McGuffin, Executive Director
Date: June 22, 2022
Re: DoubleTree Lisle Naperville and NIU Naperville March 3, 2023 Institute Day Contracts

Purpose: The purpose of this memo is to provide information for action regarding a contract not reserve space for NIU Naperville and Doubletree Lisle-Naperville for the March 3, 2023 institute day.

Background: For the Doubletree contract SASED will not know a final amount until we have a head count closer to the event. The minimum charge is $6,000.

For NIU Naperville will not know a final amount until we have a head count closer to the event. It is anticiupated to be a minimum of $9757.66

Recommendation: Approval of DoubleTree Lisle Naperville contract and NIU Naperville March 3, 2023 Institute Day Contract.

DOUBLETREE by Hilton™
LISLE NAPERVILLE

TERMS AND CONDITIONS ARE SUBJECT TO, CONDITIONED UPON AND CONTROLLED BY THE CATERING/HOTEL EVENT ORDER.

1. Guest reservations and/or a rooming list for individuals occupying guest rooms must be received prior to the cut-off date indicated on the HOTEL AGREEMENT. On the cut-off date, any remaining guest rooms not reserved will be released for general sale. HOTEL will continue to accept guest room reservations from your group or organization after the cut-off date on a space available basis at the standard Hotel rates.

2. If guest room reservations are guaranteed by the Client, the Client will be responsible for the payment of one night's room revenue on all rooms not occupied (no-shows). Guaranteed reservations are held for the first night only and not for the entire length of stay; Guest room reservations are guaranteed pursuant to the Hotel Agreement.

3. All guestroom reservations require a credit card or one nights room and tax deposit.

4. Check out time is 12:00 noon; rooms will be ready for occupancy by 3:00 p.m. on the day of arrival. HOTEL asks Client and occupant to honor the 12:00 noon check-out time on the day of departure or a half-day charge will be assessed to the Client and occupant.

5. HOTEL reserves the right to make substitutions in guest rooms, function space and/or to accommodate the group, or any part thereof or function, in another hotel equivalent or better standing as determined in the judgement of HOTEL for the duration of the group's stay or any part thereof at no additional charge to the group or organization, regardless of the cost of alternative accommodations. This substitution need not be due to circumstances beyond the reasonable control of the Hotel.

6. Final function arrangements and menu selections should be submitted six (6) weeks prior to the function if the function is a Wedding or Social Event, or three (3) weeks prior for other functions, to help insure the availability of desired items, unless otherwise notified by the Hotel.

7. Final guaranteed attendance/quantities for all food and beverage functions must be made and received by HOTEL at least (a) five (5) business days prior to the function if the function is a Wedding or Social Event, or (b) at least three (3) days prior for all other functions, and are not subject to reduction. The minimum number to be charged shall be equal to or greater than the final guaranteed attendance/quantity and be no less than the actual number of meals served.

8. HOTEL will prepare and charge for the greater of the maximum number of attendees initially estimated or those attendees actually attending if no final meal guarantee is received.

9. HOTEL will prepare to serve a number of meals 5% over the final guaranteed attendance specified. Should actual attendance exceed the guarantee plus 5%, reasonable effort will be exercised to serve additional guests the same or similar menu item as promptly as possible, but no guarantee to serve them the same or similar menu item shall be made by or required of HOTEL.

10. If fewer than twenty-five (25) persons are to be served food and/or beverages in a function room, a service charge of $50.00 will be added to the Meeting/Banquet Check, invoice or billing.

11. All meeting/banquet functions are subject to service (gratuity) charges and applicable state and local sales taxes, unless otherwise specified, and shall be added to prices and rates quoted and reflected on the invoice or billing.

12. All Banquet Checks must be signed by the person in charge or a designated representative of Client at the completion of each function and each day for multiple day functions. Any discrepancies in guest counts or charges shall be identified and resolved at that time or are deemed waived by Client.

13. Where the function is arranged to take place more than three (3) months in advance of this agreement, the Hotel reserves the right to increase quoted prices, but in no event by more than 15% of the prices quoted.

