

WCHS Board of Education
Regular Board Meeting
July 13, 2020
7:00 PM
Washington Community High School - Library

Agenda

1. CALL TO ORDER - President Jennifer Essig
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. VISITORS AND CORRESPONDENCE
5. REPORTS
 1. Financial Reports - Joe Sander 3
 2. 2020 Summer School Report - Mrs. Stevens 9
 3. Board Committee Reports
6. DISCUSSION & INFORMATIONAL ITEMS
 1. Resignation - Katie Miller, English Teacher
 2. Miller, Hall & Triggs, LLC 10
 3. Planning for School Year 2020-2021
 4. Graduation 2020
 5. Other
7. CONSENT AGENDA 11
 1. Minutes
 1. Regular Board Meeting Minutes - June 8, 2020 12
 2. Executive Session Meeting Minutes - June 8, 2020
 3. Facilities Committee Meeting Minutes - June 17, 2020 18
 2. Bills 20
8. ACTION ITEMS
 1. Personnel
 1. Certified Employment 46
 - a. Approve Employment of Margaret Bagley, School Social Worker
 2. Non-Certified Employment 47
 - a. Approve Employment of Mi'chal Backes, Food Service Worker
 3. Extracurricular Employment 48
 - a. Approve Employment of Jessica Schricker, Assistant Girls Basketball Coach
 - b. Approve Employment of Lisa Fuller, Assistant Volleyball Coach
 - c. Approve Employment of Baylie Little, Assistant Volleyball Coach
 4. Leave of Absence
 - a. Approve Leave of Absence - Kimberly Barth 50
 2. Approve Amended 2020-2021 School Calendar 51
 3. Approve Job Description - Multi-Tiered Systems of Support (MTSS) Coordinator 54
 4. Approve Proposed Handbook Changes for 2020-2021 School Year 57
 5. Approve Proposed Changes for WCHS Athletic Handbook 2020-2021 62
 6. Approve Consolidated District Plan 90
 7. Approve Waiving the 2nd Reading of Policy 5:125 124
 8. Approve Policy 5:125 131
 9. Approve Intergovernmental Agreement between ICC and Washington Community High School

9. EXECUTIVE SESSION

1. 5 ILCS 120/2 (C)(21) - Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2:06.
2. 5 ILCS 120/2 (C)(1) - The appointment, compensation, discipline, performance or dismissal of specific employees of the District or legal testimony on a complaint lodge against an employee or against legal counsel for the District to determine its validity.

10. ACTION FOLLOWING EXECUTIVE SESSION

1. Action on 6-month review of executive session minutes
2. Action on destruction of executive session recordings
3. Approve to reemploy specific administrators

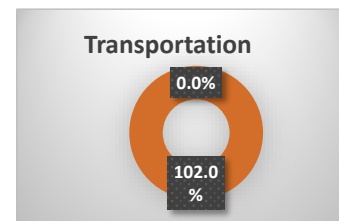
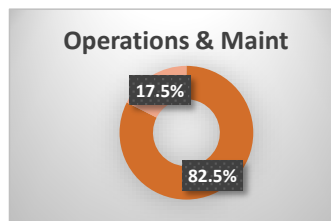
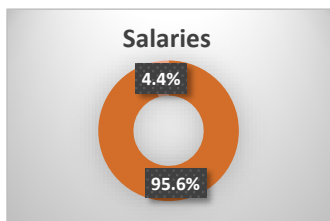
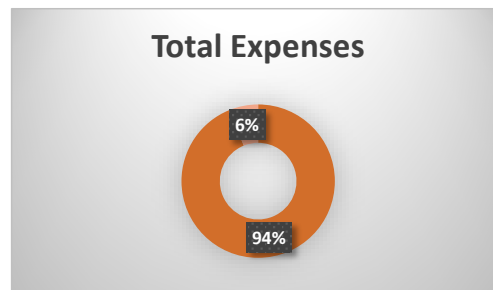
11. ADJOURNMENT

The next regular meeting is scheduled for Monday, August 10, 2020.

Washington Community High School
2019-2020 Expense Report
As of June 30, 2020

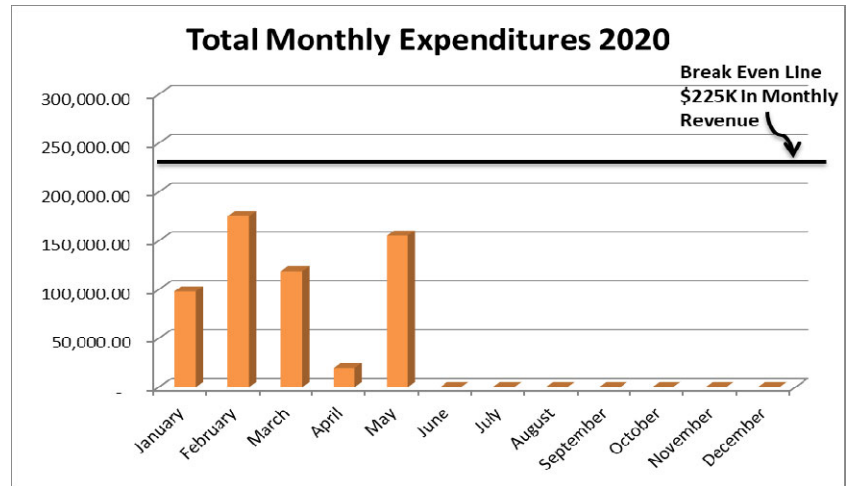
<u>Expenses by Fund</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Expended</u>	<u>Remaining</u>
<i>Education Fund - 10</i>	\$15,978,263.00	\$15,277,011.87	95.6%	4.4%
<i>Operations & Maintenance Fund - 20</i>	\$3,931,253.00	\$3,152,424.84	80.2%	19.8%
<i>Bond & Interest Fund - 30</i>	\$1,416,210.00	\$1,415,061.11	99.9%	0.1%
<i>Transportation Fund - 40</i>	\$1,018,700.00	\$1,006,610.46	98.8%	1.2%
<i>IMRF/Social Security Fund - 50</i>	\$487,281.00	\$461,377.45	94.7%	5.3%
<i>Capital Improvements Fund - 60</i>	\$3,250,000.00	\$3,250,000.00	100.0%	0.0%
<i>Working Cash Fund - 70</i>	\$1,080,000.00	\$1,081,553.51	100.1%	0.0%
<i>Tort Immunity Fund - 80</i>	\$85,000.00	\$71,329.93	83.9%	16.1%
<i>Life Safety Fund - 90</i>	\$148,833.00	\$0.00	0.0%	100.0%
Totals	\$27,395,540.00	\$25,715,369.17	93.9%	6.1%

<u>Itemized Expenses:</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Expended</u>	<u>% Remaining</u>
Payroll	\$10,394,966.00	\$9,936,776.67	95.6%	4.4%
Retirement/Insurance	\$3,041,170.00	\$3,189,013.48	104.9%	0.0%
IMRF/Social Security	\$486,944.00	\$461,377.45	94.7%	5.3%
Cafeteria	\$344,500.00	\$327,097.68	94.9%	5.1%
Athletics	\$178,275.00	\$140,296.28	78.7%	21.3%
Out of Dist Tuition Costs	\$925,206.00	\$891,081.82	96.3%	3.7%
Operations & Maint	\$3,781,153.00	\$3,118,564.09	82.5%	17.5%
Transportation	\$494,436.00	\$504,106.38	102.0%	0.0%
Bond Expense	\$1,416,210.00	\$1,415,061.11	99.9%	0.1%
Capital Projects	\$3,250,000.00	\$3,250,000.00	100.0%	0.0%



Investment Report							
	Education	Building	Bond & Int	Transportation	IMRF	Working Cash	Life Safety
ISDLAF	\$0.00	\$1,593,661.53	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ISDMAX	\$664,554.43	\$1,326,284.76	\$14,756.54	\$71,945.60	\$7,115.29	\$122,894.99	\$53.18
Heartland IMA 4591	\$1,767,911.04						
Central IL Invest		\$1,892,804.63					
Total	\$2,432,465.47	\$4,812,750.92	\$14,756.54	\$71,945.60	\$7,115.29	\$122,894.99	\$53.18
Total Investments							
\$7,461,981.99							

Insurance Report thru 5/31			
Insurance Costs	Last Year	This year	Difference
Medical	\$901,564	\$464,327	-\$437,238
Dental	\$28,530	\$29,679	\$1,149
Pharmacy	\$80,433	\$73,460	-\$6,973
Vision	\$2,085	\$1,570	-\$515
Reinsur/fees	\$248,848	\$307,978	\$59,130
Total Fixed/Claim	\$1,261,460	\$877,014	-\$384,446
Less Spec Reimb	\$371,080	\$309,990	-\$61,090
Total Cost	\$890,380	\$567,024	-\$323,356



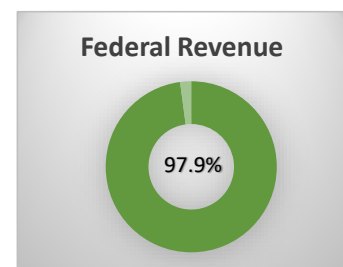
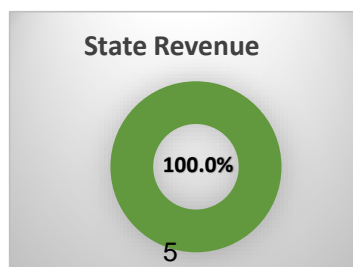
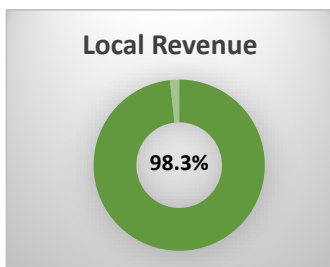
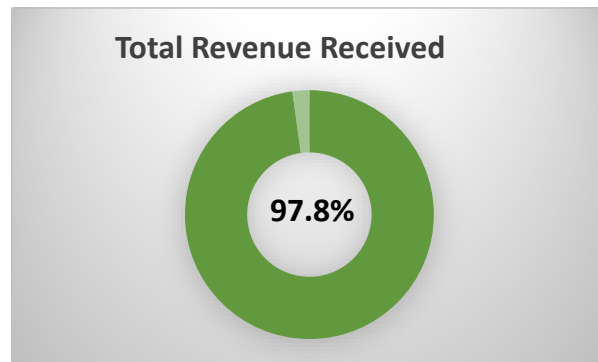
Washington Community High School

2019-2020 Revenue Report

As of June 30, 2020

Revenue by Fund				
	Budgeted	Actual	% Received	Remaining
<i>Education Fund - 10</i>	\$15,426,438.00	\$14,992,621.06	97.2%	2.8%
<i>Operations & Maintenance Fund - 20</i>	\$2,491,000.00	\$2,485,980.82	99.8%	0.2%
<i>Bond & Interest Fund - 30</i>	\$1,433,699.00	\$1,426,065.14	99.5%	0.5%
<i>Transportation Fund - 40</i>	\$718,700.00	\$703,965.41	97.9%	2.1%
<i>IMRF/Social Security Fund - 50</i>	\$386,100.00	\$378,033.95	97.9%	2.1%
<i>Capital Improvements Fund - 60</i>	\$2,586,000.00	\$2,581,559.18	99.8%	0.2%
<i>Working Cash Fund - 70</i>	\$290,100.00	\$253,390.64	87.3%	12.7%
<i>Tort Immunity Fund - 80</i>	\$91,400.00	\$89,335.04	97.7%	2.3%
<i>Life Safety Fund - 90</i>	\$12,200.00	\$11,247.66	92.2%	7.8%
Totals	\$23,435,637.00	\$22,922,198.90	97.8%	2.2%

Itemized Revenues:	Budgeted	Actual	% Received	% Remaining
General Levy	\$14,391,099.00	\$14,142,572.02	98.3%	1.7%
Special Education	\$135,000.00	\$132,558.85	98.2%	1.8%
Replacement Tax	\$146,000.00	\$163,751.87	112.2%	0.0%
Interest	\$310,000.00	\$174,321.03	56.2%	43.8%
Cafeteria	\$584,400.00	\$498,579.13	85.3%	14.7%
Student Fees	\$75,700.00	\$61,359.50	81.1%	18.9%
Textbook rental	\$131,000.00	\$131,405.11	100.3%	0.0%
Other revenue	\$877,300.00	\$932,600.42	106.3%	0.0%
General State Aid	\$3,085,870.00	\$3,086,505.98	100.0%	0.0%
State Grants	\$264,463.00	\$167,324.37	63.3%	36.7%
Transp. Spec Ed	\$150,000.00	\$153,329.21	102.2%	0.0%
Federal Grants	\$404,805.00	\$396,337.90	97.9%	2.1%
Transfers	\$2,880,000.00	\$2,881,553.51	100.1%	0.0%



School Treasurer's Monthly Statement
To The School Board of Washington School District 308, Tazewell County

5/1/2020	2020	Cash	Education 1	Building 2	B/I 3	Transp 4	IMRF 5	CAP PROJECTS 6	W/ C 7	TIJF 8	L/Safe 9
	Balance	3,170,554.36	1,581,256.21	(632,006.34)	299,594.07	900,289.18	211,987.09	102,194.98	463,118.72	96,343.02	147,777.43
05/01	State Aid	2,574.38				2,574.38					
05/01	State Aid	5,799.41	5,799.41								
05/01	State Aid	38,892.05				38,892.05					
05/01	Miscellaneous	29,874.00	29,874.00								
05/01	Miscellaneous	100.00	100.00								
05/06	Miscellaneous	4,456.96	4,456.96								
05/08	Miscellaneous	22.40	22.40								
05/11	Replacement Tax	22,403.00	13,461.80	6,705.90			2,235.30				
05/12	State Aid	140,266.81	140,266.81								
05/15	Miscellaneous	744.51	744.51								
05/15	Miscellaneous	417.00								417.00	
05/18	State Aid	16,005.43	16,005.43								
05/19	Miscellaneous	31,092.34	31,092.34								
05/19	Miscellaneous	61.22	57.00						4.22		
05/22	Miscellaneous	15,225.74	15,225.74								
05/22	Miscellaneous	1,870.00	1,870.00								
05/22	State Aid	140,266.81	140,266.81								
05/27	Miscellaneous	152.00								152.00	
05/27	Miscellaneous	600.00	600.00								
05/29	Miscellaneous	15.00	15.00								
05/29	Miscellaneous	5,011.62	5,011.62								
05/31	Webpay	24,283.27	24,283.27								
05/31	Cafeteria	1,130.31	1,130.31								
05/31	Interest	467.21	180.23	0.00	9.77	48.42	45.38	0.00	120.01	25.11	38.29
05/31	Total Receipts	481,731.47	430,463.64	6,705.90	9.77	41,514.85	2,280.68	0.00	124.23	594.11	38.29
05/31	Net Salaries	647,373.31	638,828.60	1,074.59		7,470.12			0.00		0.00
05/31	Expenses	1,201,474.51	677,248.74	160,445.51	261,876.36	30,780.03	39,084.11	32,039.76	0.00	0.00	0.00
05/31	Total Expenses	1,848,847.82	1,316,077.34	161,520.10	261,876.36	38,250.15	39,084.11	32,039.76	0.00	0.00	0.00
05/31	Ending Cash										
	Per Book	1,803,438.01	695,642.51	(786,820.54)	37,727.48	903,553.88	175,183.66	70,155.22	463,242.95	96,937.13	147,815.72
05/31	Outstanding Checks	54,013.21	10,077.15	19,517.76	0.00	24,418.30	0.00	0.00	0.00	0.00	0.00
05/31	Balance Per Bank Statement	1,857,451.22	705,719.66	(767,302.78)	37,727.48	927,972.18	175,183.66	70,155.22	463,242.95	96,937.13	147,815.72

	227692	52.70	52.70										
	227693	88.30	88.30										
	227698	12.30	12.30										
	227699	19.70	19.70										
	227700	1.75	1.75										
	227701	16.20	16.20										
	227705	60.30	60.30										
	227706	4.60	4.60										
	227708	6.25	6.25										
	227712	32.35	32.35										
	227713	37.20	37.20										
	227715	525.00		525.00									
	227716	27.40	27.40										
	227718	6.30	6.30										
	227719	3.00	3.00										
	227724	24.65	24.65										
	227729	8.25	8.25										
	227737	15.50	15.50										
	227738	12.40	12.40										
	227744	1,500.00		1,500.00									
	227750	1.25	1.25										
	227753	142.00	142.00										
	227754	4.25	4.25										
	14054	89.80	89.80										
	14056	91.58	91.58										
	14057	160.00	140.00			20.00							
		54,013.21	10,077.15	19,517.76	0.00	24,418.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SUMMER SCHOOL 2020 REPORT

I. COURSE ENROLLMENT FOR SUMMER SCHOOL:

COURSE	ENROLLMENT	STUDENT DROPS
English	17	2
Math	7	2
American Political Sci.	56	3
Bridge Algebra	13	0
OTT	139	4
Drivers Education	57	0
TOTALS	289	11

*Students are dropped because of excess of 3 absences or because of subject difficulty and choose not to finish the course with a grade of an F.

Summer School: 92.7% of our students were successful in completing summer school without removal due to absences or choosing to drop from the class.

II. SUMMER SCHOOL COST:

TOTAL SECTIONS	COURSE	COST
1	Remedial English	2000
1	Remedial Math	2000
2	American Political Sci.	4000
1	Bridge Algebra	2000
5	OTT	10000
2	Drivers Education	4000
	TOTAL COST	\$24,000

III. SUMMER SCHOOL REVENUE AND RESOURCES:

Cost for Summer School Teachers	\$24,000
221 Students @ \$110	\$24,310
74 Students @ \$50 (2 nd Course)	\$3710
6 Students @ \$50 (3 rd Course)	\$300
Total Summer School Deposit	\$28,310

June 9, 2020

416 MAIN STREET
SUITE 1125
PEORIA, IL 61602

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FAX: (309) 671-9616

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Kyle W. Freeman, Superintendent
Washington Community High School
District No. 308
115 Bondurant Street
Washington, IL 61571-2499

ROBERT C. HALL *
DENNIS R. TRIGGS **
WILLIAM R. KOHLHASE
RICHARD M. JOSEPH ***
NATHAN R. MILLER
JAY E. GREENING
SCOTT A. BRUNTON
JEFFREY E. KRUMPE
MICHAEL A. KEETON
MARK D. WALTON
CHRISTOPHER D. OSWALD
ROBERT B. MCCOY
JOSHUA D. HERMAN
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KATHLEEN M. CARTER
MEGAN M. YENTES

(OF COUNSEL)

JENNIFER KLEIN VANDEWIELE
NANCY L. RABEL

ROBERT HOLLIS MILLER (RET.)
PATRICK A. MURPHEY (RET.)
MICHAEL J. TIBBS (RET.)
CHARLES H. YOUNG (RET.)
THOMAS R. DAVIS (1952-2005)
PAUL A. LEWIS (1949-2011)

ALSO LICENSED IN:
* FLORIDA
** DISTRICT OF COLUMBIA
*** ARKANSAS AND WISCONSIN

Re: Legal Services

Dear Dr. Freeman:

As we all live and work in these unusual times during the COVID-19 pandemic, we continue to greatly appreciate the opportunity to serve you and your school district. We further realize that your school district, like many of our local government clients, may be facing financial challenges in the coming months and throughout the upcoming new fiscal year due to the impact of the COVID-19 pandemic.