14. In addition to the provisions of Paragraph 5 above, guest rooms and function space are each assigned and reserved based upon the number of persons anticipated. Should there be a change in guest room commitment, alterations in the function room requirements or increased/decrease in attendees, HOTEL reserves the right to change the function space reservations and impose additional function room rental charges and/or guest room charges, as the case may be.

15. In addition to the provisions of Paragraphs 5 and 14 above, HOTEL reserves the right to make substitutions of function space to alternative space in the Hotel, and to make substitutions in menu selections to alternative menu items, due to various circumstances beyond the reasonable control of the Hotel.

16. Due to regulations, laws, ordinances and HOTEL policy, food or beverages can not be brought into the Hotel.

17. 24-hour prior notice is required to cancel any audio-visual equipment ordered through the HOTEL. Failure to notify at least 24 hours in advance will result in HOTEL charging full rental costs on equipment reserved.

18. When shipping packages, boxes, letters, etc. to HOTEL for any function or any matter or thing arising out of the Hotel Agreement, the following information must be included: name of organization contact, c/o sales or catering manager's name, DOUBLETREE by Hilton Lisle Naperville, 3003 Corporate West Drive, Lisle, IL 60532-3603, Dates(s) of function, name of organization and any special instructions. Failure to include this information may result in improper or delayed delivery. HOTEL is not responsible for lost, misplaced, damaged or delayed material. Storage/handling charges may apply.

19. Signage displayed outside function room must be freestanding or on an easel. No adhesive other than HOTEL approved tape will be used to affix Signage to any wall. HOTEL will assist in placing all Signage. Dependent upon labor and equipment involved, a service charge may apply and HOTEL reserves the right to impose such charge.

20. **HOTEL TAKES NO RESPONSIBILITY FOR DAMAGE TO OR LOSS OF ANY ITEMS LEFT IN THE HOTEL PRIOR TO, DURING AND/OR FOLLOWING ANY FUNCTION AND ALL SUCH RESPONSIBILITY AND LIABILITY IS SPECIFICALLY DISCLAIMED. THE HOTEL MAKES NO AND SPECIFICALLY DISCLAIMS ANY AND ALL WARRANTIES OR REPRESENTATIONS TO THE CLIENT OR GUEST OTHER THAN THOSE PRINTED HEREIN.**

21. The Client, guest, group or organization, as the case may be, is responsible and shall reimburse HOTEL for any damages, loss or liability to the Hotel caused by Client, an invitee, guest, person or organization associated with the Client, guest, group or organization, including contractors of the group or organization retained or employed to provide any service or goods prior to, during or following any function.

22. Any and all deposits/payments required for function space are non-refundable. Any and all deposits/payments required for guest rooms are non-refundable.

23. Statements are payable upon receipt. For accounts more than thirty (30) days in arrears, finance charges to the full extent permitted by law will be assessed on the outstanding balance of the account from month to month. HOTEL will apply a monthly periodic rate of at least 1.5% which is a corresponding ANNUAL PERCENTAGE RATE OF 18%, however, in no event to exceed interest rates provided by Illinois law.

24. Execution of this agreement by the representative of the group or organization or the guest or Client releases HOTEL, its owners and operators, employees and agents from any liability for failure to carry out such arrangements as provided in the Hotel Agreement and Related documents which are caused by fire, strikes, acts of God or any other conditions beyond the reasonable control of the Hotel, its owners or operators.

25. The Hotel Agreement shall not be deemed a final binding agreement unless and until it is signed by Client and thereafter personally received and signed by HOTEL, and it shall be and remain subject to the terms, provisions and conditions hereof. Until such time as the Hotel Agreement is personally received and signed by the HOTEL, it is subject to change and cancellation by HOTEL and shall only constitute an expression of intent.

26. If the Hotel Agreement, the above terms and conditions, along with those stated in the attached confirmation letter (if any) meet with your approval, please indicate acceptance by signing and returning all copies of the Agreement and other papers. HOTEL will then sign and return copies of the documents to you. This document shall then constitute a full and complete binding agreement and the arrangements shall be confirmed and definite. PLEASE REVIEW THIS DOCUMENT CAREFULLY BEFORE SIGNING.

27. The Hotel Agreement, Terms and Conditions, Catering Event Order, confirmation letter (if any), and any other related contract documents shall be interpreted, enforced and resolved in accordance with the laws of the State of Illinois.

DOUBLETREE by Hilton™ LISLE NAPERVILLE

3003 Corporate West Drive Lisle, Illinois 60532
Phone 630-505-0900 Sales Fax 630-505-8948

HOTEL AGREEMENT

Initial Date: Tuesday, May 3, 2022
Res ID:
Function Date: **Thursday, March 2, 2023 to Friday, March 3, 2023**

Catering Manager: **Cynthia Schwartz**
Sales Manager: **Cynthia Schwartz**

The following represents an agreement between DoubleTree by Hilton Lisle Naperville and **SASED** outlines specific conditions and services to be provided.

ORGANIZATION: **SASED**
CONTACT: Dana Gerus/Melinda McGuffin/Don Robinson
TITLE:
ADDRESS: 2900 Ogden Avenue
Lisle, IL 60532

FUNCTION: **SASED Spring Institute**
CONTACT PHONE: 630-955-8117
CONTACT FAX:
CONTACT EMAIL: dgerus@sased.org

FUNCTION BILLING ARRANGEMENTS

Updated Tax Exempt letter with signed agreement
Direct Bill account S148

FUNCTION SPACE ARRANGEMENTS

Date	Time	Event Class	Room	Setup	AGR	GTD	Rental
Thu, 03/02/23	12:00 PM - 11:59 PM	Office	Arbor	Existing			
Fri, 03/03/23	12:00 AM - 2:00 PM	Office	Arbor	Existing			
	7:30 AM - 8:00 AM	Continental Breakfast	Arbor Foyer/Atrium	Buffet	300		
	7:30 AM - 1:30 PM	Registration	Atrium				
	8:00 AM - 10:30 AM	Breakout	Pine/Spruce/Walnut Wide	Classroom	120		
	8:00 AM - 10:30 AM	Breakout	Majestic Ballroom	Classroom	100		$400.00
	8:00 AM - 10:30 AM	Breakout	Maple/Elm/Ash	Classroom	100		$200.00
	10:30 AM - 11:00 AM	Break AM	Arbor Foyer/Atrium	Buffet	300		
	11:00 AM - 1:30 PM	Breakout/	Pine/Spruce/Walnut Wide	Classroom	120		
	11:00 AM - 1:30 PM	Breakout	Majestic Ballroom	Classroom	100		
	11:00 AM - 1:30 PM	Breakout/	Maple/Elm/Ash	Classroom	100		
	11:00 AM - 4:00 PM	Meeting	Lisle Executive Boardroom	Conference	6		
	11:00 AM - 4:00 PM	Meeting	Naperville Boardroom	Conference	6		
	1:30 PM - 2:30 PM	Preorder Lunch	Naperville Boardroom	Existing Setup	6		