As you are aware, Miller, Hall & Triggs generally adjusts billing rates in July of each year. In an effort to assist your school district in dealing with these financial challenges and concerns, our firm will not be increasing our billing rates for the upcoming fiscal year.

As in the past, we will remain cognizant of our legal fees as we assist your school district, while looking to provide legal assistance to your school district in the most cost efficient and effective manner. Thus, should you have any specific financial concerns at any point during this upcoming fiscal year, we encourage you to promptly contact us to discuss your concerns. Further, if we can be of any assistance to you and your school district during this pandemic and time of financial strain, please be sure to let us know.

Once again, my firm and I thank you for the opportunity to be of service to you and your school district. If you have any questions, please do not hesitate to contact me at your convenience.

Very truly yours,



Dennis R. Triggs
For Miller, Hall & Triggs, LLC

DRT/lkv

7. CONSENT AGENDA

Recommendation:

That the Board of Education approve the Consent Agenda as presented:

RESOLUTION 7.1.

Be it resolved that the Board of Education hereby approves the minutes as follows:

- 7.1.1. Regular Board Meeting Minutes – July 13, 2020
- 7.1.2. Executive Session Meeting Minutes – July 13, 2020
- 7.1.3. Facilities Committee Meeting Minutes – August 6, 2020

RESOLUTION 7.2.

Be it resolved that the Board of Education hereby approves the payment of bills as presented, the payroll per contract, and that the Treasurer be permitted to issue orders for the payment of the same.

Suggested Motion:

Move to approve the Consent Agenda and Resolutions 7.1. and 7.2 as recommended.

**WCHS BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES
JUNE 8, 2020
7:00 PM
WCHS ADMINISTRATION OFFICE**

1. CALL TO ORDER

The meeting was called to order at 7:00 p.m.

2. ROLL CALL

Board members attending: Essig, Ward, Fischer, Seaman, Nofsinger, Butler

Board members absent: McNett

WCHS Administration attending: Sander, Freeman, Raubach-Davis

3. PLEDGE OF ALLEGIANCE

4. VISITORS AND CORRESPONDENCE

None

5. PUBLIC HEARING

5. 1. Transfer of Funds

Pursuant to Section 17-2A of the Illinois School Code (105 ILCS 5/17-2A), the school board held a hearing about the transfer of funds from the Transportation Fund to the Education Fund. This transfer is to reduce the Transportation Fund balance. This was an information item at the Finance Committee meeting May 7, 2020 to discuss the fund transfer. The public did not express comments, so the hearing concluded with an approved resolution.

Nofsinger motioned and Seaman seconded that the Board accept the resolution for the funds transfer as presented. ROLL CALL: Yes – Nofsinger, Butler, Essig, Ward, Fischer, Seaman. No – None. MOTION CARRIED 6-0

6. PUBLIC HEARING

6. 1. 2019-20 Budget Amendment

Dr. Sander provided an overview of the amended budget line items. The public did not express comments, so the hearing concluded with an approved resolution.

Seaman motioned and Nofsinger seconded that the Board accept the resolution for the funds transfer as presented. ROLL CALL: Yes – Fischer, Butler, Essig, Ward, Nofsinger, Seaman. No – None. MOTION CARRIED 6-0

7. REPORTS

7. 1. Deans' Report/Suspension Summary 2019-2020
7. 2. **Enrollment Report** -1,369 students at the end of the school year, May 2020.
7. 3. Panther Pride Program History Report
7. 4. Summer School Report
7. 5. **Financial Reports** - Dr. Sander presented the investment and insurance report, which shows investments of approximately \$8.9M, and insurance costs through April 2020. The revenue and expense reports show a more detailed view of the budget compared to actual amounts received and paid as of May 31, 2020.
7. 6. **Board Committee Reports**
The finance and facilities committees met since the last Board of Education meeting.

Finance Committee: The committee discussed the 2020-21 tentative budget, bread/dairy/trash removal bids, parking lot bids, replacement of the LED portion of the electronic school sign and the Gabbert's cleaning contract.

School Board Policy Committee: The committee discussed proposed changes to policy 5:125 "Personal Technology and Social Media: Usage and Conduct". The policy is written to protect staff as well as the district by providing some guardrails around direct electronic communication between students and staff. The last paragraph of the policy was reordered and some minor revisions were made.

8. INFORMATION AND DISCUSSION ITEMS

8. 1. **Athletic Awards 2019-2020** – a list of student award recipients was shared.
8. 2. **Resignation** - Angela Stoltz, Social Worker
8. 3. **Job Description** - Multi-Tiered Systems of Support (MTSS) Coordinator
8. 4. **Driver Education Vehicles** – The administration discussed acquiring an additional driver education vehicle that would not only allow for more drivers to catch up with behind the wheel, but would also replace a current vehicle that needs to be retired.
8. 5. **Technology - Smartboards and Chromebooks**
The administration discussed the replacement of approximately half of the current smartboards that have been in use for over 10 years. Also discussed was purchasing Chromebooks to provide one-to-one technology for students. The majority of funds used to purchase will be from ESA and CTE grants.
8. 6. **Planning For Next Year**

The administration shared about how they are planning for attendance and instruction scenarios for the 2020-21 school year out of the box options and to bring recommendations to the Board.

8. 7. District Goals

Jen Essig will form small committees to update district goals.

8. 8. Proposed Handbook Changes for 2020-2021 School Year

Minor changes were discussed.

8. 9. Athletic Handbook- Proposed Changes

Minor changes were discussed.

8. 10. Graduation 2020

The date for graduation will remain July 18, and the district is continuing to monitor state and ISBE guidelines to make decisions about how graduation will function.

8. 11. Other

None

9. CONSENT AGENDA

Nofsinger motioned and Butler seconded that the Board approve the consent agenda as presented. ROLL CALL: Yes–Essig, Ward, Fischer, Seaman, Nofsinger, Butler. No – None. MOTION CARRIED 6-0

10. ACTION ITEMS

10. 1. Personnel

10. 1. 1. Extra-Curricular Employment

Fischer motioned and Seaman seconded that the Board approve the employment of Jack Clifford, Student Council Sponsor and Jennifer Miller, Trap Club Sponsor for the 2020-2021 school year. ROLL CALL: Yes–Butler, Essig, Ward, Fischer, Seaman, Nofsinger. No – None. MOTION CARRIED 6-0

10. 2. Ward motioned and Nofsinger seconded that the Board approve the 2019-2020 amended budget as presented. ROLL CALL: Yes–Fischer, Seaman, Nofsinger, Butler, Essig, Ward. No – None. MOTION CARRIED 6-0

10. 3. Fischer motioned and Nofsinger seconded that the Board approve the fund transfer as presented. ROLL CALL: Yes–Ward, Fischer, Seaman, Nofsinger, Butler, Essig. No – None. MOTION CARRIED 6-0

- 10. 4.** Ward motioned and Seaman seconded that the Board approve contracts for the 2020-2021 school year for trash removal, bakery products and dairy products. ROLL CALL: Yes–Nofsinger, Butler, Essig, Ward, Fischer, Seaman. No – None. MOTION CARRIED 6-0
- 10. 5.** The finance committee recommended that the Board award the base and alternate bids for the staff parking lot contract to R. A. Cullinan & Sons (UCM). ROLL CALL: Yes–Seaman, Nofsinger, Butler, Essig, Ward, Fischer. No – None. MOTION CARRIED 6-0
- 10. 6.** Nofsinger motioned and Seaman seconded that the Board approve the 2020-2021 tentative budget. ROLL CALL: Yes–Butler, Essig, Ward, Fischer, Seaman, Nofsinger. No – None. MOTION CARRIED 6-0
- 10. 7.** Butler motioned and Essig seconded that the Board approve Team Works as the 2020-21 P.E. uniform vendor at a total price of \$3,600.00. ROLL CALL: Yes–Ward, fischer, Seaman, Nofsinger, Butler, Essig. No – None. MOTION CARRIED 6-0
- 10. 8.** Ward motioned and Fischer seconded that the Board approve the resolution to prepay reoccurring bills from the approved vendors as recommended. ROLL CALL: Yes–Essig, Ward, Fischer, Seaman, Nofsinger, Butler. No – None. MOTION CARRIED 6-0
- 10. 9.** Fischer motioned and Nofsinger seconded that the Board approve the renewal of our cleaning service contract with Gabbert's Cleaning Service in the amount of \$287,837.61 for the 2020-21 school year as recommended. ROLL CALL: Yes–Nofsinger, Butler, Essig, Ward, Fischer, Seaman. No – None. MOTION CARRIED 6-0
- 10. 10.** Fischer motioned and Nofsinger seconded that the Board approve the quote for \$23,678 with Dan Gray Signs, LLC for the 10mm full color LED display. ROLL CALL: Yes–Fischer, Seaman, Butler, Essig, Nofsinger, Ward. No – None. MOTION CARRIED 6-0
- 10. 11.** Essig motioned and Ward seconded to table the amended 2020-2021 school calendar to the July 13, 2020 meeting. ROLL CALL: All yeas. No – None. MOTION CARRIED 6-0
- 10. 12.** Nofsinger motioned and Seaman seconded that the Board approve a 3-year agreement with Midwest Orthopaedic Center as recommended. ROLL CALL: Yes–

Ward, Fischer, Seaman, Butler, Essig, Nofsinger. No – None. MOTION CARRIED 6-0

10. 13. Butler motioned and Ward seconded that the Board approve waiving the 1st reading of policy 5:125. ROLL CALL: Yes–Butler, Essig, Ward, Fischer, Seaman, Nofsinger. No – None. MOTION CARRIED 6-0

10. 14. Seaman motioned and Ward seconded that the Board approve the disposition of district personal property (desks). ROLL CALL: Yes–Fischer, Seaman, Nofsinger, Butler, Essig, Ward. No – None. MOTION CARRIED 6-0

11. EXECUTIVE SESSION

Nofsinger motioned and Fischer seconded that the Board convene to executive session at 8:40 p.m. to discuss the following. ROLL CALL: Yes–Seaman, Nofsinger, Butler, Essig, Ward, Fischer. No – None. MOTION CARRIED 6-0

11. 1. 5 ILCS 120/2 (c)(1) - The appointment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.

The Board returned from executive session at 9:46 p.m. ROLL CALL: Yes–Ward, Fischer, Seaman, Nofsinger, Butler, Essig.

12. ACTION FOLLOWING EXECUTIVE SESSION

12. 1. Ward motioned and Seaman seconded that the Board approve the reemployment of all administrators, excluding Dr. Freeman, and the personnel outside of the teachers’ contract along with a 2.75% salary increase. ROLL CALL: Yes–Butler, Essig, Ward, Seaman. No – Nofsinger, Fischer. MOTION CARRIED 4-2

Ward motioned and Butler seconded that the Board approve the reemployment of Dr. Kyle Freeman along with a salary increase of 2.3%. ROLL CALL: Yes–Essig, Ward, Fischer, Seaman, Nofsinger, Butler. No – None. MOTION CARRIED 6-0

13. ADJOURNMENT

Fischer motioned and Nofsinger seconded that the meeting adjourn at 9:55 p.m. All Yeas. Motion Carried 6-0.

The next regularly scheduled meeting of the Board of Education will be July 13, 2020.

President, Board of Education _____

Secretary, Board of Education _____

**WCHS BOARD OF EDUCATION
WCHS FACILITIES COMMITTEE MEETING MINUTES
JUNE 17, 2020
1:00 PM
ADMINISTRATION OFFICE**

1. CALL TO ORDER

The meeting was called to order at 1:03 p.m.

2. ROLL CALL

Committee members attending: Essig, Nofsinger, Ward
WCHS attending: Sander, Freeman, Meardy
Other board members attending: Fischer, Seaman

3. VISITORS AND CORRESPONDANCE

None

4. CONSTRUCTION CLOSE-OUT

Only three vendors remain to be paid for their services. Project punch list is completed. Warranty items are being addressed currently. Some new furniture is being ordered for the new classrooms in the former band space.

5. BELL DONATION RECEIPT & PLACEMENT

Miller Welding is refurbishing the bell. Joe/Ryne will meet with Sam Miller to determine quote for the restoration. The facilities committee agreed to place the bell inside the vestibule/foyer of the front entrance. Jennifer Essig will prepare the dedication plaque verbiage and send to the committee members for review. The facilities committee will determine the recommendations for the base of the bell. Polished concrete was highly recommended. The goal is to have the bell installed prior to school beginning in August.

6. HEALTH LIFE SAFETY SURVEY UPDATE

Currently waiting for the updated report. Covid caused delays due to offices being closed. Joe Sander anticipates core systems will be flagged and needing repair. There are funds available in the Bonds and HLS fund to use for repairs.

7. FUTURE PLANNING FOR STADIUM & FRONT OF TORRY GYM

The planter in front of the Torry Gym is crumbling. Joe Sander will discuss with the school engineer to ensure the stability of the building structure prior to demolition of the brick planter. The facilities committee agreed to complete this repair sooner rather than later. The Babcook Field stadium plan will be addressed at a later date.

8. OTHER

The committee discussed the school return plans relating to Covid. Freeman shared a work in progress planning document prioritizing all areas needing considered.

Dr. Sander met with the Washington citizen residing on the north trail by the baseball field regarding the fence. WCHS has authorized the citizen to replace the fence.

9. ADJOURNMENT

Essig motioned and Ward seconded that the meeting adjourn at 2:30 p.m. All Yeas. Motion carried 3-0.

Facilities Committee - Essig/Nofsinger/Ward

President, Board of Education _____

Secretary, Board of Education _____

Washington Community High School

Balance Sheet

As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
Checking-Activity Account	532,734.20
ISDLAF Interest	45,909.37
Total Checking/Savings	<u>578,643.57</u>
Total Current Assets	<u>578,643.57</u>
TOTAL ASSETS	<u>578,643.57</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Advocate For Awareness	341.28
After Midnight	5,595.20
Art Club	3,242.67
Athletics General	
Orange Crush	737.51
Athletics General - Other	6,623.91
Total Athletics General	<u>7,361.42</u>
Automobile	242.28
Band	
Drumline - T. Weston Memorial	301.00
Band - Other	1,234.80
Total Band	<u>1,535.80</u>
Baseball	-387.79
Basketball-Boys	12,979.93
Basketball-Camps	127.47
Basketball-Girls	6,781.15
Bass Fishing	1,551.78
Block PE	2,375.20
Bloom	3,040.79
Book Club	3,086.71
Boys Track	1,870.47
Brian Wisner Memorial	2,014.56
Broadway	9,555.61
Chaps	946.46
Cheerleaders	4,216.53
Chess	902.46
Chorus	4,537.37
Concession Upkeep	41.85
Counseling	1,015.17
CPR Health Fund	1,581.53
Cross Country	1,647.82
Dean's Office	96.89
Drama Club	6,480.69
Driving Skills For Life	831.54
Engineering Technology	130.12
Evan Knoblauch Memorial	459.67
Fellowship Of Christian Athlete	40.39
Fitness Club	
Fitness Fair	3,005.94
Hope Week	1,664.67
Fitness Club - Other	5,074.28
Total Fitness Club	<u>9,744.89</u>
Former Class Funds	17,465.07
French Club	1,717.56
Freshman Class	822.02
Game Club	13.88

Washington Community High School

Balance Sheet

As of June 30, 2020

	<u>Jun 30, 20</u>
Gay Straight Alliance (GSA)	388.07
General	1,108.35
Girls Track	36.88
Global Affairs	267.65
Golf	3,195.82
GRANT - Science Symposium	109.31
IMC Fine Fund	291.05
Impact	6,347.68
Inter Rel Co-op	6,913.22
Interest ISDLAF	20,816.68
International Club	1,331.87
Intramurals	690.80
Intrst NOW Acct	15,911.32
JFL Football	3,783.23
Junior Class	12,988.52
Lacrosse-Boys	9,636.43
Lacrosse - Girls	5,967.00
Leadership & Community Service	1,984.62
Leadership Challenge	217.98
Library grant-PNC Bank	840.88
Life Skills Class	308.83
Lift A Thon	4,270.38
Manufacturing	3,142.76
Mathletes	175.71
Media Subscribers	525.90
Mini Bakery	0.10
National Honor Society	5,821.95
Operation Snowball	2,958.04
Panther Embroidery Shop	305.68
Panther Perk	
Greeting Cards/Buttons	516.78
Panther Perk - Other	432.33
Total Panther Perk	949.11
Panther Professionals	505.37
Pantherettes	8,475.25
Pep Club	570.41
Pepsi & 7Up Mkt	2,945.78
Preschool (FCS)	1,365.69
Readapalooza	572.99
Robotics	25,179.05
Rotary Club Relief	829.97
Scholarships	
Classmates Music	0.16
Cody Carlin Memorial	5,000.00
Eric Eblen Memorial Scholarship	500.09
Erick Norlin Fund	5,707.00
Floyd O'Reed Memorial	1,243.05
Hunkler Stagen	125,090.50
Impact Scholarship	1,000.00
James Ashbrook Memorial Fund	16,326.55
Marilyn Drake Scholarship	5,000.00
Mike Sluder Fund	143.00
Orange & Black/Herff Jones	250.00
Scott Wehnes Memorial	12,538.81
Stephen F Mason Fund	3,340.79
Washington Township United Fund	3,000.00
Whittaker Scholarship Fund	45.78
WLCS Scholarship Fund	210.00
Scholarships - Other	1,549.30
Total Scholarships	180,945.03
Scholastic Bowl	430.00
Science Club	850.54
Senior Class	11,379.09

Washington Community High School
Balance Sheet
As of June 30, 2020

	<u>Jun 30, 20</u>
Soccer-Boys	2,641.58
Softball	2,904.28
Sophomore Class	2,449.90
Spanish Club	1,513.79
Special Ed Co-op	2,103.81
Special Events-Athletics	8,659.51
Speech	2,008.13
State Football Playoff	3,963.92
Student Council	11,089.96
Swim Team	184.20
Tennis - Boys	4,571.70
Tennis - Girls	
Fence Sign Fundraiser	1,100.00
Tennis - Girls - Other	4,421.91
Total Tennis - Girls	<u>5,521.91</u>
Tough Love	883.99
Tournament of Champions	36,275.21
Volleyball	6,532.12
Washington Township Special Ed	55.00
WCHS Hardship **NEW**	713.05
Wrestling	5,870.29
Yearbook	21,316.19
Total Other Current Liabilities	<u>578,599.97</u>
Total Current Liabilities	<u>578,599.97</u>
Total Liabilities	578,599.97
Equity	
Retained Earnings	43.60
Total Equity	<u>43.60</u>
TOTAL LIABILITIES & EQUITY	<u><u>578,643.57</u></u>