SASED
03/02/23

Client Initials: _____

1. Client Copy 2. Hotel Copy 3. Sales Office Copy 4. Reservations Copy

DOUBLETREE by Hilton™ LISLE NAPERVILLE

3003 Corporate West Drive Lisle, Illinois 60532
Phone 630-505-0900 Sales Fax 630-505-8948

HOTEL AGREEMENT

PROVISIONS

1. A 7% state tax is added to all Food & Beverage items. In addition a 23% service charge will be added to food and beverage items, audio-visual prices, and meeting room rental. ***The Service Charge is the property of the hotel to cover discretionary costs of the event, a portion of which may be distributed to certain food and beverage service employees. Such Charge is not a tip or gratuity***. Due to licensing requirements and quality control issues, all food and beverage to be served on the Hotel property must be supplied and prepared by the Hotel. In addition, no remaining food or beverage shall be removed from the premises. At the conclusion of the function, such food and beverage becomes the property of the Hotel. Any and all taxes, services fee and administrative fees are subject to change.
2. This agreement may be terminated by Client only upon written notification received by Hotel before **05/17/2022**, and by Hotel in accordance with Terms and Conditions. In the event of any conflict between this Hotel Agreement, the Terms and Conditions, the Banquet Event Order or any other documents related hereto or thereto, this Hotel Agreement shall control. Failure of Client to notify Hotel in writing prior to the Cancellation Date will result in a cancellation fee of $6,000.00.
3. The minimum for which the client will be charged in food & beverage revenue is $6,000.00, plus applicable tax and service fee.
4. A/V equipment & services are available through the hotel. Any group choosing to supply their own equipment must have prior approval from the Hotel. If approved, the client must provide a Certificate of Insurance 14 days prior to the event date. A service charge will be assessed.
5. Direct Bill invoices are due upon receipt.
6. THIS AGREEMENT IS SUBJECT TO THE ATTACHED DOUBLETREE LISLE NAPERVILLE HOTEL TERMS AND CONDITIONS, THE BANQUET EVENT ORDER, IF ANY, AND THOSE DOCUMENTS OR PAPERS REFERRED TO IN THE ACCOMPANYING CONFIRMATION LETTER (IF ANY).

ACCEPTANCE

Please review Hotel Agreement, as well as the Terms and Conditions, indicate acceptance by signing both copies and returning both to Hotel. If agreement is not signed by **05/17/2022** all rooms and space referred to herein will be released and neither party will have any further obligations indicated in this agreement. Upon receipt, Hotel representative will sign each and return the appropriate copy, thus constituting a full agreement.

Organization**: SASED**	Hotel**: DoubleTree by Hilton Lisle Naperville**
Name: **Dana Gerus/ Melinda McGuffin/Don Robinson**	Name: **Cynthia Schwartz/ Catering Sales Manager**
Authorized Signature: _____	Signature: _____
Date: _____	Date: _____

SASED
03/02/23

Client Initials: _____

1. Client Copy 2. Hotel Copy 3. Sales Office Copy 4. Reservations Copy

NORTHERN ILLINOIS UNIVERSITY

Conference and Event Services

Facilities Use Agreement

NIU Naperville

Northern Illinois University
1120 E. Diehl Road, Naperville IL, 60563
Phone: 630-577-9101 Fax: 815-753-8989

This Facilities Use Agreement ("Agreement") is made and entered into as of the date of last signature below ("Effective Date") between the Board of Trustees of Northern Illinois University, located in DeKalb, Illinois 60115 ("NIU" or "University") and SASED ("Client"). Client desires to use certain facilities on the Northern Illinois University campus as specified in Section 1 below (the "Facilities"), and NIU desires to grant Client the right to use such Facilities upon and subject to the provisions set forth herein.

1. Facilities

Client may use the Facilities for the following, and for no other, purpose (the "Event"):
SASED Spring Institute 2023
The Event name shall be posted as set forth above.

Client information:

Address: 2900 Ogden Ave Lisle**,** IL 60532
Phone: (630) 955-8117
Email: dgerus@sased.org
Fax: (630) 778-0196

Main Contact: Dana Gerus

Events/Facilities Description

Start Date	Start Time	End Time	Room	Rental Fee	Event	Setup
Mar 02, 2023	5:00PM	7:00PM	Atrium		Client Setup	Planner Defined
Mar 03, 2023	7:00AM	1:00PM	Atrium		Registration	Planner Defined
Mar 03, 2023	7:30AM	11:00AM	Atrium		Continental Breakfast/AM Break	Planner Defined
Mar 03, 2023	7:00AM	2:00PM	Special Events Room 101A/B/C	1870.00	Meeting	Rounds
Mar 03, 2023	7:00AM	5:00PM	Auditorium	675.00	Meeting	Theater Seating
Mar 03, 2023	11:00AM	5:00PM	Breakout Room 251F	85.00	Breakout	Conference Seating
Mar 03, 2023	12:00PM	1:00PM	Room 250		Box Lunch	Rounds
Mar 03, 2023	2:00PM	4:00PM	Atrium		PM Break	Planner Defined

Estimated Charges

Total Room Rental: $2630.00

Catering Package: $6615.00 Variable Based on Final Attendance

Catering Tax: $512.66 Variable Based on Final Attendance

Client's Federal Employment Identification Number/NIU Cost Center Number is 36-2919494 1010390

The parties agree to the following additional special arrangements: _____

2. Charges and Payment

As consideration for use of the Facilities under this Agreement, Client shall pay NIU the room rental fees and any related charges incurred in connection with the Event as invoiced. All fees and charges are payable to NIU no later than thirty (30) days after receipt of NIU's invoice, including without limitation, charges subsequently assessed against Client, if any, for damage, repair, cleanup or other expenses.