Washington Community High School
Transactions by Account
As of June 30, 2020

Type	Date	Num	Name	Memo	Debit	Credit	Balance		
Advocate For Awareness							341.28		
Total Advocate For Awareness							341.28		
After Midnight							5,595.20		
Total After Midnight							5,595.20		
Art Club							3,242.67		
Total Art Club							3,242.67		
Athletics General							7,471.39		
Orange Crush							737.51		
Total Orange Crush							737.51		
Athletics General - Other							6,733.88		
Check	06/17/2020	13909	Gary Garver	Reimburse return shipping for shoes	109.97		6,623.91		
Total Athletics General - Other							109.97	0.00	6,623.91
Total Athletics General							109.97	0.00	7,361.42
Automobile							242.28		
Total Automobile							242.28		
Band							1,535.80		
Drumline - T. Weston Memorial							301.00		
Total Drumline - T. Weston Memorial							301.00		
Band - Other							1,234.80		
Total Band - Other							1,234.80		
Total Band									1,535.80
Baseball							3,074.21		
Deposit	06/04/2020		Herb Knoblach	Knutsons donation		200.00	3,274.21		
Check	06/17/2020	13908	Teamworks	Balance of baseball equipment & clothes - Inv 53175	2,612.00		662.21		
Check	06/17/2020	13911	Anderson's Outdoor Sports & Turf, LLC.	Homeplate clay & infield mix - Inv 4760	1,050.00		-387.79		
Total Baseball							3,662.00	200.00	-387.79
Basketball-Boys							12,979.93		
Total Basketball-Boys							12,979.93		
Basketball-Camps							127.47		
Total Basketball-Camps							127.47		
Basketball-Girls							6,781.15		
Total Basketball-Girls							6,781.15		
Bass Fishing							1,551.78		
Total Bass Fishing							1,551.78		
Block PE							2,375.20		
Total Block PE							2,375.20		
Bloom							3,040.79		
Total Bloom							3,040.79		
Book Club							3,086.71		
Total Book Club							3,086.71		
Boys Track							1,870.47		
Total Boys Track							1,870.47		
Brian Wisner Memorial							2,014.56		
Total Brian Wisner Memorial							2,014.56		
Broadway							9,555.61		
Total Broadway							9,555.61		
Chaps							946.46		
Total Chaps							946.46		
Cheerleaders							4,216.53		
Total Cheerleaders							4,216.53		
Chess							902.46		
Total Chess							902.46		
Chorus							4,537.37		
Total Chorus							4,537.37		
Concession Upkeep							41.85		
Total Concession Upkeep							41.85		
Counseling							1,015.17		
Total Counseling							1,015.17		
CPR Health Fund							1,581.53		
Total CPR Health Fund							1,581.53		
Cross Country							1,647.82		
Total Cross Country							1,647.82		
Dean's Office							96.89		
Total Dean's Office							96.89		

Washington Community High School

Transactions by Account

As of June 30, 2020

Type	Date	Num	Name	Memo	Debit	Credit	Balance
Drama Club							6,480.69
Total Drama Club							6,480.69
Driving Skills For Life							831.54
Total Driving Skills For Life							831.54
Engineering Technology							130.12
Total Engineering Technology							130.12
Evan Knoblauch Memorial							459.67
Total Evan Knoblauch Memorial							459.67
Fellowship Of Christian Athlete							40.39
Total Fellowship Of Christian Athlete							40.39
Fitness Club							9,744.89
Fitness Fair							3,005.94
Total Fitness Fair							3,005.94
Hope Week							1,664.67
Total Hope Week							1,664.67
Fitness Club - Other							5,074.28
Total Fitness Club - Other							5,074.28
Total Fitness Club							9,744.89
Former Class Funds							17,465.07
Total Former Class Funds							17,465.07
French Club							1,717.56
Total French Club							1,717.56
Freshman Class							822.02
Total Freshman Class							822.02
Game Club							13.88
Total Game Club							13.88
Gay Straight Alliance (GSA)							388.07
Total Gay Straight Alliance (GSA)							388.07
General							1,108.35
Total General							1,108.35
Girls Track							36.88
Total Girls Track							36.88
Global Affairs							267.65
Total Global Affairs							267.65
Golf							3,195.82
Total Golf							3,195.82
GRANT - Science Symposium							109.31
Total GRANT - Science Symposium							109.31
IMC Fine Fund							291.05
Total IMC Fine Fund							291.05
Impact							6,347.68
Total Impact							6,347.68
Inter Rel Co-op							7,488.22
Check	06/03/2020	13902	VISA - Joe Sander	Dunkin Donuts -Coop student rewards	575.00		6,913.22
Total Inter Rel Co-op					575.00	0.00	6,913.22
Interest ISDLAF							20,816.68
Total Interest ISDLAF							20,816.68
International Club							1,331.87
Total International Club							1,331.87
Intramurals							690.80
Total Intramurals							690.80
Intrst NOW Acct							15,860.67
Deposit	06/30/2020			Interest		50.65	15,911.32
Total Intrst NOW Acct					0.00	50.65	15,911.32
JFL Football							3,783.23
Total JFL Football							3,783.23
Junior Class							12,988.52
Total Junior Class							12,988.52
Lacrosse-Boys							9,636.43
Total Lacrosse-Boys							9,636.43
Lacrosse - Girls							5,967.00
Total Lacrosse - Girls							5,967.00
Leadership & Community Service							1,984.62

Washington Community High School

Transactions by Account

As of June 30, 2020

Type	Date	Num	Name	Memo	Debit	Credit	Balance
Total Leadership & Community Service							1,984.62
Leadership Challenge							217.98
Total Leadership Challenge							217.98
Library grant-PNC Bank							840.88
Total Library grant-PNC Bank							840.88
Life Skills Class							308.83
Total Life Skills Class							308.83
Lift A Thon							4,270.38
Total Lift A Thon							4,270.38
Manufacturing							3,142.76
Total Manufacturing							3,142.76
Mathletes							175.71
Total Mathletes							175.71
Media Subscribers							525.90
Total Media Subscribers							525.90
Mini Bakery							0.10
Total Mini Bakery							0.10
National Honor Society							5,872.72
Check	06/05/2020		Revtrak	Online transaction fees	50.77		5,821.95
Total National Honor Society							5,821.95
Operation Snowball							2,958.04
Total Operation Snowball							2,958.04
Panther Embroidery Shop							305.68
Total Panther Embroidery Shop							305.68
Panther Perk							938.11
Greeting Cards/Buttons							505.78
Deposit	06/16/2020		Budget	Graduation cards		11.00	516.78
Total Greeting Cards/Buttons							516.78
Panther Perk - Other							432.33
Total Panther Perk - Other							432.33
Total Panther Perk							949.11
Panther Professionals							505.37
Total Panther Professionals							505.37
Pantherettes							8,475.25
Total Pantherettes							8,475.25
Pep Club							570.41
Total Pep Club							570.41
Pepsi & 7Up Mkt							15,157.29
Check	06/03/2020	13902	VISA - Joe Sander	Avantis - lunch for school drop off day workers	114.35		15,042.94
Check	06/03/2020	13902	VISA - Joe Sander	Monicals - lunch for school drop off day workers	258.16		14,784.78
Check	06/17/2020	13907	Dan Gray Signs, LLC	Watchfire board for school sign	11,839.00		2,945.78
Total Pepsi & 7Up Mkt							2,945.78
Preschool (FCS)							1,365.69
Total Preschool (FCS)							1,365.69
Readapalooza							572.99
Total Readapalooza							572.99
Robotics							21,179.05
Deposit	06/08/2020		Lisa Roberts	Refund for competition from First Robotics		4,000.00	25,179.05
Total Robotics							25,179.05
Rotary Club Relief							829.97
Total Rotary Club Relief							829.97
Scholarships							180,695.03
Classmates Music							0.16
Total Classmates Music							0.16
Cody Carlin Memorial							5,000.00
Total Cody Carlin Memorial							5,000.00
Eric Eblen Memorial Scholarship							500.09
Total Eric Eblen Memorial Scholarship							500.09
Erick Norlin Fund							5,707.00
Total Erick Norlin Fund							5,707.00
Floyd O'Reed Memorial							1,243.05
Total Floyd O'Reed Memorial							1,243.05
Hunkler Stagen							125,090.50

Washington Community High School
Transactions by Account
As of June 30, 2020

Type	Date	Num	Name	Memo	Debit	Credit	Balance
Total Hunkler Stagen							125,090.50
Impact Scholarship							1,000.00
Total Impact Scholarship							1,000.00
James Ashbrook Memorial Fund							16,326.55
Total James Ashbrook Memorial Fund							16,326.55
Marilyn Drake Scholarship							5,000.00
Total Marilyn Drake Scholarship							5,000.00
Mike Sluder Fund							143.00
Total Mike Sluder Fund							143.00
Orange & Black/Herff Jones							0.00
Deposit	06/04/2020		Debbie Osborne	Donation		250.00	250.00
Total Orange & Black/Herff Jones					0.00	250.00	250.00
Scott Wehnes Memorial							12,538.81
Total Scott Wehnes Memorial							12,538.81
Stephen F Mason Fund							3,340.79
Total Stephen F Mason Fund							3,340.79
Washington Township United Fund							3,000.00
Total Washington Township United Fund							3,000.00
Whittaker Scholarship Fund							45.78
Total Whittaker Scholarship Fund							45.78
WLCS Scholarship Fund							210.00
Total WLCS Scholarship Fund							210.00
Scholarships - Other							1,549.30
Total Scholarships - Other							1,549.30
Total Scholarships					0.00	250.00	180,945.03
Scholastic Bowl							430.00
Total Scholastic Bowl							430.00
Science Club							850.54
Total Science Club							850.54
Senior Class							11,379.09
Total Senior Class							11,379.09
Soccer-Boys							2,811.49
General...	06/04/2020	388		Transfer funds to cover overage	123.89		2,687.60
Check	06/10/2020	13905	Susan Meinert	Reissued check - reimbursement for concessions	46.02		2,641.58
Total Soccer-Boys					169.91	0.00	2,641.58
Soccer-Girls							-111.94
Check	06/03/2020	13903	VISA - Panther 2 card	World of Class Coaching website access	11.95		-123.89
General...	06/04/2020	388		Transfer funds to cover overage		123.89	0.00
Total Soccer-Girls					11.95	123.89	0.00
Softball							2,854.28
Deposit	06/04/2020		Herb Knoblach	Donation from M4Steel		50.00	2,904.28
Total Softball					0.00	50.00	2,904.28
Sophomore Class							2,449.90
Total Sophomore Class							2,449.90
Spanish Club							1,513.79
Total Spanish Club							1,513.79
Special Ed Co-op							2,103.81
Total Special Ed Co-op							2,103.81
Special Events-Athletics							8,659.51
Total Special Events-Athletics							8,659.51
Speech							2,008.13
Total Speech							2,008.13
State Football Playoff							3,963.92
Total State Football Playoff							3,963.92
Student Council							11,089.96
Total Student Council							11,089.96
Swim Team							184.20
Total Swim Team							184.20
Tennis - Boys							4,614.18
Check	06/03/2020	13904	BSN Sports	Score books - Inv 908721192	42.48		4,571.70
Total Tennis - Boys					42.48	0.00	4,571.70
Tennis - Girls							5,895.37
Fence Sign Fundraiser							1,100.00

Washington Community High School
Transactions by Account
As of June 30, 2020

Type	Date	Num	Name	Memo	Debit	Credit	Balance		
Total Fence Sign Fundraiser							1,100.00		
Tennis - Girls - Other							4,795.37		
Check	06/17/2020	13910	Parkside Athletics	tennis balls	373.46		4,421.91		
Total Tennis - Girls - Other							373.46	0.00	4,421.91
Total Tennis - Girls							373.46	0.00	5,521.91
Tough Love							883.99		
Total Tough Love							883.99		
Tournament of Champions							36,275.21		
Total Tournament of Champions							36,275.21		
Volleyball							7,040.12		
Check	06/10/2020	13906	Apple Inc.	Ipad - Inv AC13498251	508.00		6,532.12		
Total Volleyball							508.00	0.00	6,532.12
Washington Township Special Ed							55.00		
Total Washington Township Special Ed							55.00		
WCHS Hardship **NEW**							703.05		
Deposit	06/16/2020		Holly Raubach-Davis	Donation		10.00	713.05		
Total WCHS Hardship **NEW**							0.00	10.00	713.05
Wrestling									5,870.29
Yearbook							21,246.19		
Deposit	06/04/2020		Dawn Dayhoff	2019-20 purchase		35.00	21,281.19		
Deposit	06/16/2020		Budget	Final balance of book		35.00	21,316.19		
Total Yearbook							0.00	70.00	21,316.19
Retained Earnings							43.60		
Total Retained Earnings									43.60
TOTAL					17,715.05	4,765.54	578,643.57		

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
0109 SPECIALIZED		INV98367	20200616B	MAY 2020 Billing	06/05/2020	227875	15,211.52
0109 SPECIALIZED		INV98650	20200616B	SNOW MAKE UP DAY 4/13/2020	06/09/2020	227875	822.12
0109 SPECIALIZED			16,033.64				
ACCIDENT FUND		20200604	20200624B	WORKMEN'S COMP	07/01/2020	227876	29,237.00
ACCIDENT FUND			29,237.00				
ADA SPORTS	0002100026	K-9905	20200625B	CLASS EQUIPMENT	06/19/2020	227877	330.00
ADA SPORTS			330.00				
ALLDATA		2005692447	20200710M	ACCT 652324	06/22/2020	227878	975.00
ALLDATA			975.00				
AMAZON BUSINESS		1MT1-19JR-6W1T	20200708B	WIRELESS MOUSE	05/13/2020	227879	19.99
AMAZON BUSINESS	0002000613	14QG-Q697-Q1FT	20200708KL	TRASH CANS-BLACK	07/13/2020	227879	221.28
AMAZON BUSINESS	0002100003	1GTH-DH4F-GYCW	20200624B	TABLE TOP DESK FOR COUNSELORS	06/17/2020	227879	699.95
AMAZON BUSINESS	0002100019	1KFH-QYQH-3MXM	20200624B	TEACHER BOOKS	06/18/2020	227879	106.02
AMAZON BUSINESS	0002100020	1JCQ-41D-3TDG	20200624B	CHROMEBOX	06/18/2020	227879	275.49
AMAZON BUSINESS	0002100021	13CP-MDY4-N33V	20200624B	TECH SUPPLIES	06/18/2020	227879	140.80
AMAZON BUSINESS	0002100029	1HLX-1NH4-N4Q7	20200624B	SPANISH CLASS NOVELS	06/23/2020	227879	18.00
AMAZON BUSINESS	0002100041	13PG-Q6PQ-6LG1	20200625B	ART CLASS SUPPLIES	06/24/2020	227879	450.89
AMAZON BUSINESS	0002100044	1XRV-6GRH-NTX7	20200708B	TECH SUPPLIES	07/25/2020	227879	244.75
AMAZON BUSINESS	0002100045	1CYG-PWQQ-JGNH	20200625B	TECH OFFICE FURNITURE	06/24/2020	227879	139.99
AMAZON BUSINESS	0002100046	1773-D71H-3GJX	20200708B	MATH DEPARTMENT SUPPLIES	07/06/2020	227879	198.00

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AMAZON BUSINESS	0002100046	1KMT-YFN7-1LYC	20200708B	MATH DEPARTMENT SUPPLIES	06/29/2020	227879	336.77
AMAZON BUSINESS	0002100047	1HTD-Q79J-1X37	20200708B	ENGLISH DEPARTMENT SUPPLIES	06/30/2020	227879	99.00
AMAZON BUSINESS	0002100047	1YHC-D6PQ-6MHK	20200708B	ENGLISH DEPARTMENT SUPPLIES	06/29/2020	227879	2,172.21
AMAZON BUSINESS	0002100048	17Y6-P96R-YHYV	20200708B	FOREIGN LANGUAGE DEPARTMENT	06/28/2020	227879	105.06
AMAZON BUSINESS	0002100051	1CYG-PWQQ-JV7X	20200625B	NURSE SUPPLIES	06/25/2020	227879	267.20
AMAZON BUSINESS	0002100052	17XK-WKNH-9JD1	20200708B	SPECIAL ED CLASS SUPPLIES	06/26/2020	227879	487.69
AMAZON BUSINESS	0002100053	1GGN-YQKN-GMXQ	20200625B	DEANS OFFICE ID SUPPLIES	06/24/2020	227879	20.83
AMAZON BUSINESS	0002100054	1GGN-YQKN-MPCL	20200708B	DEANS OFFICE SUPPLIES	06/25/2020	227879	166.28
AMAZON BUSINESS	0002100055	1CYG-PWQQ-JY4Y	20200625B	DEANS OFFICE SUPPLIES	06/25/2020	227879	45.8629
AMAZON BUSINESS	0002100065	13HD-MJ17-9KLY	20200709B	MOUNTING BRACKETS	07/08/2020	227879	351.80
AMAZON BUSINESS	0002100066	1QYY-G79Y-1L6D	20200709B	ART CLASS SUPPLIES	07/08/2020	227879	59.94
AMAZON BUSINESS	0002100068	1NKH-1NL7-D4N3	20200709B	PENTEL PENCILS	07/08/2020	227879	19.38
AMAZON BUSINESS			6,647.18				
AMEREN CILCO		202006171028	20200624B	ACCT 5294731028	06/17/2020	227880	245.81
AMEREN CILCO		202007064007	20200708B	Acct 6345014007	07/06/2020	227880	70.54
AMEREN CILCO		202007066012	20200708B	Acct 2211156012	07/06/2020	227880	98.81
AMEREN CILCO		202007071001	20200710M	Acct 9467381001	07/07/2020	227880	575.79
AMEREN CILCO			990.95				
ANDERSON LOCK	0002000622	1041640	20200615B	MASTER KEYS - QUOTE 356913	06/11/2020	227881	68.50

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ANDERSON LOCK	0002100006	1043282	20200708B	BLACK COMBO PADLOCKS	07/06/2020	227881	277.50
ANDERSON LOCK			346.00				
ASSOCIATED		2018-285	20200702B	APPRAISAL FEE	12/27/2018	227882	7,500.00
ASSOCIATED PROPERTY			7,500.00				
B & H PHOTO	0002100039	173819808	20200710M	ART CLASS SUPPLIES	06/25/2020	227883	3,192.30
B & H PHOTO			3,192.30				
BEDFORD, FREEMAN	0002100007	34784551	20200629B	ENGLISH CLASS BOOKS	06/24/2020	227884	882.10
BEDFORD, FREEMAN	0002100049	35065672	20200708KL	APS HONORS AP TEXTBOOKS	07/13/2020	227884	9,374.45
BEDFORD, FREEMAN &			10,256.55				
BLICK ART	0002100040	4018890	20200701B	ART CLASS SUPPLIES	07/29/2020	227885	1,695.72
BLICK ART	0002100040	4053797	20200709B	ART CLASS SUPPLIES	07/02/2020	227885	30.780
BLICK ART MATERIALS			1,726.42				
BRADFIELD'S, INC.	0002000598	541809	20200709B	SMART BOARDS	07/07/2020	227886	2,534.00
BRADFIELD'S, INC.			2,534.00				
BRADFORD, ANNE		070720	20200710M	Communication Consulting 06.04.2020 -	07/07/2020	9000000535	675.00
BRADFORD, ANNE			675.00				
BRECKLINS BP		06302020brecklin	20200708B	FUEL JUNE 2020	06/30/2020	227887	811.42
BRECKLINS BP			811.42				
BUSHUE		WASHINGTON 308-	20200702B	BACK GROUND CHECKS	06/30/2020	227888	682.00
BUSHUE BACKGROUND			682.00				
CALLENDER & CO		31279	20200710M	CUSTOMER ID WA990205092614	07/01/2020	227982	4,655.00
CALLENDER & CO			4,655.00				

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CARLS PRO BAND INC		197	20200708B	WCHS308	07/01/2020	227889	3,180.38
CARLS PRO BAND INC			3,180.38				
CENGAGE LEARNING	0002100005	70784047	20200708KL	CLASS MATERIALS	07/13/2020	227890	8,535.00
CENGAGE LEARNING INC			8,535.00				
CENTRAL IL		M02134311	20200610B	ACCT WASHSC	06/29/2020	227891	102.00
CENTRAL IL		M02134867	20200615B	ACCT WASHSC	06/15/2020	227891	379.95
CENTRAL IL		M02134882	20200610B	ACCT WASHSC	06/08/2020	227891	67.50
CENTRAL IL		M02134915	20200610B	ACCT WASHSC	06/09/2020	227891	104.70
CENTRAL IL		M02135052	20200610B	ACCT WASHSC	06/09/2020	227891	73.50
CENTRAL IL		M02136052	20200615B	ACCT WASHSC	06/15/2020	227891	66.4531
CENTRAL IL		MO2136511	20200625B	ACCT WASHSC	06/22/2020	227891	336.50
CENTRAL IL		MO2137503	20200625B	ACCT WASHSC	06/24/2020	227891	122.50
CENTRAL IL PRODUCE			1,253.10				
CENTRAL ILLINOIS		C20249	20200625B	PROJECT NO 30215	03/25/2020	227892	5,783.71
CENTRAL ILLINOIS			5,783.71				
CHILDRENS HOME		INV1005540	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005541	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40
CHILDRENS HOME		INV1005574	20200624B	MAY -KEIFER SCHOOL C-00061	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005575	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40
CHILDRENS HOME		INV1005586	20200610B	WCHS School - MAY 2020	06/02/2020	227893	3,265.00

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CHILDRENS HOME		INV1005587	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,632.50
CHILDRENS HOME		INV1005602	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005603	20200624B	KEIFER SCHOOL C-00061	06/02/2020	227893	798.40
CHILDRENS HOME		INV1005620	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005621	20200610B	WCHS School - MAY 2020	06/02/2020	227893	319.36
CHILDRENS HOME		INV1005624	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005625	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40
CHILDRENS HOME		INV1005674	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005675	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40 ₃₂
CHILDRENS HOME		INV1005716	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005717	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40
CHILDRENS HOME		INV1005742	20200610B	WCHS School - MAY 2020	06/02/2020	227893	1,596.80
CHILDRENS HOME		INV1005743	20200610B	WCHS School - MAY 2020	06/02/2020	227893	798.40
CHILDRENS HOME			23,580.06				
CITY OF		202006269700	20200708B	ACCT 0410009700-00	06/26/2020	227894	482.13
CITY OF		202006269725	20200708B	ACCT 0410009725-00	06/26/2020	227894	601.50
CITY OF		202006269740	20200708B	ACCT 0410009740-00	06/26/2020	227894	13.84
CITY OF		202006269760	20200708B	ACCT 0410009760-00	06/26/2020	227894	15.23
CITY OF		202006269790	20200708B	ACCT 0410009790-00	06/26/2020	227894	35.17

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CITY OF		202006269850	20200708B	ACCT 0410009850-00	06/26/2020	227894	44.72
CITY OF WASHINGTON			1,192.59				
COLLEGE BOARD		EP96631324	20200616B	ORDER NUMBER 130271061	06/10/2020	227895	38,315.00
COLLEGE BOARD			38,315.00				
COURIER		3958	20200625B	WCHS308	06/17/2020	227896	22.12
COURIER PUBLICATIONS			22.12				
D & S MARKETING	0002100001	A93545	20200708KL	AP CALCULUS TEST MATERIAL	07/13/2020	227897	979.72
D & S MARKETING SYSTEM			979.72				
DE LAGE LANDEN FIN		68580329	20200708B	CONTRACT # 100-10150150	06/30/2020	227898	2,393.00
DE LAGE LANDEN FIN SERV			2,393.00				
DELL MARKETING LP	0002100016	10402015388	20200701B	DISPLAY FOR BUSINESS	06/23/2020	227899	2,331.45 ³³
DELL MARKETING LP			2,331.45				
DISSINGER REED LLD		20200623	20200625B	CASTASTROPHIC INS. PER ROCKY'S	06/23/2020	227900	1,957.00
DISSINGER REED LLD			1,957.00				
DISTRICT 51		20200629isc	20200629B	LIFE SKILLS CLASS	06/29/2020	227901	7,718.50
DISTRICT 51			7,718.50				
Doorway to College		8379	20200708KL	Seminar: Zapping the SAT - 51 students	07/13/2020	227902	1,500.00
Doorway to College			1,500.00				
Dunnan, James W		July20 Ins	20200706M	Reimburse for July 2020 Insurance	06/25/2020	9000000536	684.28
Dunnan, James W			684.28				
EICHENAUER		0077174	20200610B	HANPION DISHWASHER	06/09/2020	227903	377.44
EICHENAUER SERVICES INC			377.44				
FARNSWORTH		217392	20200702B	PROJECT 0200507.00 PROF. SERV.	06/24/2020	227904	1,743.48

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FARNSWORTH		217397	20200702B	PROJECT 0200507.00 PROF. SERV.	06/24/2020	227905	6,050.50
FARNSWORTH GROUP			7,793.98				
FIVE STAR WATER		20200625	20200702B	BOTTLED WATER IN	06/25/2020	227906	20.45
FIVE STAR WATER			20.45				
FLUENCY MATTERS	0002100033	91542	20200629B	NOVELS FOR CLASS MATERIALS	06/22/2020	227907	1,783.00
FLUENCY MATTERS			1,783.00				
FOCUSED FITNESS	0002100031	19044	20200624B	WELNET RENEWAL	06/23/2020	227908	129.00
FOCUSED FITNESS			129.00				
FRONTIER		20200619-3167	20200629B	Acct 3094443167-00165-5	06/19/2020	227909	998.13
FRONTIER		202007015031	20200708B	ACCT 30944450310801115	07/01/2020	227909	53.50
FRONTIER			1,051.63				
GABBERTS CLEANING		7133	20200629B	MONTHLY JANITORIAL SERV.	06/15/2020	227910	12,000.00
GABBERTS CLEANING			12,000.00				
GOODHEART-	0002100024	01733598	20200625B	CLASS WORKBOOKS	06/22/2020	227911	2,035.88
GOODHEART-WILLCOX CO			2,035.88				
GORDON FOOD		831318734	20200615B	Food supplies	06/10/2020	227912	301.26
GORDON FOOD		831319543	20200624B	ACCT 100071317	06/23/2020	227912	28.00
GORDON FOOD SERVICE			329.26				
GRAYBAR		9316265794	20200610B	ACCT 000128182	06/09/2020	227913	572.15
GRAYBAR		9316572223	20200708B	ACCT 128182	06/29/2020	227913	239.07
GRAYBAR		9316617590	20200708B	ACCT 128182	07/01/2020	227913	99.45
GRAYBAR			910.67				

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GREAT AMERICA		27311454	20200702B	Acct# 014-1372701-000	06/25/2020	227914	214.00
GREAT AMERICA FINANCIAL			214.00				
HEART		35009	20200629B	ACCOUNT WAS308	06/15/2020	227915	115.00
HEART TECHNOLOGIES INC			115.00				
HEARTLAND		8852	20200629B	WCHS 308	06/16/2020	227916	331.00
HEARTLAND IRRIGATION			331.00				
HENRICKSEN & CO	0002100028	20060668-001DE	20200624B	COVID WAITING ROOM FURNITURE	06/22/2020	227917	2,191.24
HENRICKSEN & CO INC			2,191.24				
HOFFMAN, DANIEL R,		112205	20200709B	ACCT 50275 DRIVER PHYSICAL	06/03/2020	227918	95.00
HOFFMAN, DANIEL R,		112314	20200709B	ACCT 50275 DRIVER PHYSICAL-	06/09/2020	227918	95.00
HOFFMAN, DANIEL R,		112339	20200709B	ACCT 50275 DRIVER PHYSICAL-	06/10/2020	227918	95.00 ³⁵
HOFFMAN, DANIEL R, MD			285.00				
IASA		20200630KF	20200709B	IASA ACTIVE MEMBERSHIP DUES	06/30/2020	227919	1,241.54
IASA			1,241.54				
ID ZONE SOUTH	0002100008	INV6431518	20200709B	ID MACHINE SUPPLIES	07/08/2020	227920	573.50
ID ZONE SOUTH			573.50				
ILLINOIS TOLLWAY		G127000004524	20200610B	I-PASS ACCT TOLL FEES	04/20/2020	227921	32.30
ILLINOIS TOLLWAY			32.30				
INTEGRATED		0707810	20200610B	WASHINGTON	06/01/2020	227922	288.00
INTEGRATED		0708414	20200710M	WASHINGTON	07/01/2020	227922	288.00
INTEGRATED SYSTEMS			576.00				

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INTRADO		118548	20200709B	SCHOOL MESSENGER ESSENTIALS	06/08/2020	227923	2,157.12
INTRADO INTERACTIVE			2,157.12				
JOANS TROPHY &		120-1795	20200710M	AWARDS	07/09/2020	227924	60.00
JOANS TROPHY & PLAQUE			60.00				
Johnson, McKenzie		D308-070920	20200710M	ESY-Speech Therapy Service	07/09/2020	227925	150.00
Johnson, McKenzie			150.00				
K COM		46281	20200709B	ANNUAL FIRE ALARM INSPECTION	07/09/2020	227926	1,775.32
K COM TECHNOLOGIES, INC.			1,775.32				
KENDALL HUNT	0002100002	12344979	20200701B	TEXTBOOKS FOR CO-OP	06/26/2020	227927	750.08
KENDALL HUNT PUBLISHING			750.08				
KIDDER MUSIC		1000251430	20200708B	ACCT WASH1	06/30/2020	227928	139.05
KIDDER MUSIC		1000251432	20200708B	ACCT WASH1	06/30/2020	227928	110.00
KIDDER MUSIC SERVICE			249.05				
KIMPLING ACE		190462	20200616B	Account 19012	06/05/2020	227929	8.82
KIMPLING ACE		190557	20200625B	ACCT 19012	06/10/2020	227929	3.18
KIMPLING ACE HARDWARE			12.00				
Koch, Stephanie		SS Rfd 2020	20200706M	Summer Schl Rfnd	07/06/2020	227930	60.00
Koch, Stephanie			60.00				
LIBERTY TERMITE&		173384	20200629B	Acct 8951	06/26/2020	227931	105.00
LIBERTY TERMITE&			105.00				
MENARDS -		26457	20200616B	Acct 32370301	06/10/2020	227932	112.25
MENARDS -		26545	20200616B	Acct 32370301	06/11/2020	227932	38.87

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MENARDS -		26554	20200625B	TECHNOLOGY SUPPLIES	03/11/2020	227932	116.93
MENARDS -		26637	20200603B	ACCT 32370301	06/12/2020	227932	3.15
MENARDS -		26776	20200625B	ACCT 32370301	06/15/2020	227932	47.95
MENARDS -		26878	20200625B	ACCT 32370301	06/16/2020	227932	267.92
MENARDS -		26980	20200625B	ACCOUNT 32370301	06/18/2020	227932	49.41
MENARDS -		26994	20200625B	ACCOUNT 32370301	06/18/2020	227932	10.94
MENARDS -		27267	20200625B	ACCT 32370301	06/22/2020	227932	10.98
MENARDS -		27270	20200625B	ACCT 32370301	06/22/2020	227932	110.43
MENARDS -		27330	20200625B	TECHNOLOGY SUPPLIES	06/23/2020	227932	196.1437
MENARDS -		27405	20200629B	ACCT 32370301	06/24/2020	227932	14.69
MENARDS -		27409	20200629B	ACCT 32370301	06/24/2020	227932	112.01
MENARDS -		27482	20200709B	ACCT 32370301	06/25/2020	227932	83.86
MENARDS -		27755	20200702B	acct 3237030	06/29/2020	227932	18.97
MENARDS -		28270	20200709B	acct 3237030	07/07/2020	227932	31.20
MENARDS -		28353	20200710M	ACCT 32370301	07/08/2020	227932	46.79
MENARDS -		28358	20200710M	ACCT 32370301	07/08/2020	227932	205.95
MENARDS - WASHINGTON			1,478.44				
MIDLAND PAPER		IN01351755	20200625B	COOP COPY PAPER	06/15/2020	227933	7,804.80
MIDLAND PAPER			7,804.80				

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MIDWEST		20200630 2019-01	20200702b	SERVICE ORDER # 2019-01	06/30/2020	227934	3,600.00
MIDWEST ENGINEERING			3,600.00				
MIDWEST TRANSIT		R351004748:01	20200629B	ACCT WCHS308	08/20/2019	227935	67.20
MIDWEST TRANSIT		V101011148	20200616B	2017 CHEVROLET STARCRAFT 14	05/01/2020	227935	8,165.00
MIDWEST TRANSIT EQUIP			8,232.20				
MILLER HALL &		202006111080M	20200615B	ACCT 1080-0001M	06/11/2020	227936	784.00
MILLER HALL & TRIGGS			784.00				
MOMENTS WITH		15771	20200702B	WCHS308	07/23/2020	227937	1,125.70
MOMENTS WITH CLASS			1,125.70				
MORTON	0002100022	248016301702000577842	20200708B	OSBRAKE	07/18/2020	227938	465.68
MORTON	0002100050	244921501767158155556	20200708B	ALUMILITE - ART CLASS SUPPLIES	06/24/2020	227938	623.0038
MORTON	0002100056	244921501758524103850	20200708B	ASCA CONFERENCE	06/23/2020	227938	179.00
MORTON	0002100057	244921501537134837712	20200708B	SKYWARD	06/01/2020	227938	15.00
MORTON	0002100058	244365401570110719312	20200708B	EDGENUITY	06/04/2020	227938	200.00
MORTON	0002100059	244365401570110719312	20200708B	EDGENUITY	06/04/2020	227938	500.00
MORTON	0002100060	245404501702981318390	20200708B	ILLINOIS SECRETARY OF STATE	06/17/2020	227938	11.00
MORTON	0002100061	246921601621003026719	20200708B	DETRAPEL	06/11/2020	227938	69.99
MORTON	0002100062	244939801610268510595	20200708B	FARM AND FLEET	06/08/2020	227938	110.10
MORTON COMMUNITY BANK			2,173.77				
MTCO		11327844	20200708B	ACCOUNT 00043626-6	07/01/2020	227939	2,229.60
MTCO			2,229.60				

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
MUSSELMAN, DC,		1557	20200702B	BUS DRIVER PHYSICAL -	06/19/2020	227940	100.00
MUSSELMAN, DC, CARRIE			100.00				
Nelson, Curtis E		CDL Renewal 2020	20200708KL	CDL Renewal	07/13/2020	9000000537	65.00
Nelson, Curtis E			65.00				
NEXT ERA ENERGY		7711401061989	20200629B	ACCT 8100062051	06/05/2020	227941	7,723.19
NEXT ERA ENERGY			7,723.19				
PEORIA COUNTY		20200811HK	20200629B	IN HOSPITAL TUTORING MAY 2020	05/11/2020	227942	420.00
PEORIA COUNTY REGIONAL			420.00				
PITNEY BOWES		20200725pp	20200709b	Refill on Account #8000-9000-1156-5359	07/09/2020	227943	500.00
PITNEY BOWES		20200625STATEMENT	20200709B	METER POSTAGE OVERAGE FEE	06/25/2020	227944	5.00
PITNEY BOWES PURCHASE			505.00				
PRESIDIO	0002100014	6011920000853	20200624B	CISCO LICENSE RENEWAL	06/19/2020	227945	7,912.18
PRESIDIO NETWORKED			7,912.18				
REGIONAL OFFICE OF		212-20	20200610B	ZOOM REFRESHER - 8 PERSONS	06/04/2020	227946	90.00
REGIONAL OFFICE OF ED			90.00				
ROCKFORD PUBLIC		005963	20200610B	Customer #AR000016	06/01/2020	227947	461.58
ROCKFORD PUBLIC			461.58				
SANTANDER LEASING		2486376	20200616B	2019 SCHOOL BUSES	05/21/2020	227948	115,797.00
SANTANDER LEASING		2502595	20200709B	2018 SCHOOL BUSES IC/CE 77 PASS	07/06/2020	227949	21,892.00
SANTANDER LEASING LLC			137,689.00				
SCHOOL HEALTH	0002100010	3783865-00	20200629B	NURSE SUPPLIES	06/22/2020	227950	577.40
SCHOOL HEALTH			577.40				

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
SCREENCASTIFY, LLC	0002100042	SC-238447	20200625B	ANNUAL SCHOOL LICENSE	06/24/2020	227951	750.00
SCREENCASTIFY, LLC			750.00				
SELECTIVE		20200630-2345576	20200708B	PROPERTY AND CASUALTY	06/30/2020	227952	34,363.00
SELECTIVE INSURANCE			34,363.00				
SITEONE LANDSCAPE		100880972-001	20200624B	BASEBALL COMPRESSION	06/22/2020	227953	13.18
SITEONE LANDSCAPE			13.18				
SITSPOTS	0002100023	906316	20200625B	CLASS MATERIALS	06/19/2020	227954	118.77
SITSPOTS			118.77				
SKYWARD INC		0000203102	20200616B	SOFTWARE LICENSE	07/01/2020	227955	9,350.00
SKYWARD INC		0000204033	20200616B	MAINTENANCE RENEWAL 7-01-2020	07/01/2020	227955	10,256.40
SKYWARD INC		0000205061	20200616B	MAINTENANCE RENEWAL 7-01-2020	06/01/2020	227955	119.0040
SKYWARD INC			19,725.40				
SOUTH SIDE		S100629994.001	20200708B	ACCT 14776	07/30/2020	227956	266.14
SOUTH SIDE CONTROL			266.14				
Stout, Rosa Z		Reimburse	20200706M	Employment Physical	07/06/2020	227957	30.00
Stout, Rosa Z			30.00				
TAPS		20200608	20200616B	DECEASED MEMORIAL	06/08/2020	227958	25.00
TAPS			25.00				
TEACHER'S	0002100027	156810	20200708KL	CLASS MATERIALS	07/13/2020	227959	1,437.98
TEACHER'S DISCOVERY			1,437.98				
THE CERAMIC SHOP	0002100032	226126	20200629B	440PUGMILL	06/23/2020	227960	3,073.00
THE CERAMIC SHOP			3,073.00				