In addition to the room rental fees, Client is responsible for paying for the use of additional rooms not specified in this Agreement, continued room usage past the time specified in this Agreement and the use of additional services not originally specified in this Agreement. Additional services include, but are not limited to, catering, audiovisual, security, parking and extra utilities ("Additional Services or Equipment"). Final requests for any Additional Services or Equipment must be made in writing at least _3 Days_ prior to the Event. Failure to do so may result in a $_100_ rush charge.

3. Food and Beverage

A. Client may separately purchase food and beverage services from NIU catering services at an additional charge. Due to governmental health codes and liability risks, Client is prohibited from bringing in or removing food or beverages from the Facilities, except as otherwise stated in this Agreement below.

B. Subject to Client's compliance with the Northern Illinois University Alcoholic Beverage Policy and applicable State of Illinois and city/municipal laws and regulations, alcohol may be served at the Event.

C. Client must confirm the guaranteed food and beverage count for the Event no later than seven (7) business days prior to the first date of use of the Facilities. Catering charges will be calculated on the guaranteed number or the actual number attending, whichever is greater.

4. Alteration and Damage

A. Immediately following the Event, Client shall return the Facilities to NIU in substantially the same condition (ordinary wear and tear exempted) as when received and shall reimburse NIU for any and all costs, expenses, charges or fees incurred in the repair or replacement of damage to the Facilities to the extent attributable to Client, its employees, subcontractors, agents, invitees, guests or attendees. Client is responsible for charges incurred for special cleanup. Repairs and/or replacement for any damages to the Facility and/or any NIU equipment will be charged to the Client.

B. Client shall not use screws, nails, tacks, hooks, pins, tape or other adhesives to affix decorations or other items to the Facilities or its fixtures, furniture or equipment or otherwise modify or alter University property without receiving prior written permission. Further, Client shall not use (i) any smoke or fog machines; (ii) any open flames (other than dripless candles); or (iii) any glitter, confetti, flower petals or rice at the Facilities without receiving prior written permission.

5. Smoking

The NIU campus is designated as a Smoke-Free Campus and smoking in the Facilities is prohibited.

6. Cancellation

Cancellation of this Agreement by the Client must be in writing. In the event of cancellation, the charges below shall apply. If the Event is cancelled:

-- 14 or more calendar days before the Event, no room rental or catering charges shall be due to NIU from Client.
-- 13 - 7 calendar days before the Event, fifty percent (50%) of the room rental charge shall be due to NIU from Client.
-- 0 - 6 calendar days before the Event, one hundred percent (100%) of the room rental charge and catering charges shall be due to NIU from Client.

7. Liability and Indemnification

A. Client acknowledges and agrees that Client is responsible and liable for the actions, omissions and conduct of itself, its employees, agents, invitees and guests in accordance with the terms and conditions of this Agreement.