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
THE HOME DEPOT		554157008	20200610B	ACCT 508233	06/03/2020	227961	323.88
THE HOME DEPOT		555162304	20200709B	ACCT 508233	06/09/2020	227961	112.08
THE HOME DEPOT		556936920	20200629B	ACCT 508233	06/18/2020	227961	94.96
THE HOME DEPOT		557178431	20200629B	ACCT 508233	06/19/2020	227961	153.76
THE HOME DEPOT		559414644	20200708B	ACCT 508233	07/02/2020	227961	319.37
THE HOME DEPOT PRO DBA			1,004.05				
THE MUSIC SHOPPE		2919116	20200708B	WOODEN BASSOON	07/01/2020	227962	114.90
THE MUSIC SHOPPE		2919125	20200708B	INTERMEDIATE OBOE	07/01/2020	227962	81.00
THE MUSIC SHOPPE		2920175	20200708B	CONTEST SCORES	06/03/2020	227962	163.50
THE MUSIC SHOPPE		2923748	20200708B	REPAIRS - INSTRUMENT	07/01/2020	227962	115.04
THE MUSIC SHOPPE		2923751	20200708B	TENOR SAX W/HIGH F#	07/01/2020	227962	92.30
THE MUSIC SHOPPE		2923914	20200708B	TENOR SAX W/HIGH F#	07/01/2020	227962	99.06
THE MUSIC SHOPPE		2923919	20200708B	REPAIRS - INSTRUMENT	07/01/2020	227962	86.00
THE MUSIC SHOPPE		2923920	20200708B	TENOR SAXOPHONE	07/01/2020	227962	86.00
THE MUSIC SHOPPE		2924124	20200708B	BARI SAXOPHONE	07/01/2020	227962	96.00
THE MUSIC SHOPPE		2924126	20200708B	TENOR SAXOPHONE	07/01/2020	227962	95.50
THE MUSIC SHOPPE		2924159	20200708B	BARI SAXOPHONE	07/01/2020	227962	96.00
THE MUSIC SHOPPE		2924160	20200708B	TENOR SAXOPHONE	07/01/2020	227962	129.42
THE MUSIC SHOPPE		2924218	20200708B	BARI SAXOPHONE	07/01/2020	227962	96.00

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
THE MUSIC SHOPPE		2924221	20200708B	BARI SAX	07/01/2020	227962	116.32
THE MUSIC SHOPPE		2924335	20200708B	BARI SAX	07/01/2020	227962	181.92
THE MUSIC SHOPPE		2924424	20200708B	PICCOLO	07/01/2020	227962	75.84
THE MUSIC SHOPPE		2924427	20200708B	PICCOLO	07/01/2020	227962	93.90
THE MUSIC SHOPPE		2924430	20200708B	PICCOLO	07/01/2020	227962	87.30
THE MUSIC SHOPPE		2924434	20200708B	REPAIRS - INSTRUMENT	07/01/2020	227962	66.00
THE MUSIC SHOPPE		2924455	20200708B	PICCOLO	07/01/2020	227962	100.00
THE MUSIC SHOPPE		2924483	20200708B	REPAIRS - INSTRUMENT	07/01/2020	227962	66.00
THE MUSIC SHOPPE		2924646	20200708B	REPAIRS - INSTRUMENT	07/01/2020	227962	171.96 ₄₂
THE MUSIC SHOPPE			2,309.96				
THE PIPCO	c20249		20200624B	PROJECT NO 30215	06/24/2020	227963	63,124.15
THE PIPCO COMPANIES LTD			63,124.15				
THE SHERWIN-		5897-2	20200709B	MAINTENANCE SUPPLIES	07/08/2020	227964	122.90
THE SHERWIN-		6907-4	20200610B	MAINTENANCE SUPPLIES	06/05/2020	227964	125.52
THE SHERWIN-		7365-4	20200624B	ACCT 190334060	06/22/2020	227964	75.50
THE SHERWIN-WILLIAMS CO			323.92				
THRESHOLDS HIGH		TR20-02-11BR	20200702B	AUGUST 2019 -	06/30/2020	227965	54.00
THRESHOLDS HIGH		TR20-11-13	20200610B	May 2020-	05/31/2020	227965	3,892.40
THRESHOLDS HIGH SCHOOL			3,946.40				

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
TIMBERLINE BILLING		19440	20200615B	MEDICAID CHECK FOR MAY 2020	06/13/2020	227966	1.57	
TIMBERLINE BILLING SERV								1.57
TOUCH TONE		924778	20200708B	ACCT 1100005309	07/01/2020	227967	62.74	
TOUCH TONE								62.74
TRANSFINDER		40420	20200610B	annual technical support & upgrade	04/17/2020	227968	1,000.00	
TRANSFINDER								1,000.00
TRUGREEN		122812045	20200624B	ACCT 7003312417	06/30/2020	227969	125.00	
TRUGREEN		122882445	20200624B	ACCT 7003312417	06/30/2020	227969	312.00	
TRUGREEN		122882618	20200624B	ACCT 7003312417	06/30/2020	227969	385.00	
TRUGREEN		122882974	20200624B	ACCT 7003312417	06/30/2020	227969	200.00	
TRUGREEN		122883304	20200624B	ACCT 7003312417	06/30/2020	227969	225.00	
TRUGREEN COMMERCIAL								1,247.00
TURNITIN LLC	0002100011	IN11196882	20200701B	RENEWAL FOR TURNITIN	06/25/2020	227970	5,632.50	
TURNITIN LLC								5,632.50
UFTRING CHEV-		CTCS692596	20200708B	ACCT 6137	06/09/2020	227971	195.95	
UFTRING CHEV-		CTCS692597	20200708B	ACCT 6137	06/09/2020	227971	195.95	
UFTRING CHEV-		CTCS692599	20200708B	ACCT 6137	06/09/2020	227971	195.95	
UFTRING CHEV-		CTCS693213	20200708B	ACCT 1122128	06/26/2020	227971	65.00	
UFTRING CHEV-		W96656	20200709B	ACCT 122006137	06/16/2020	227971	1,340.75	
UFTRING CHEV-OLDS-SAAB								1,993.60

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
UNITED ART AND	0002100043	6598950	20200701B	ART CLASS SUPPLIES	06/26/2020	227972	236.20
UNITED ART AND			236.20				
UNLAND & COMP INC		2191	20200624B	WASHCHS-01	06/16/2020	227973	11,331.00
UNLAND & COMP INC JAMES			11,331.00				
UPS		H5465276134	20200709B	SHIPPING	06/27/2020	227974	30.36
UPS			30.36				
USPS		BulkMail0720	20200710M	Annual bulk mailing permit fee	07/10/2020	227975	500.00
USPS			500.00				
VERIZON WIRELESS		9856928680	20200629B	Acct 780318592-0001	06/18/2020	227976	753.12
VERIZON WIRELESS			753.12				
VIRCO INC	0002100017	1531839	20200625B	CLASSROOM FURNITURE	06/19/2020	227977	3,594.88
VIRCO INC	0002100018	1531838	20200625B	CLASSROOM FURNITURE	06/19/2020	227977	12,650.84
VIRCO INC			16,245.72				
VITAL SIGNS		58381	20200624B	SIGN -	06/18/2020	227978	24.00
VITAL SIGNS			24.00				
WASHINGTON		1254	20200710M	2020 3rd Quarter Dues - Dr. Kyle	07/09/2020	227979	48.00
WASHINGTON		1278	20200710M	2020 3rd Quarter Dues - Dr. Joe Sander	07/09/2020	227979	48.00
WASHINGTON ROTARY			96.00				
WASTE		3069807-2070-1	20200708B	ACCT 20-59268-33005	06/30/2020	227980	311.25
WASTE		3069807-2070-1	20200708B	ACCT 20-59268-33005	06/30/2020	227980	-311.25
WASTE		3069807-2070-1	20200710M	ACCT 20-59268-33005	06/30/2020	227983	311.28
WASTE MANAGEMENT			311.28				

Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
YODER OIL CO		245525	20200708B	WCHS 308	06/26/2020	227981	592.75
YODER OIL CO			592.75				
Total Number of Batch Invoices:			0				\$0.00
Total Number of Open Invoices:			0				\$0.00
Total Number of History Invoices:			246				\$576,868.48
Total Number of Update in Progress Batch Invoices:			0				\$0.00
Total Number of Update in Progress Batch Reversal Invoices:			0				\$0.00
Total Number of Reversal History Invoices:			0				\$0.00
Total Number of Deleted History Invoices:			0				\$0.00
Total Number of Batch Reversal Invoices:			0				\$0.00
Total Invoices:			246				576,868.48

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8.0. ACTION ITEMS

8.1. Personnel

8.1.1. Certified Employment

8.1.1.a. Approve Employment of Margaret Bagley, School Social Worker

Recommendation:

That the WCHS Board of Education approve the employment of Margaret Bagley, School Social Worker, for the 2020-2021 school year at the rate presented in the Recommendation for Employment.

Suggested Motion:

Move to approve the recommendation for employment of Margaret Bagley, School Social Worker, as presented.

8.0. ACTION ITEMS

8.1. Personnel

8.1.2 Non-Certified Employment

8.1.2.a. Approve Employment of Mi'chal Backes, Food Service Worker

Recommendation:

That the WCHS Board of Education approve the employment of Mi'chal Backes, Food Service Worker, for the 2020-2021 school year at the rate presented in the Recommendation for Employment.

Suggested Motion:

Move to approve the recommendation for employment of Mi'chal Backes, Food Service Worker, for the 2020-2021 school year at the rate presented.

8.0. ACTION ITEMS

8.1. Personnel

8.1.3. Extra-Curricular Employment

8.13.a. Approve Employment of Jessica Schricker, Assistant Girls Basketball Coach

Recommendation:

That the WCHS Board of Education approve the employment of Jessica Schricker, Assistant Girls Basketball Coach for the 2020-2021 school year at the rate presented in the Recommendation for Employment.

Suggested Motion:

Move to approve the recommendation for employment of Jessica Schricker, Assistant Girls Basketball Coach, as presented.

8.1.3.b. Approve Employment of Lisa Fuller, Assistant Volleyball Coach

Recommendation:

That the WCHS Board of Education approve the employment of Lisa Fuller, Assistant Volleyball Coach for the 2020-2021 school year at the rate presented in the Recommendation for Employment.

Suggested Motion:

Move to approve the recommendation for employment of Lisa Fuller, Assistant Volleyball Coach, as presented.

8.1.3.c. Approve Employment of Baylie Little, Assistant Volleyball Coach

Recommendation:

That the WCHS Board of Education approve the employment of Baylie Little, Assistant Volleyball Coach for the 2020-2021 school year at the rate presented in the Recommendation for Employment.

Suggested Motion:

Move to approve the recommendation for employment of Baylie Little, Assistant Volleyball Coach, as presented.

8. ACTION ITEMS

8.1. Personnel

8.1.4. Leave of Absence

8.1.4.a. Approve Leave of Absence Request – Kimberly Barth, PE/Health Teacher

Recommendation:

That the Board of Education approve Kimberly Barth's request for a leave of absence beginning August 17, 2020 through September 28, 2020 as presented in her letter.

Suggested Motion:

Move to approve the request for a leave of absence from Kimberly Barth as recommended.

Washington Community High School District #308

2020-2021 School Calendar

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						


March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

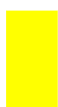
April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

 School Closed/ Holidays

 Evening parent/teacher conferences will be provided on October 22, 2020 and daytime parent/teacher conferences will be held on October 23, 2020.

 Remote and Blended Learning Planning Days No Student Attendance

 First and Last Day of School

 Emergency Days

 Institute Day

ACTION ITEMS

Approve the Amended 2020-2021 School Calendar

Recommendation:

That the WCHS Board of Education approve the amended school calendar for the 2020-2021 school year as presented.

Suggested Motion:

Motion to approve the amended school calendar for the 2020-2021 school year as recommended.

Multi-Tiered Systems of Support (MTSS) Coordinator

Qualifications:

- Certified Teacher
- Successful completion of training in the following areas including but not limited to:
 - Type B Diagnostic testing
 - Orton-Gillingham Reading Diagnostic
 - Instructional Coaching
 - IEP/504 Law
 - Behavior Threat Assessment
 - Trauma-Informed Schools

Reports to: Principal

Job Goal: To provide school-wide monitoring and identification of intervention and instructional supports for targeted students, specifically students identified as at-risk.

Performance Responsibilities:

1. Shall consult with classroom teachers, PAC teachers, math lab, and study lab supervisors to support identified at-risk students.
2. Shall collect and share student academic, behavioral, and social-emotional data with appropriate staff.
3. Shall consult and support classroom teachers in implementing appropriate research-based practices to meet the needs of at-risk students.
4. Shall observe at-risk students in classroom settings in order to assess student deficits.
5. Shall observe intervention classes to provide precise, real-time feedback and assist with implementation of evidence-based instructional practices. (co-teach, modeling)
6. Shall assist students and interventions in math lab, study lab, and PACs by modeling intervention strategies.

7. Shall administer academic testing (Woodcock-Johnson, C-Topp2, D-Ref executive skill assessment) as deemed appropriate.
8. Shall prepare student profile information and facilitate intervention and referral meetings with counselors and appropriate interventionists.
9. Prepare MTSS reports (academic history, progress monitoring) for 504 meetings and IEP referrals.
10. Shall consult with teachers and counselors on 504 Plans.
11. Shall attend 504 meetings as deemed appropriate.
12. Shall submit PSAT/SAT accommodations to College Board as specified on students' 504 Plans.
13. Shall stay current on tiered intervention and support services and instructional best practices through appropriate professional development opportunities.
14. Shall compile data to indicate trends related to intervention classes and programs.
15. Shall progress monitor students (grades, attendance, discipline, counseling, standardized testing, classroom assessments).
16. Shall collaborate with K-8 districts to identify at-risk students and to collect at-risk information on incoming students.
17. Shall compile at-risk information and distribute to appropriate intervention teachers and staff.
18. Shall assist PAC teachers with executive functioning assessments to identify student deficits and assist in developing an appropriate plan.
19. Shall supervise WCHS's peer tutoring program.

Terms of Employment: As per the Collective Bargaining Agreement with BOE

Evaluation: As per the Collective Bargaining Agreement

ACTION ITEMS

Approve Job Description for Multi-Tiered Systems of Support (MTSS) Coordinator

Recommendation:

That the WCHS Board of Education approve the job description for a Multi-Tiered Systems of Support (MTSS) Coordinator as presented.

Suggested Motion:

Move to approve the recommendation to approve the job description for Multi-Tiered Systems of Support (MTSS) Coordinator as presented.

PG 31/32 Sexual Harassment

...According to the Illinois Human Rights Act, sexual harassment is defined as the following: “Any unwanted or unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when such conduct has the purpose or effect of interfering with an individual’s work/school performance or creating an intimidating, hostile, or offensive working environment.” Students who engage in sexual harassment on or off campus, or at school sponsored activities will be subject to disciplinary actions. Violators will be subject to one or more of the following options: verbal warning/peer mediation, Saturday Detention/parent conference, CARE Program, suspension, expulsion, and/or referral to civil authorities. Students who believe they are victims of sexual harassment are encouraged to discuss the matter with their counselor, the nurse, a Dean of Students or the Director of Student Services.

ADD:

A student will not be punished for reporting sexual harassment or supplying information, even if the school’s investigation concludes that no sexual harassment occurred. However, knowingly making a false accusation or providing knowingly false information is prohibited and the individual will serve remedial actions. Additionally, purposely or intentionally falsifying reports and/or documents to harm or defame others is prohibited. Appropriate remedial actions will be assigned.

PG 33 Bullying

...This condition must consist of written verification, within two (2) weeks of the offense, of entry with a counseling program with a certified counselor. A minimum of four (4) counseling sessions to address aggression, bullying and anger management is required.

ADD:

Reprisal or retaliation against any person who reports an act of bullying is prohibited. A student’s act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school’s investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the school district policies on Harassment and Hazing.

PG 33/34 Parking

Parking on school grounds and **the designated area** of Five Points (**designated area**) is a privilege. **Students parking at Five Points, with appropriate WCHS parking tag, must park in the designated area only. All students parking on campus, or Five Points, are required**

to display a WCHS parking tag on their rearview mirror. ***A fee equal to the price of a new parking tag will be assessed for any lost parking tag.*** ~~A \$20 replacement fee will be charged for lost parking tags.~~ Students who fail to purchase a parking tag and are guilty of parking in any lot (including Five Points ~~designated parking area~~), will face immediate disciplinary action including a minimum of an opportunity hour up to assignment to the CARE Program and/or loss of parking privileges. Students, who continue to park, after being told not to do so, in either lot without a valid parking tag displayed, are subject to having their vehicle towed. It is the student's responsibility to notify the Deans' office of any changes in vehicle information.

PG 45 STUDENT RESPONSIBILITIES

1. Become informed of and adhere to reasonable rules and regulations established by the School Board and implemented by the Administration and teachers
2. Respect the rights and individuality of other students and school Administrators and teachers. ***Defamation of character is prohibited at WCHS.***
3. Refrain from libel, slanderous remarks and obscenity in verbal, nonverbal and written expression

PG 49 Breakfast/Lunch

BREAKFAST/LUNCHESES WCHS offers to all students breakfast daily in the cafeteria for ~~\$1.60.~~ ***\$1.70.*** Breakfast consists of bread or cereal or/and protein, Juice, Fruit and milk. Students must take 3 of the four offerings such as cereal or biscuit, egg and cheese or french toast strips or breakfast pizza and fruit, fruit juice and milk. Hot lunches are also available to students each day and are \$3.00.

PG 51

FINAL EXAMINATIONS With the exception of seniors, exams are required in all academic classes each semester. There will be no second semester exams for seniors. Students must take the exams on the assigned day. As a part of the Panther Pride Program, students may earn up to two exam waivers for ~~attendance and one exam waiver for grades-~~ **grades**. Any other exceptions must have Administrative approval.

PG 54/55

PANTHER PRIDE PROGRAM Semester Program-Criteria

1st Attendance Exam

~~Waiver 3 days EX absences (21 periods)~~

~~No opportunity hours~~

~~No Saturday detentions~~

~~No CARE Program~~

~~No suspensions~~

~~No activity code violations~~

2nd Attendance Exam Waiver

~~2 days EX absences (14 periods)~~

~~No opportunity hours~~

~~No Saturday detentions
No CARE Program No suspensions No activity code violations~~

Grade Exam Waiver 3.5 GPA

~~No opportunity hours
No Saturday detentions
NO CARE Program
No suspensions
No activity code violations~~

1st Exam Waiver

3.0 GPA

**No opportunity hours
No Saturday detentions
No CARE Program
No suspensions
No activity code violations
No unexcused absences**

2nd Exam Waiver

3.5 GPA

**No opportunity hours
No Saturday detentions
No CARE Program
No suspensions
No activity code violations
No unexcused absences**

*Students cannot waive the same core class both semesters. (Math, Science, English, Social Studies)

*Must have a "C-" or higher Class Average to use Exam Waivers

*Only students enrolled full time (at least 5 hours) qualify for the program

~~*Zero-hour classes are not included in the total count for period absences~~

*One unexcused absence per semester due to vehicle malfunction will not disqualify a student from the program

*Approved College Days are not included in the excused absence count (limit 3 for seniors, 2 for juniors)

*All excused absences due to medical reasons or absences due to court appearances require documentation. If this documentation is provided, consideration will be given on a case by case basis.

***When a student only has a single opportunity hour, consideration will be given on a case by case basis.**

WCHS Panther Pride Program Rewards Black Reward Card

If a student earns 3 final exam waivers:

3 min early release W/F from 7th hour

1 free homework pass Orange Reward Card

If a student earns 2 final exam waivers:

~~3 min early release Tues. from 7th hour~~
~~1 free homework pass~~

~~*Must have a "C" or higher Class Average to use Homework Pass~~

PG 15 VACATIONS, TRIPS, ETC.

Family vacations must be prearranged with the Deans' Office. Up to 5 school days will be excused when criteria is met. These 5 days count towards the 5 total allowed absences excused by parent permission. ~~These absences~~ **Any unexcused absence** will count towards the Panther Pride Card Incentive Program. The student's Dean must be notified in advance of such absences or the student will be considered truant.

ACTION ITEMS

Approve 2020-2021 WCHS Student Handbook Changes

Recommendation:

That the Board of Education approve the 2020-2021 WCHS Student Handbook changes as presented.

Suggested Motion:

Motion to approve the changes to the 2020-2021 WCHS Student Handbook as recommended.

ACTION ITEMS

Approve 2020-2021 WCHS Athletic Handbook Changes

Recommendation:

That the Board of Education approve the 2020-2021 WCHS Athletic Handbook changes as presented.

Suggested Motion:

Motion to approve the changes to the 2020-2021 WCHS Athletic Handbook as recommended.

Washington High School

Athletic Handbook

2020-2021

(Revised 06/1/2020)



PANTHERS

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Washington Athletic Handbook

Introduction to the Washington Athletic Handbook

It is the intent of this handbook to make available information regarding athletics at Washington to all athletes who participate in our program. We ask that you and your parents review the handbook carefully and keep it throughout your participation as a Panther Athlete.

When you are a part of an athletic team, you are a representative of Washington Community High School. You are expected to demonstrate appropriate behavior on and off the field or court. We need quality people and athletes to have a quality athletic program. Quality athletes display good sportsmanship at all times.

The staff and administration welcome you to the Washington Athletic Program. We desire to assist you in any way necessary. Good luck and enjoy your athletic participation in Washington's program.

Superintendent – Dr. Kyle Freeman	444-5501
Asst. Superintendent – Joe Sander	444-5502
Curriculum/Technology Dir. Holly Davis.....	444-3167
Principal – Karen Stevens	444-3167
Dean – Simon Merila.....	444-5522
Dean – Lindsay Winter.....	444-5521
Athletic Director – Herb Knoblauch.....	444-5533
Athletic Office Secretary – Sherry Thurston.....	444-5532

The WCHS Athletic Philosophy

An individual's total education extends beyond the classroom. The purpose of the Washington Community High School extra-curricular program is to provide each student with opportunities for emotional, cultural, mental, physical, and social growth by participating in student-selected activities. This growth can be accomplished through activities that support and advance the curriculum, promote responsibility and teamwork, develop a sense of ownership in the school, and reflect and enhance the goals of District 308. Such participation is a privilege that carries with it a responsibility to teammates, the school, and community.



Objectives and Principles of Participation

In order to be considered a worthwhile educational experience, extracurricular activities must possess and maintain specific objectives and expectations. All objectives and principles must maintain a focus on the welfare and educational development of the student-athlete. These objectives include, but are not limited to:

- Positive moral qualities
- Constructive social abilities
- Emotional maturity
- Physical fitness and skills
- Mental toughness

Participation in extra-curricular activities will provide student-athletes with the opportunity to:

- Develop physical skills and talents to their maximum potential
- Engage in competition, while promoting safety, health, and physical fitness
- Exemplify positive sportsmanship as a means for learning positive citizenship
- Learn to appropriately experience both accomplishment and failure in competition
- Understand that consequences follow the violation of a rule or policy
- Exercise self-discipline and self-sacrifice in order to achieve team goals
- Gain experience in problem-solving and decision-making

Learn to develop trust and accept responsibility that comes with earning the respect of others

Getting Started

1. Student-athletes must be **legal residents** (living full-time with parents or legal guardians) of the Washington Community High School District.
2. Student-athletes must be **academically eligible**. Each student-athlete must have passed a minimum of 2.5 class credits (normally 5 courses) the previous semester. **(Note: All incoming first semester freshmen are eligible.)** Each student-athlete must also be currently enrolled in and passing a minimum of 2.5 class credits.
3. Student-athletes must have a **current physical** on file in the Athletic Director's office. Each physical exam is valid for 13 months and therefore must be renewed annually. **(Note: Incoming freshmen do not need a separate athletic physical exam and can use the regular required school physical exam form if the physician has marked YES for interscholastic sports. However, the physical must have been taken before the student may participate in team tryouts/practices.)**
4. Each student-athlete and parent must read, comprehend and agree to abide by the "Code of Conduct" set forth in this handbook.
5. All parents will register their athlete for sports on-line at WCHS Athletic Website.
<https://il.8to18.com/washingtonhs/>

CODE OF CONDUCT FOR ALL PARTICIPANTS

All students who participate in extracurricular programs are expected to follow the Code of Conduct:

1. adhere to the school rules and regulations as established by the Board of Education
2. respect the rights of others
3. refrain from libel, slanderous remarks, and obscenity in verbal, nonverbal, and written expression
4. refrain from gross disobedience or misconduct as defined in the Student Handbook
5. obey city, state, and federal laws
6. demonstrate the qualities of scholarship, leadership, service, and character

The Board of Education believes that student leaders (athletes, officers, executive board members, and all members of performance groups) need to lead by example. Therefore, students who participate in leadership roles are expected to also be committed to personal growth which includes:

1. commitment that their academic work remains a number one priority
2. maintain academic standards as determined by the IHSA , i.e. passing five classes the previous semester and maintaining passing grades in at least five classes during the current semester, totaling 25 credit hours
3. commitment to a drug free community and school by remaining themselves drug and alcohol free (including use of tobacco products)
4. commitment to not display any flagrant disregard for school rules; local, state, or federal laws; or legal authorities
5. commitment to follow all additional rules set forth by the various activity programs and leadership positions

PASSED BY THE BOARD OF EDUCATION: May 14, 2012

EXTRACURRICULAR CONDUCT POLICY

STUDENT ORGANIZATION LEADERS, PERFORMANCE GROUPS, AND COMPETITION GROUPS

The Board of Education believes all student leaders are representatives of the school. Leaders of student

organizations and members of performance and competition groups include the following:

1. all Student Council Members
2. all Executive Board Members (Class Officers from all four classes and members)
3. performing groups: cheerleaders, Pantherettes, Marching Band, Musical and Fall Play
4. competition groups: athletic teams, Scholastic Bowl, Speech Team, Mathletes, Journalism and Bass Fishing team
5. any future performing or competitive groups

As representatives of the school, these student leaders must conduct themselves appropriately both while in school and out of school. To participate in these privileges, the Board of Education sets the following standards for said leaders in addition to the general Code of Conduct:

Holding a class or club office, being elected to serve as a student government representative (Student Council), parking pass or being a member of an athletic team, cheerleader or Pantherette, is a privilege and not a right. Students in such positions are expected to lead by example.

Therefore, they will:

1. follow the Code of Conduct set forth by the Board of Education for all activities (Policy 7:240).
2. follow the additional Conduct expectations as set forth by the Board of Education for student leaders
3. following the additional rules, regulations and/or by-laws of the IHSA or the specific organization's Constitution

Participation in these leadership roles or in the athletic programs is considered a privilege and not a right. Therefore, in addition to the above rules, participants must follow all other conduct rules as set forth below. It is to be understood that these rules and regulations are to supplement any existing Board of Education policies. These rules and regulations shall apply all year-round for the duration of the participant's high school career.

1. Smoking, Possession of or Use of Tobacco Products in ANY FORM
2. Drinking, Possession of, Being Under the Influence of Alcoholic Beverages
3. Use of, Possession of, Distribution of, or Under the Influence of Drugs, Look-Alike Drugs, or Other Controlled Substances or Possession of Drug Paraphernalia
4. Positive Drug Test result from the random drug testing
5. Misconduct not specifically set forth in the code can constitute a 1st Offense or a subsequent offense or serve as the basis for complete removal from the activity.

The following apply to 1. 2. 3. 4. and 5. above cumulatively.

1st Offense: suspension from participation in 1/3 of the scheduled contests, events, or meetings but may practice with the team. (See 8b.)

Holding a class or club office, being elected to serve as a student government representative (Student Council) and parking pass

- *Privileges will be revoked for the remainder of the quarter they tested positive and the following quarter*

2nd Offense: Dropped from all offices/activities/parking pass for one calendar year from the date of the last violation

3rd Offense: Dropped from all offices/activities/parking pass for scholastic career

6. Drug Testing Program

Extracurricular Drug and Alcohol Prevention Program the Washington Community High School Drug and Alcohol Prevention Program is maintained in order to foster the health, safety, and welfare of all its students. In addition, Washington Community High School may offer educational programs to students and families which may include student and parent assemblies, and clubs such as Snowball whose mission is to address substance abuse and promote healthy lifestyles. Washington Community High School counselors also serve as a resource to students and families through the suggestion of agencies that address substance abuse Testing Procedures.

1. Monthly, throughout the school year, the Building Principal or designee will randomly test ten to twelve extracurricular participants including parking permit holders for drug and alcohol testing. The random selection will be conducted by the testing agent.

2. All students will be offered a component of the program referred to as “Safe Harbor.” A student is eligible for Safe Harbor when he/she refers himself/herself for voluntary evaluation and treatment for alcohol or drug problems. Students are eligible for the Safe Harbor component once throughout their high school career. A student is not eligible for Safe Harbor after he/she has been informed of an impending drug/alcohol test or after having received a positive finding on a Washington drug/alcohol test or are in the school discipline process for drug/alcohol violations. A student may remain in Safe Harbor for 6 weeks. The student must be administered a drug/alcohol test at the end of the Safe Harbor component at the parent/guardian expense. The student will be placed back in the random pool for drug and alcohol testing upon completion of Safe Harbor. Students request for entry into Safe Harbor and placement into Safe Harbor will be kept confidential

3. A parent/guardian and their student who is involved in extra-curricular activities including parking permit holders must sign a consent form that allows drug and alcohol testing.

4. No student will be given advance notice or early warning of the testing.

5. If a student refuses to take a test when randomly selected or leaves school grounds after or

while being escorted to the testing site, the student shall be considered to received a “positive” result and the consequences of such will be invoked.

6. Drug and alcohol testing will be performed by urinalysis. Upon being selected for a urinalysis test, the student shall provide a sample of “fresh” urine according to the quality control standards and policy of the laboratory conducting the urinalysis.

7. A representative of the laboratory will accompany the student until he or she produces an adequate urine specimen. The representative will wait outside the restroom stall. If unable to produce a specimen, the student will be given fluid. If unable to produce a specimen within 2 hours, the student will be taken to the Building Principal’s office or designee and told he/she is ineligible for participation in any extracurricular activity. In addition, the parent(s)/guardian(s) will be contacted and informed the student is unable to produce a sample for the testing procedure and he/she must be tested at a later date in order to be eligible.

8. A student will be ineligible for all extracurricular activities for 1 calendar year if he or she tampers or cheats during the collection. This will be reported to the parent(s)/guardian(s).

9. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he/she left the collection site.

10. Each specimen is given to the laboratory for testing for alcohol, marijuana, amphetamines, cocaine, opiate, phencyclidine and synthetic drugs.

Test Results/Consequences

1. The Building Principal or designee will be notified of a student testing “positive” the Building Principal or designee will notify the student and his or her parent(s)/guardian(s). In addition, a medical review officer will contact the parents(s)/guardian(s) to discuss the findings and inquire about possible prescription(s) that may have led to a student testing positive.

2. The student or his or her parent(s)/guardian(s) may submit any documented prescription or explanation of a “positive” test result. In addition, the student or parent/guardian may request that the same urine specimen be tested again by our testing agent at the parent/guardian’s expense. Students will be suspended from all activities pending the re-test of the specimen.

3. If the test is verified “positive,” the Building Principal or designee will meet with the student and his or her parent(s)/guardian(s). The student and parent(s)/guardian(s) will be given the names of counseling and assistance agencies.

a. If a student refuses to take a test when randomly selected, the student shall be considered to have received a “positive” result and the consequences of such will be invoked.

b. If a first “positive” result is obtained during the student’s attendance at Washington Community High School, the student will have parking privileges revoked for the remainder

of the quarter they tested positive and the following quarter and they will be suspended from the activity, game, competition, event or club activity for one-third (1/3) of the season.

c. If a second “positive” result is obtained within one calendar year of the first, the student will have parking privileges revoked for the remainder of the school year and the student will be suspended from all activities, games, competitions, events or club activities for one calendar year from the date of the second infraction.

d. If a third positive result is obtained within one calendar year from the date of the second infraction, the participant shall not be allowed to participate in extracurricular activities including club membership for the remainder of his or her high school career and will have parking privileges revoked for one calendar year.

e. Students who test positive must be administered a drug/alcohol test at the parent/guardian expense prior to reinstatement of extracurricular activities. If a positive result occurs in season with less than one-third (1/3) of the regular season events, competitions, events or club activities remaining, the student will be suspended from all remaining regular and post season events. This suspension will then be carried over to the next activity in which he/she participates until the penalty has been satisfied. If the student is involved in more than one activity at the time of a positive result, the applicable suspension will apply to each activity.

Financial Responsibility

1. Under this policy, the School District will pay for all initial random drug tests.
2. A request for another test of a “positive” urine specimen is the financial responsibility of the student’s parent(s)/guardian(s).
3. Counseling and subsequent treatment by non-school agencies is the financial responsibility of the student’s parent(s)/guardian(s).

Confidentiality Information on a verified “positive” test result will be shared on a need-to know basis with the student’s coach or sponsor. Under this drug testing program, no staff, coach, or sponsor shall divulge any information to anyone about a particular student or disposition of the student involved, other than in response to a legal subpoena. Positive results will not be disclosed to law enforcement authorities. The results of “negative” tests will be kept confidential. Result sheets will be locked and secured in a location to which only the Building Principal or designee has access.

Other Rules

Apart from this drug-testing program, the Illinois High School Association as well as each activity’s coaching staff or sponsor may have their own rules and requirements. Coaches and sponsors have the necessary authority to enforce those rules. Any student participant who violates a team or activity rule or requirement is subject to the consequences as defined in those rules and requirements

7. Felony Convictions

Student participants who plead or who are proven guilty of committing a felony will be dropped from all activities and athletic participation for one calendar year from the date of conviction.

8. Serving Suspension for Athletes

- a. If a suspension is given when a student-athlete is out of season, the next sport season during which the athlete serves the suspension must be finished in good standing in order to have the suspension considered served. If the student-athlete does not finish the season in good standing, then the entire suspension will be served the next sports season the student-athlete is involved.
- b. In assessing the penalty of 1/3 of the scheduled contests, if the remaining contests do not permit the full penalty to be imposed in that season, the penalty will be carried over and applied to the participant's next activity. For example, the penalty is 6 contests/performances, but only 3 contests/performances remain, the remaining fraction of the penalty will be assessed in the next activity.
- c. Holding a class or club office, being elected to serve as a student government representative (Student Council) and parking pass.
 - Privileges will be revoked for the remainder of the quarter they tested positive and the following quarter

9. Dress

Proper dress and grooming for participation and travel during the season for athletics and activities shall be determined by the coach/sponsor of each activity, and he/she shall, after consultation with Athletic or Activity Director, convey his/her regulation to the team members. The expectations for dress in the student handbook will be a general guideline.

10. Language

Profanity and/or abusive language, obscene gestures, and/or other forms of inappropriate behavior by participants involved in any activity will not be tolerated. Coaches/Sponsors shall discipline violators.

11. Theft of School, Team, or Other Individual's Possessions

Proven theft by a participant of possessions of this school, other schools, and/or possessions of other individuals shall be grounds for dismissal from participation in all athletics/activities at WCHS. The Athletic/Activity Director shall discipline violators with input from the coach/sponsor.

12. Hours

Curfew times shall be established by the coach/sponsor in each activity and shall be conveyed, after consulting with the Athletic or Activity Director, to all participants. Coaches/Sponsors

shall discipline violators.

13. Honesty and Integrity

Honesty and Integrity among teammates and/or fellow students is a requirement. Cheating, lying, and deceitful practices shall not be tolerated. Coaches/Sponsors shall discipline violators.

14. Definitions

a. "Suspension from Participation"

Student participants shall not be dressed in the school uniform, or any parts thereof, at any interscholastic contest or event within the IHSA season start and season end dates. (Does not include any summer participation or activities) Practice is allowed.

b. "Dropped from All Activities"

Students "dropped" cease to be participants and shall not practice or in any way take part in activities for the year in which they are under "dropped" status. Participants on "dropped" status may return to participation the following year provided there has been no violation of these rules and regulations during the past year.

15. Evidence

- a. If a member of the administration receives information or reports from any credible source that a student has violated any of the rules and regulations of the extra-curricular code of conduct, he/she shall promptly investigate the charge. Examples of the sources of information could include a report from a faculty member, police reports, court dispositions, or any other information regarding misconduct.
- b. If there is sufficient evidence to believe a violation may have occurred, the administration shall:
 1. Interview the student notifying them of the charge and request a response.
 2. If the student denies the charge, give an explanation to the student of the evidence and facts leading to the charge; and
 3. Give the student an opportunity to respond or present an explanation of the event.

16. Due Process

A student will be advised of the charges against him/her and be given the opportunity to respond to the charges. The student and his/her parents will be advised by the administration of any disciplinary action taken as a result of the charges. The student or parents may appeal the disciplinary action by responding in writing to the Superintendent within three school days of receiving the notice of the disciplinary action. The

Superintendent will call a hearing of the appeal in a timely fashion following request of an appeal. A written ruling of the appeal will be completed by the Superintendent following the appeal hearing. Student participant will NOT participate/compete in contests during the appeal process.

17. Effective Date

The rules and regulations shall be effective July 1, 2012.