B. Client acknowledges and agrees that Client has inspected the Facilities and deems the Facilities to be satisfactory for the Event and further acknowledges and agrees that **THE FACILITIES SHALL BE DELIVERED BY NIU TO CLIENT "AS IS," "WHERE IS," "WITH ANY AND ALL FAULTS" AND WITHOUT ANY EXPRESS OR IMPLIED WARRANTY, INCLUDING BUT NOT LIMITED TO THE WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. IN THE ABSENCE OF GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, NIU, ITS BOARD OF TRUSTEES, DEPARTMENTS, ADMINISTRATIVE UNITS, COOPERATING STUDENT ORGANIZATIONS AND THEIR RESPECTIVE OFFICERS, EMPLOYEES AND AGENTS DISCLAIM AND ARE HEREBY RELEASED FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION FOR ANY PERSONAL PROPERTY DAMAGE OR LOSS, PERSONAL MEDICAL OR HOSPITAL COSTS, PERSONAL ILLNESS OR BODILY INJURY, INCLUDING PAIN AND SUFFERING, EMOTIONAL DISTRESS, OR DEATH, PERSONAL ECONOMIC IMPAIRMENT, AND FOR ANY DIRECT OR INDIRECT, PUNITIVE, CONSEQUENTIAL DAMAGES OR LOSS OF PROFITS, WHETHER OR NOT ADVISED OF THE POSSIBILITIES THEREOF AND WHETHER OR NOT FORESEEABLE.**

C. Client further agrees to indemnify, defend and hold harmless NIU, its trustees, agents and employees, against all claims, demands, suits, liabilities, costs, damages and expenses (including reasonable attorney's fees and legal expenses) arising out of or in connection with Client's or any of its agents', contractors', employees', guests' or invitees' ("Indemnifying Parties"): (i) use or occupancy of the Facilities; (ii) loss, injury, death or damage to persons or the Facilities on or about the Facilities by reason of any negligence or willful misconduct of the Indemnifying Parties; or (iii) breach or default in the performance of the Agreement by the Indemnifying Parties.

8. Insurance

a. Client will insure its activities in connection with the Event and obtain comprehensive commercial general liability insurance with minimum policy limits of $1 million per occurrence and $2 million in the aggregate. Said coverage shall include bodily injury and third party property damage and shall name the Board of Trustees of Northern Illinois University as an additional insured. Any policies shall be written with carriers acceptable to NIU and shall apply on a primary and non-contributory basis with respect to policies held by NIU. Any performers, vendors, or other individuals working on behalf of Client in connection with the Event shall maintain insurance which meets the requirements in this section. Should a third party not be able to meet these requirements, Client shall not permit services to be rendered at the Event.

b. Where applicable, Client and its vendors must adhere to the Illinois Workers' Compensation Act and provide employees with appropriate coverage in accordance with state law.

c. A certificate of insurance evidencing the required coverages shall be delivered to NIU no later than thirty (30) days prior to the Event date.

9. Use of University Name and Marks; Signage

Client shall not issue any press release or other public announcement relating to the Agreement or the activities contemplated by the Agreement or use NIU's name, logos, marks or any other trade designations (including, but not limited to, on its website, in printed materials or in any other manner) or any other NIU intellectual property without the prior written approval of NIU, which approval may be withheld for any reason. Client shall not erect any signs, banners or displays in or about the Facilities without the prior written approval of NIU.

10. Safety

Client, its employees, agents, invitees and guests shall not bring any weapons onto the NIU campus (including "concealed carry" firearms), per Illinois law. If NIU in its sole but reasonable discretion determines that public or participant safety is threatened or in danger, it may call upon security personnel to assist (whether police or a third party security agency).

11. State and University Laws, Regulations, Policies and Rules

A. The laws of the State of Illinois shall apply to the Agreement without regard to its conflict of laws principles.

B. Client, its employees, agents, invitees, guests and attendees shall comply with all applicable laws and regulations and applicable NIU policies and procedures, which polices may be amended at NIU's sole discretion.

C. Client alone is responsible for procuring any applicable governmental permits or approvals for its Event, activities or use of the Facilities.