Proposed Procedure for Dealing with Parental Conferences with Athletic Coaches/Sponsors

Coaches/Sponsors, who have been asked to meet with parents, shall inform the Activities or Athletic Director of such requests. Likewise, the Activities or Athletic Director shall inform the coach involved if they receive such a request.

It is recommended, but not mandatory, that a coach's conference with parents regarding complaints be conducted with the Activities or Athletic Director present. The Activities or Athletic Director will serve as the facilitator and the moderator, and shall arrange such a conference.

If the parents remain unsatisfied at the conclusion of this conference, the parents may seek further intervention in a meeting with the Superintendent arranged by the Activities or Athletic Director. This meeting shall also include the coach and the Activities or Athletic Director with the Superintendent acting as the moderator.

The Activities and Athletic Department of WCHS encourages and supports contact and communication between coaches/sponsors, players, parents, and Administrators.

For calculation of Washington Community High School extra-curricular code policy violations, the following guidelines will be used to calculate the suspension of 1/3 scheduled contests for the 1st offense.

<i>Football</i>	<i>9 games</i>
<i>Golf</i>	<i>18 dates</i>
<i>Soccer</i>	<i>25 games</i>
<i>Tennis</i>	<i>20 dates</i>
<i>Cross Country</i>	<i>15 dates</i>
<i>Volleyball</i>	<i>35 games</i>
<i>Basketball</i>	<i>31 games</i>
<i>Wrestling</i>	<i>14 matches and 4 Tournaments</i> <i>(Tournament = 3 matches)</i>
<i>Track</i>	<i>18 dates (Ave. dates)</i>
<i>Swimming</i>	<i>14 meets</i>
<i>Baseball/Softball</i>	<i>35 games (Ave. dates)</i>
<i>Musical/Fall Play</i>	<i>3 performances/each</i>
<i>Pantherettes</i>	<i>15 performances</i>
<i>Cheerleaders (Fall)</i>	<i>9 games</i>
<i>Cheerleaders (Winter)</i>	<i>31 games</i>
<i>Competitive Cheerleading</i>	<i>6 competitions</i>
<i>Scholastic Bowl</i>	<i>27 dates</i>
<i>Speech Team</i>	<i>18 dates</i>
<i>Mathletes</i>	<i>8 dates</i>
<i>Marching Band</i>	<i>9 performances</i>
<i>Bass Fishing</i>	<i>2 dates</i>
<i>Journalism</i>	<i>2 dates</i>
<i>Lacrosse</i>	<i>19 games (Ave. dates)</i>

Holding a class or club office, being elected to serve as a student government representative (Student Council) and parking pass

- *Privileges will be revoked for the remainder of the quarter they tested positive and the following quarter*

Note: All calculations will be based on the number of contests actually scheduled the year of the infraction. The information provided above is for basic estimated information only.

Revised 7/15/19

School Day Attendance and Participation

If a student is too ill to come to school, then it's not appropriate for him/her to be here for practice or competition unless they are in school for **2 periods of the school day**. Please remember to communicate with your coach regarding all absences.

Sportsmanship Mission Statement

Good sportsmanship is the attitude and behavior that exemplifies positive support for the inter-scholastic programs of IHSA member schools, as well as for the individuals who participate in these programs. People involved in any facet of Washington's interscholastic programs are expected to demonstrate respect for others and display good sportsmanship. Emphasizing and improving the sportsmanship of our students, athletes, parents and staff is one of our highest priorities. Each coach, student and parent has a role and responsibility to model and teach good sportsmanship.

The IHSA has specific guidelines and by-laws for improving sportsmanship and dealing with violations. Please review carefully the following information.

Illinois High School Association Sportsmanship By-law 6.011

Any player ejected from a contest for unsportsmanlike conduct shall be ineligible for the next interscholastic contest at that level of competition, and all other interscholastic contests at any level in the interim, in addition to other penalties the IHSA or the school may assess.

Illinois High School Association Sportsmanship By-law 6.012

Any coach ejected from a contest for unsportsmanlike conduct shall be ineligible for the next interscholastic contest at that level of competition, and all other interscholastic contests at any level in the interim, in addition to other penalties the IHSA or the school may assess.

Illinois High School Association Sportsmanship By-law 2.042

IHSA member schools have the responsibility to maintain proper crowd control and enforce principles of good sportsmanship and ethics. Spectators may be asked to leave the premises for failure to comply with these stated guidelines. The IHSA Executive Director shall have the authority to investigate reported incidents of unsportsmanlike conduct.

Behavior Expectations for the Participant

Accept and understand the seriousness of your responsibility, and the privilege of representing the school and the community. Treat opponents the way you would like to be treated, as a guest or your friend. You should never direct remarks at opponents in a taunting manner.

Respect the integrity and judgment of game officials. Respect the job and position of the officials and respect them as people. Treating them with dignity and respect, even if you disagree with their judgment, is a fundamental behavior expectation.

Behavior Expectations of the Spectators

Remember that school athletics are learning experiences for students and the programs are part of the educational process. Adolescents learn proper behavior from watching adults.

A ticket is a privilege to observe the contest, not a license to verbally abuse others. Positive fan support is an asset for the players, coaches and other spectators.

Show respect for the opposing players, coaches, other spectators and officials. Respect their roles even if you disagree with their judgment. Negative comments or the berating of players, coaches and officials are not in keeping with our philosophy or good forms of modeling and will not be tolerated.

Expectations and Responsibilities of Parents

1. The parents will communicate fairly and openly with coaches by:

- Communicating openly, honestly, and with respect.
- Communicating issues and concerns in a timely manner including those of physical and emotional well-being on behalf of their student.
- Following an appropriate chain of communication such as:
 - Parent and Coach/Assistant Coach
 - Parent and Activity/Athletic Director
 - Parent/Principal/Superintendent
- Attending parent meetings and reading information disseminated by the coaches.

2. The parents will demonstrate good sportsmanship by displaying the following behaviors:

- Providing support for coaches/sponsors and officials in order to provide a positive, enjoyable experience for all participants.
- Understanding the game is for the students and not for the adults.
- Recognizing that student participation is a privilege.
- Using good sportsmanship as a spectator and conduct themselves in a manner that reflects well on both the team and the school.
- Promoting the team by being supportive and helpful of the school program.
- Refraining from coaching their student from the stands or sidelines.
- Expecting consistent student attendance at practices and games.

3. The parents will create a positive and supportive environment to promote their student's well-being by:

- Supporting good conditioning and healthy lifestyle habits.
- Placing the emotional and physical well-being of their student ahead of any personal desire to win.
- Expecting their student to play in a safe and healthy environment.
- Supporting their student in planning how to meet their academic responsibilities given the demands of training and practice.
- Being a role model for other parents by remaining positive at sporting events.

Expectations and Responsibilities of Student Participants

1. The student participants of WCHS will be committed to the school athletic/activity program on and off season by:

- Following the expectations/guidelines set by the coaches and the school.
- Participating enthusiastically.
- Making appropriate personal sacrifices for the good of the team.
- Recognizing that student participation in activities is a privilege.
- Setting challenging and realistic goals.
- Developing a winning attitude.
- Maintaining high academic standards.
- Being committed to skill development in their sport/event.

2. The student participants of WCHS will communicate openly and honestly with respect for coaches, teammates, parents, officials, and opponents by:

- Developing a team attitude.
- Being coachable and open to constructive feedback.
- Sharing appropriate individual and team concerns with the coaching staff.

3. The student participants of WCHS will demonstrate good citizenship and sportsmanship by:

- Behaving with integrity.
- Exhibiting pride in their team and school.
- Playing by the rules.
- Accepting responsibility as a role model for others.
- Supporting other sports and under level teams.
- Participating with dignity and grace, regardless of winning or losing.

4. The student participants of WCHS will develop and maintain mental and physical (health) behaviors by:

- Being alcohol and drug free.
- Practicing self-discipline.
- Demonstrating good personal health habits.
- Dealing with challenges in a positive manner.

Pets and Tobacco Products

Pets are not allowed on the premises of any WCHS outdoor or indoor facility. Washington facilities and grounds are a tobacco free environment. The use of any tobacco product is prohibited. Thank you for your compliance.

Athletic Injuries

- Report all Injuries to your coach or the athletic trainer when they occur.
- Use only rest, ice, compression (ace wrap) and elevation to treat injuries until you consult the athletic trainer or your doctor.
- If you see a physician, get a note with a diagnosis and any restrictions and present it to the athletic trainer or coach.
- If you have severe swelling, severe pain, loss of joint motion or a head injury, see a physician.

Booster Club and 12th Man

The Panther Booster Club and the 12th Man support and encourage the athletic activities of Washington student-athletes. They also provide moral and financial support to encourage participation in athletic activities for the benefit of all students. The Booster Club and 12th Man have been responsible for facilitating the purchase of a vast array of valuable athletic equipment and supplies.

Numerous opportunities exist to participate in Panther Booster Club or 12th Man activities. You can help with tournament concessions, clothing sales, attending meetings, the Winter Sports Showcase, and many others.

The WCHS Athletic Director and the coaching staff recognize the importance and value of the Booster Clubs' support and commitment and encourage all parents to be a part of either or both of these organizations. For additional information please feel free to call the athletic department (444-5533).

Transportation Policy

Please be aware of the policies concerning transportation of student-athletes to and from WCHS competitions.

1. WCHS provides transportation to and from all athletic contests. All athletes are required to use school transportation. Athletes may not participate in any away contest if they drive themselves to the event or if they use alternate transportation without prior permission from the coach/athletic director.
2. In extenuating circumstances, parents may need to drive their own children to or from a contest, but coaches need written notification and approval from the athletic director must be granted in advance.

Equipment

An athlete is responsible for each item of equipment issued to her/him. **Lost or stolen equipment must be paid for at the replacement cost.** An athlete will not be allowed to receive awards or participate in a subsequent sport until the equipment record has been cleared.

Please do not abuse your equipment. Considerable money is expended to supply the best equipment for your use and safety, please treat it with respect.

Physical Examination and On-Line Registration

A valid Washington Community High School Athletic Physical Form must be on file in the Athletic Department along with the on-line registration completed on or before the first day of practice/tryouts of the athlete's specific sport season. When a completed and valid physical form and the 8to18 on-line registration are submitted to the athletic office, office personnel will release the tryout list to the coaches.

Per Illinois High School Association (IHSA) rules, your physical examination is good for **13 months** from the date of the exam. Please put that date on your yearly schedule, as the student-athlete becomes ineligible and will not be allowed to practice or play unless a new physical is provided by that date. We strongly encourage all individuals who plan to participate in interscholastic athletics to get their physical exam in June, July or early August. Getting the exam during these months avoids ineligibility issues.

Online Registration Information - Student/Parent Information

Register – (online at il.8to18.com/washingtonhs)

Both parent/guardian & athlete must consent to these forms. This form includes background information, Emergency information, IHSA Banned Substance list, Electronic Communication Permission, Concussion Information and Consent forms.

- Go to <https://washington.8to18.com> (no www.)
- Click on “Create An Account” and enter your own email and create your own password. **(Please be sure to remember this password as you will use this for the years to come for all of your children.)**
- Click on “Begin Registration”
- “Select Activity”
 - Choose the sport your child will be trying for/participating in.
- “Select Participant”
 - Add a New Participant (or choose your child once created)
 - All information on this page is for the student, i.e. cell phone, email
- “Roster Details”
 - You may be asked for t shirt size
 - Height and Weight will be used for rosters
- “Primary Parent/Guardian Information”
 - Fill out the Parent information on the next page.
- “Physical Form”
 - If you need a form to take to the doctor, you may print it here.

- Remember your athlete must have a current physical in order to begin tryouts/practice.
- “Legal Form”
 - At this time by clicking on the boxes, you are agreeing and consenting to all information provided.
 - You may click on the form to read or print. Please note that when there is a parent/guardian and student check box- they must both be checked to move forward.
 - Please DO NOT turn in any forms filled out.
- “Summary”
 - At this time, you can see what you have registered for.
 - Click on “Finish” to complete your registrations

- Parents may use the same email and password with multiple athletes from same family.

Club Sport Participation

The WCHS administration and coaching staff are aware of the opportunities for student-athletes in sport outside of the programs at WCHS. It is the expectation of student-athletes that choose to participate in a club sport while competing with a different WCHS sport team to have their priority of practice and competition with the WCHS activity. Athletes who do not follow this expectation could face consequences from their WCHS sport team.

Prospective College Athletes

Some student-athletes have a goal to participate in athletics at the collegiate level. The Washington athletic and counseling staffs are very willing to help student-athletes pursue this goal. To this end, we offer several important tips.

1. Communication with the high school coach is imperative. Student-athletes who have a strong desire to compete at the collegiate level should schedule an appointment with their coach to discuss this important decision.
2. The driving force behind college selection should ultimately be the academic fit. Athletic opportunities are important, yet secondary to the academic fit and opportunities.
3. Coaches and student-athletes should work in conjunction with the assigned counselor to develop a 'reality' list of potential college choices.
4. The student-athlete should create a resume that represents their overall high school experience and highlights athletic accomplishments. Coaches and counselors are available to assist if need be. The resume should be reviewed with their coach and counselor.
5. The student-athlete should create a letter of interest to be sent, along with the resume, to the coaches at the respective colleges. This letter should be reviewed with the coach and counselor before finalizing and mailing it.
6. The student-athlete should meet with his/her counselor to discuss the process for registering with the NCAA Clearinghouse. The counselor will also share with you key resource material from the NCAA. (NCAA Guide for the College-Bound Student-Athlete).
7. The NCAA home page is www.ncaa.org.
8. www.corecoursegpa.com is an available resource free to athletes and their parents to monitor academic progress relative to the NCAA academic requirements for participation at the NCAA Division I or II level. More information is available through this website and at the Athletics General site of www.wacohi.net.



Herb Knoblauch
WCHS Athletic Director
309.444.5533 (phone)
309.444.9488 (fax)
hknoblauch@wacohi.net

Dear Parent/Guardian,

We are pleased to inform you that Washington Community High School is making CoreCourseGPA.com, a web-based software program, available to all Washington Community High School student-athletes and their parents/guardians **free of charge, compliments of the PANTHER BOOSTER CLUB!**

If your child has aspirations of competing athletically as a freshman at an NCAA Division I or Division II school, they must meet NCAA Initial-Eligibility minimum standards, including minimum core course GPA and SAT/ACT test score requirements. CoreCourseGPA.com is an innovative tool that allows you to easily track your son or daughter's progress towards meeting these requirements, beginning as soon as the first semester of their freshman year.

To **activate your child's CoreCourseGPA.com membership**, follow these simple steps:

1. Go to **www.CoreCourseGPA.com**
2. Enter School ID and School Code in the **New Member Account Creation** box:
Students/Parents:
School ID: 144285
School Code: 729788771
3. Click "**Continue.**"
4. **Fill in the appropriate fields** in the **Create New Student Account** form.
Remember to write down the new Member Name and Password you have created
5. Click "**Submit.**"
Congratulations! You have successfully created your CoreCourseGPA.com member account.

To **login to your member account** and begin using the CoreCourseGPA.com software, follow these simple steps:

1. Go to **www.CoreCourseGPA.com**
2. Enter your **Member Name** and **Password** in the **Existing Member Login** box.
Use the Member Name and Password you created during the account activation process
3. Click "**Login.**"
Begin using your CoreCourseGPA.com account!

CoreCourseGPA.com incorporates the NCAA recognized core courses for Washington Community High School into the online course entry forms, calculates BOTH Division I and Division II core course GPA, automatically factors weighted grades into calculations and tracks course requirements for BOTH Division I and Division II. Your son or daughter's core course information is saved for the duration of their high school career.

Washington Community High School is proud to make this innovative software available to you free of charge. We believe CoreCourseGPA.com will be a very useful academic tool for you and your student-athlete.

Sincerely,

Herb Knoblauch

IT IS IMPORTANT TO NOTE THAT YOUR USE OF CORECOURSEGPA.COM IS NOT A SUBSTITUTE FOR REGISTERING WITH THE NCAA ELIGIBILITY CENTER AFTER THE COMPLETION OF SIX HIGH SCHOOL



Illinois High School Association

(For 2020-21 School Term)

This summary is for the purpose of assisting in the understanding of IHSAA By-laws and Policies. In case of a conflict between this publication and the constitution and by-laws of the IHSAA, the constitution and by-laws shall control.

Key Provisions Regarding IHSAA Rules

Eligibility Rules

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSAA will have rules you must follow in order to be eligible for interscholastic participation. The IHSAA's rules have been adopted by the high schools which are members of IHSAA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSAA eligibility rules, including the Association's due process procedure. Only the IHSAA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSAA Office.

Information contained here highlights some of the most important features of the IHSAA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsaa.org.

You may lose eligibility for interscholastic competition if you are not in compliance with IHSAA by-laws. Remember, if you have any questions regarding IHSAA rules, please contact your principal/official representative.

1. Attendance

- A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.

- B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
- C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility.
- D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or
- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or

- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

4. Transfer

- A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSAA Office. You cannot be eligible when you transfer until this form is fully executed and on file in the school office.
- B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after the IHSAA sport season has begun, you will be ineligible for cross country that entire school term at the new school.
- C. If you transfer attendance from one high school to another high school, you will be ineligible unless:
 - 1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
 - 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;
 - 3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;
- D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSAA Office.
- E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.

Athletic Eligibility Rules—Page 2

- F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.
- H. The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your sophomore year and are not otherwise in compliance with the transfer eligibility by-laws.
5. **Age**
- You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible in regard to age at the beginning of the sport season during which your twentieth (20th) birthday occurs.
6. **Physical Examination**
- You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.
7. **Amateur Status**
- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes.
- B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$75 fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.
8. **Recruiting of Athletes**
- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.
- E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
- F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity which is not also provided or made available to all prospective students at that school.
- Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.
9. **School Team Sports Seasons**
- A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:
1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
- B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coaching personnel.
10. **Playing in Non-School Competition**
- A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
- B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
- C. If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.
- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with or compete against any junior college, college or university team during your high school career.
11. **All-Star Participation**
- A. After you have completed your high school eligibility in the sport of football, basketball, soccer or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
- B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.
12. **Misbehavior During Contests**
- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

Awards

Freshman

- Numerals
- If a freshman earns a varsity letter, he or she would receive numerals and a varsity letter. This is the only instance of a double award.

Sophomore

- Sophomore level – any athlete who earns an award for competition on a sophomore team receives a sophomore patch and a certificate of participation.

Varsity Letter

- Letter, Pin and Certificate – player earning a varsity letter for the first time in any sport.
 - Pin and Certificate – player earning a varsity letter in the SAME sport for two, three, or four years.
- Athletes must see Mrs. Thurston to receive the above awards and chenille's from Athletic Department.

3 – Sport Athlete: Evan Knoblauch Memorial Award

- Plaque – player earning a varsity letter in 3 sports for a particular school year and name listed on the perpetual plaque in Torry Gymnasium.