12. Force Majeure

NIU will notify Client if the Facilities may not be used due to health and safety guidelines and/or mandates, and NIU reserves the right to make modifications, if and when necessary, to the Event set up based on such guidelines and/or mandates. In the event of unsafe circumstances or if use of the Facilities is restricted for health or safety reasons, the Event can be postponed to a mutually agreed upon later date, no more than one (1) year after the original date, provided use of the Facilities on such rescheduled date is deemed acceptable by local authorities and NIU. Neither party will be liable for, or be considered to be in breach of or default under the Agreement as a result of any cause or condition beyond such party's reasonable control ("Force Majeure") including, but not limited to government actions (such as facilities being taken for public use), national emergencies, fire, flood or other catastrophe, acts of God, pandemic or other health emergency, terrorism, insurrection, war, riots, failure of transportation or power supply outage. NIU shall not have any liability on account of the unavailability of the Facilities for the Force Majeure, but shall return, in full, all security deposits provided by the Client and refund any prepaid but unused portion of fees. For clarity, NIU will not return any security deposits for events that are postponed but are subsequently not held within one (1) year after the original date. NIU alone is entitled to any insurance proceeds or sums paid or payable as damages or compensation on account of any such Force Majeure, and no part thereof shall accrue or be payable to the Client.

13. Termination of Agreement by NIU

University may terminate this Agreement or any part hereof upon written notice to Client in the event University reasonably determines that it is unable to perform its obligations in the interest of health and welfare, and/or in the best interest of University.

14. Americans with Disabilities Act

Events held at NIU must comply with the Americans with Disabilities Act ("ADA") and be accessible to persons with disabilities. Client is responsible for receiving requests for accommodations and for the costs of disability accommodations, to the extent allowed by law. Prior notification to NIU is required if accessibility assistance from University is needed in connection with the Event. The amount of advance notice to University required for accessibility assistance and the associated cancellation time frame and fees are contingent upon the type of accommodation requested by Client. If applicable, Client shall confirm the applicable time frames and cancellation fees with NIU.

15. Assignment; Relationship of the Parties; Waiver

Client may not assign its rights under this Agreement or allow any other person or entity to use or occupy any of the Facilities without the prior written consent of NIU. This Agreement does not create an agency, partnership or joint venture relationship between the parties. A party does not waive any right under this Agreement by failing to insist on compliance with any of the terms of this Agreement or by failing to exercise any right hereunder. Any waivers granted hereunder are effective only if recorded in a writing signed by the party granting such waiver.

16. Electronic Transmission; Counterparts

The parties agree that a signature transmitted to the other party by electronic transmission shall be effective to bind the party whose signature was transmitted. The parties further agree that any xerographically or electronically reproduced copy of this fully executed agreement shall have the same legal force and effect as any copy bearing original signatures of the parties. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

17. Notices

Service of all notices required or permitted under this Agreement shall be sent to Client at the address set forth in Section 1 above and to University at Northern Illinois University, Outreach Conferencing, Division of Outreach, Engagement, and Regional Development, 1120 East Diehl, Naperville, Illinois 60563, Attn: Director of Institutional Conferencing, or to any other address which a party specifies by giving notice in accordance with this section. Notices are effective upon receipt and the sender has the burden of proving receipt.

18. Nondiscrimination

Client shall not discriminate in connection with this Agreement or the use of the Facilities based on race, color, national origin, ancestry, sex, pregnancy, religion, age, physical and/or mental disability, marital status, veteran/military status, sexual orientation,

gender identity, gender expression, political affiliation, order of protection status, victim of domestic or sexual violence status, citizenship status, arrest record in employment/personnel matters, genetic information, and/or other protected categories in compliance with applicable federal and state statutes, regulations and orders pertaining to nondiscrimination, equal opportunity and affirmative action that violate NIU policy.

19. Authority; Authorization; Amendment; Enforceability

This Agreement constitutes the entire agreement of the parties, and supersedes the parties' prior agreements, understandings and discussions relating to the subject matter of the Agreement. Once signed by representatives of both parties below, the Agreement is a binding contract between the Client and NIU to rent facility space and purchase services in accordance with the terms of the Agreement. This Agreement may not be modified or amended except by written instrument signed by authorized representatives of both parties. The provisions of the Agreement which by their nature should survive termination or expiration of this Agreement shall so survive, including but not limited to indemnification, limitations of liability and payment obligations. The individual signing below on behalf of Client hereby represents and warrants that (i) he or she is duly authorized to execute and deliver this Agreement on behalf of Client and (ii) this Agreement is binding upon Client in accordance with its terms.

Board of Trustees of Northern Illinois University	**Client**
Signature: _____	Signature: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____