All Conference Plaques and Certificates

- Plaque – Mid-Illini Conference plaque presented at the end of season Mid-Illini Conference sports banquet to 1st team all-conference athletes.
- Certificate – Mid-Illini Conference certificate awarded to all 2nd team all-conference athletes.

Scholar Athlete Awards

- This is an award given by the Mid-Illini Conference. It recognizes seniors who have been successful in academics as well as athletics.

General Requirements for Awards

In order to be eligible for any award, an athlete must:

- Complete the season and be in regular attendance at all contests and practice sessions. (Participation missed because of injury or illness will not be counted against an athlete.)
- Adhere to the guidelines of the Extra-Curricular Code of Conduct and team rules.
- Maintain good faith towards the coaches and fellow players and be a positive team member.

Coaches are to establish criteria (i.e., number of varsity contests played in) for earning varsity awards and to communicate those criteria to athletes and parents.

Schedules and email updates

Go to www.wacohi.net

Here you can find schedules, rosters, contact information for coaches, bus departure times and scores.

On the athletic home page click down to 8to18 Web page here you can go to any sport and find helpful information. You can also go there with the link. <https://il.8to18.com/washingtonhs/>

Internet Resources

Washington Community High School.....	http://www.wacohi.net
WCHS Athletics.....	http://www.wacohi.net
Illinois High School Association.....	http://www.ihsa.org
National Collegiate Athletics Association.....	http://www.ncaa.org

Mid-Illini Conference Member Schools

Canton.....	http://www.cantonusd.org/chs/index.html
Dunlap.....	http://www.dunlapuscd.net
East Peoria.....	http://www.epchs.k12.il.us
Bartonville (Limestone).....	http://www.limestone.k12.il.us
Metamora.....	http://mths.metamora.k12.il.us
Morton.....	http://www.morton709.org/schools/high_school.php
Pekin.....	http://www.pekinhigh.net

Washington High School Athletic Handbook 2020-2021

Revised June 1, 2020

Please note only revision is noted on the bottom of page 7/top of page 8.

eGrant Management System

Printed Copy of Application

Applicant: WASHINGTON COMM H S DIST 308

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: WASHINGTON COMM H S DIST 308

Date Generated: 7/8/2020 2:07:53 PM

Generated By: jsander

1. Contact Information for Person Completing This Form

Last Name* <input type="text" value="Freeman"/>	First Name* <input type="text" value="Kyle"/>	Middle Initial <input type="text" value="W"/>
Phone* <input type="text" value="309"/> <input type="text" value="444"/> <input type="text" value="5501"/>	Email* <input type="text" value="kwfreeman@wacohi.net"/>	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

WCHS will use the research-based, instructional design ADDIE model to assess, design, develop, implement, and evaluate programs to ensure equitable participation of students, teachers, and other beneficiaries of special needs.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the re-display and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

Program Risk Assessment pages must be completed for FY2021. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2020-2021.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Education Program
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

WCHS will continue to use Title and IDEA funds in conjunction with state and local resources to carry out activities which improve basic programs to meet the needs of students, school improvement, preparation, training, and recruitment of high-quality teachers, principals, and other school leaders, student support and academic enrichment, and special education. These funds support and provide a small portion of the funds needed to address these areas of need. Title I funds are used to support the needs of at risk students and to provide ongoing professional development to develop high quality instruction in the classroom. Title II pays for teacher registration and travel to professional development activities in specific content areas and for ongoing curriculum assessment and revision. Title IV funds are used to jump start learning (dual credit, early college, work-based learning) fees and course payments for students that desire the opportunity to begin working towards their post-graduation career or focus of study while still in high school. IDEA funds are used for special education services which meet the needs of targeted students.

Response from the approved FY20 Consolidated District Plan.

WCHS will continue to use Title and IDEA funds in conjunction with state and local resources to carry out activities which improve basic programs to meet the needs of students, school improvement, preparation, training, and recruitment of high-quality teachers, principals, and other school leaders, student support and academic enrichment, and special education. These funds support and provide a small portion of the funds needed to address these areas of need. Title I funds are used to support the needs of at risk students and to provide ongoing professional development to develop high quality instruction in the classroom. Title II pays for teacher registration and travel to professional development activities in specific content areas and for ongoing curriculum assessment and revision. Title IV funds are used to jump start learning (dual credit, early college, work-based learning) fees and course payments for students that desire the opportunity to begin working towards their post-graduation career or focus of study while still in high school. IDEA funds are used for special education services which meet the needs of targeted students.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment.

The district has measurable board goals which serve as our school improvement plan.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A.Title I, Part A - Improving Basic Programs

Each year the district uses the following measures for analysis of programs:1. 8th grade STAR national percentile scores, 8th grade semester course grades, and teacher recommendation for placement in the intervention reading/English course taught by the district reading specialist. This varies year to year based on student needs.2. Yearly standardized test scores:2017-18: 47% of students met or exceeded the benchmark on the SAT exam2018-19: 42% of students met or exceeded the benchmark on the SAT exam3. School report card data including but not limited to low income, mobility, and graduation rate.Low Income - 2017-18: 21%, 2018-19: 21.5%Mobility - 2017-18: 5%, 2018-19: 7%Graduation Rate - 2017-18: 95%, 2018-19: 91%

B.Title I, Part A - School Improvement Part 1003(a)

District-level Goal: We will provide programs and services through Title I funds that maximize academic flexibility to better prepare our students for success. This follows the district board goal/school improvement plan below.Sub-Goal 3: The administration will work with the staff to train additional teachers in Project CRISS, embed new strategies into the teaching process and analyze outcomes, and develop model lessons which can be utilized by faculty members. Project CRISS is a research based program which targets specific instructional strategies that enhance student learning. WCHS has a district-level, certified trainer who provides ongoing PD and support to staff in implementing metacognitive techniques and strategies. A second district trainer will complete the required training during the 2020-21 school year.

C.Title I, Part D - Delinquent**D.Title I, Part D - Neglected****E.Title I, Part D - State Neglected/Delinquent****F.Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

District-Level Goal: We will provide programs and services that maximize academic flexibility, increase dual credit/AP opportunities, and expand the work-based learning programming to better prepare our students for success. WCHS has increased the number of Advanced Placement and dual-credit courses offered. Title II funds have been used to provide professional development through the College Board to support this initiative. Funds are also targeted toward content specific professional development opportunities, and payment of stipends for content teachers to assess, design/develop, implement and evaluate curriculum to support student learning.

G.Title III - LIEP**H.Title III - Immigrant Education Program****I.Title IV, Part A - Student Support and Academic Enrichment**

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

Funds will be allocated to jump start learning (dual credit, early college, work-based learning) through fees and course payments for students that desire the opportunity to begin working toward their post-graduation career or focus of study while still in high school. 19 students have been accepted to participate in work-based learning instruction (CNA, Construction, Welding, Fire Science, EMS) during the 2020-21 school year.

J.Title V, Part B - Rural and Low Income Schools**K.IDEA, Part B - Flow-Through [1]**

Standardized scores were analyzed for students in the special education sub-group. Results include the following information.2017-18 SATELA: 11% of students with disabilities met or exceededMATH: 4% of students with disabilities met or exceeded2018-19 SATELA: 3% of students with disabilities met or exceededMATH: 3% of students with disabilities met or exceeded

L.IDEA, Part B - Preschool**Legislative Requirement:**

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*

Check all that apply.

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Local government representatives (8)
- P. Community members and community based organizations (7,8)
- Q. Business representatives (2,3,4)
- R. Researchers (7)
- S. Institutions of Higher Education (7)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
 2 = Title I, Part D - Neglected
 3 = Title I, Part D - Delinquent
 4 = Title I, Part D - State Neglected/Delinquent
 7 = Title III, including LIEP and Immigrant Education
 8 = Title IV, Part A - Student Support and Academic Enrichment

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

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([count] of 7500 maximum characters used)

5/15/20: Department Chair Meeting - Consulted with department chairs to identify needs for the 20-21 school year and gather input from stakeholders for the CDP Plan 5/18/20, 5/26/20 (twice weekly through the summer of 2020): Administrator's Meeting - discussed needs for the 20-21 school year and the needs that would be addressed in the CDP Plan

Response from the FY20 Consolidated District Plan.

2/19/19: Participated in the go to webinar on the CDP hosted by ISBE3/21/19: Administrators Meeting - discussed needs for 2019-20 school year and the needs that would be addressed in the CDP Plan. 4/16/19, 5/21/19: Department Chair Meeting - consulted with department chairs to identify needs for the 2019-20 school year and gather input from stakeholders for the CDP Plan

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations. [2]**

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Parent representatives participate in multiple district leadership committees. These include the district School Improvement Committee, the Parent Community Advisory Council, and the district Title I planning committee. The district regularly employs surveys and other opportunities to gain parent insight and feedback on important district processes and initiatives. The district reading specialist contacts parents of identified students through a quarterly newsletter to inform them of their students' progress.

Response from the FY20 Consolidated District Plan.

Parent representatives participate in multiple district leadership committees. These include the district School Improvement Committee, the Parent Community Advisory Council, and the district Title I planning committee. The district regularly employs surveys and other opportunities to gain parent insight and feedback on

important district processes and initiatives. The district reading specialist contacts parents of identified students through a quarterly newsletter to inform them of their students' progress.

4. **Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]**

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

((count) of 7500 maximum characters used)

The district will implement effective parent and family engagement activities that include: 1. Representation on the School Improvement Committee, the Parent Community Advisory Council, the Discipline Committee, and the Title I planning committee. 2. Parent Teacher Conferences 3. Periodic online surveys to gather parent input 4. Extra Curricular Activities 5. Various parent booster organizations (Band Boosters, Choir Boosters, Athletic Boosters, Twelfth Man)

Response from the FY20 Consolidated District Plan.

The district will implement effective parent and family engagement activities that include: 1. Representation on the School Improvement Committee, the Parent Community Advisory Council, the Discipline Committee, and the Title I planning committee. 2. Parent Teacher Conferences 3. Periodic online surveys to gather parent input 4. Extra Curricular Activities 5. Various parent booster organizations (Band Boosters, Choir Boosters, Athletic Boosters, Twelfth Man)

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

no file selected

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

no file selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

We are a grade 9-12 high school district only with no preschool program.

Response from the approved FY20 Consolidated District Plan.

We are a grade 9-12 high school district only with no preschool program.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

WCHS provides students with daily instruction using the district approved curriculum that has been aligned to the Common Core Standards. Resources and materials are aligned to the district curriculum and are age appropriate. Curriculum maps have been designed and regularly reviewed for all courses taught at WCHS to ensure skill development is scaffolded and organized to ensure key skills are taught and opportunities for mastery are available. Multiple assessments are used to assess student progress. These include teacher designed formal and informal assessments, departmental common assessments, and standardized test scores. Students identified as needing additional support are placed in intervention courses co-taught with content experts and learning specialists to target deficit areas. Progress monitoring is completed for students determined to be at risk, and additional supports are put in place as needed. These include placement in a supported study hall (PAC Plus), math lab, and study lab. Professional development is provided on research based best practices, technology, and school safety annually.

Response from the FY20 Consolidated District Plan.

WCHS provides students with daily instruction using the district approved curriculum that has been aligned to the Common Core Standards. Resources and materials are aligned with to the district curriculum and are age appropriate. Curriculum maps have been designed and regularly reviewed for all courses taught at WCHS to ensure skill development is scaffolded and organized to ensure key skills are taught and opportunities for mastery are available. Multiple assessments are used to assess student progress. These include teacher designed formal and informal assessments, departmental common assessments, and standardized test scores. Students identified as needing additional support are placed in intervention courses co-taught with content experts and learning specialists to target deficit areas. The RTI Coordinator progress monitors students determined to be at risk, and additional supports are put in place as needed. These include placement in a supported study hall (PAC Plus), math lab, and study lab. Professional development is provided on research based best practices, technology, and school safety annually.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

1. Incoming 9th grade students: 8th Grade STAR national percentile scores, grades, and teacher recommendation2. PSAT 9, PSAT 10 scores - Students who are not meeting or exceeding standards are considered at risk3. SAT scores - Students who are not meeting or exceeding standards are considered at risk4. Unit/Chapter tests - Students who score below 60% are considered at risk5. Local and teacher created assessments aligned to standards - Students who score below 60% are considered at risk

Response from the FY20 Consolidated District Plan.

The district takes the following measures to identify students at risk of failure: 1. Incoming 9th grade students: 8th Grade STAR national percentile scores, grades, and teacher recommendation2. PSAT 9, PSAT 10 scores - Students who are not meeting or exceeding standards are considered at risk3. SAT scores - Students who are not meeting or exceeding standards are considered at risk4. Unit/Chapter tests - Students who score below 60% are considered at risk5. Local and teacher created assessments aligned to standards - Students who score below 60% are considered at risk

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

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([count] of 7500 maximum characters used)

1. Panther Academic Coach program (PAC): The PAC program is a transitional program providing additional student support. Academic, executive functioning, and social-emotional skills are pillars of this program. Students are provided individualized support in targeted areas of need by two certified teachers. 2. Co-taught Coursework: Learning specialists co-teach alongside content experts in the academic classroom to support individual needs to meet challenging state academic standards. 3. Peer Tutoring: Peer tutoring is a collegiate atmosphere in which peers collaborate and support each other academically, all while modelling successful learning and study strategies. 4. Math Lab: While providing credit recovery, students receive individualized instruction in specific math areas. In addition, students identified as having skill gaps are provided additional support by highly-qualified teachers.5. Counseling: Direct one-on-one support for students requiring intensive academic and social-emotional interventions is provided by the district RTI coordinator. 6. Impact: Impact is a research-based service learning program for students identified as at-risk and behind in meeting the challenging state academic standards due to social-emotional needs, chronic absences, and ongoing disciplinary issues.7. Testing room: It provides support for students in need of reading assistance such as: extended time, testing read aloud, and chunking.

Response from the FY20 Consolidated District Plan.

1. Panther Academic Coach program (PAC): The PAC program is a transitional program providing additional student support. Academic, executive functioning, and social-emotional skills are pillars of this program. Students are provided individualized support in targeted areas of need by two certified teachers. 2. Co-taught Coursework: Learning specialists co-teach alongside content experts in the academic classroom to support individual needs to meet challenging state academic standards. 3. Peer Tutoring: Peer tutoring is a collegiate atmosphere in which peers collaborate and support each other academically, all while modelling successful learning and study strategies. 4. Math Lab: While providing credit recovery, students receive individualized instruction in specific math areas. In addition, students identified as having skill gaps are provided additional support by highly-qualified teachers.5. RTI: Direct one-on-one support for students requiring intensive academic and social-emotional interventions is provided by the district RTI coordinator. 6. Impact: Impact is a research-based service learning program for students identified as at-risk and behind in meeting the challenging state academic standards due to social-emotional needs, chronic absences, and ongoing disciplinary issues.7. Testing room: It provides support for students in need of reading assistance such as: extended time, testing read aloud, and chunking.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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Instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning include:1. Professional development2. Technology integration3. Intervention Services: Math Lab, Study Lab, PAC, 4. Intervention Courses: Block Algebra 1, Practical Geometry, Algebra 2 Modified, English 1 Composition and Literature, Block American Studies, Lab Science, Physical Lab Science5. Inclusion - including co-taught courses 6. Academic Counseling7. Advanced Placement courses8. Early College courses in conjunction with Illinois Central College: dual credit, Strong Start, dual enrollment9. Summer school

Response from the FY20 Consolidated District Plan.

Instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning include:1. Professional development2. Technology integration3. Intervention Services: RTI, Math Lab, Study Lab, PAC, 4. Intervention Courses: Block Algebra 1, Practical Geometry, Algebra 2 Modified, English 1 Composition and Literature, Block American Studies, Lab Science, Physical Lab Science5. Inclusion - including co-taught courses 6. Academic Counseling7. Advanced Placement courses8. Early College courses in conjunction with Illinois Central College: dual credit, Strong Start, dual enrollment9. Summer school

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

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([count] of 7500 maximum characters used)

New teachers are provided a one year mentoring program. This program involves monthly training with the building principal and programming coordinators as well a mentor in their content area. Meeting topics include working with at-risk students in addition to in-depth study of Lemov's Teach Like a Champion classroom teaching strategies. The WCHS evaluation tool and process involves multiple observations of teachers, in-depth discussion and feedback, teacher self-reflection, and goal setting. If teachers do not meet WCHS's expectations, intensive and individualized remediation programs are put in place. Staff participation in weekly professional development meetings is required. The focus of this professional development time is evaluating and expanding current practices to support student learning, particularly students designated as at-risk.

Response from the FY20 Consolidated District Plan.

New teachers are provided a one year mentoring program. This program involves monthly training with the building principal and programming coordinators as well a mentor in their content area. Meeting topics include working with at-risk students in addition to in-depth study of Lemov's Teach Like a Champion classroom teaching strategies. The WCHS evaluation tool and process involves multiple observations of teachers, in-depth discussion and feedback, teacher self-reflection, and goal setting. If teachers do not meet WCHS's expectations, intensive and individualized remediation programs are put in place. Staff participation in weekly professional development meetings is required. The focus of this professional development time is evaluating and expanding current practices to support student learning, particularly students designated as at-risk.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

WCHS offers a variety of effective school library programs. All programs provide an opportunity to develop digital literacy skills and improve academic achievement. Our library is staffed with a full time state certified and Google certified librarian who provides resources such as: a current selection of books and ebooks in both fiction and nonfiction, research database funding and instruction, co-taught plans on digital literacy skills, academic integrity, website reliability, and digital citizenship. Other opportunities to improve academic achievement include a summer reading program (Readapalooza) as well as a book club and game club for students and faculty throughout the school year. Our library system also provides supports for struggling readers with membership with Reading Ally (audio books). WCHS maintains active membership in RAILS that provide cataloging and inter-library loan services.

Response from the FY20 Consolidated District Plan.

WCHS offers a variety of effective school library programs. All programs provide an opportunity to develop digital literacy skills and improve academic achievement. Our library is staffed with a full time state certified and Google certified librarian who provides resources such as: a current selection of books and ebooks in both fiction and nonfiction, research database funding and instruction, co-taught plans on digital literacy skills, academic integrity, website reliability, and digital citizenship. Other opportunities to improve academic achievement include a summer reading program (Readapalooza) as well as a book club and game club for students and faculty throughout the school year. Our library system also provides supports for struggling readers with membership with Reading Ally (audio books). WCHS maintains active membership in RAILS that provide cataloging and inter-library loan services.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

WCHS does not offer a defined gifted program. However, our district provides opportunities for student advancement beyond college and career preparatory curriculum. These include: 1. Honors coursework: students may elect to enroll in a course designated with honors status. These courses challenge students beyond the expectations of state standards. 2. Advanced Placement coursework: WCHS offers nine AP courses which students may elect to take. 3. Dual Credit coursework: WCHS offers nine dual credit courses in conjunction with our local junior college. 4. Strong Start: WCHS seniors may elect to be dual enrolled, attending classes on campus at our local junior college while also receiving high school credit. 5. Work-based learning opportunities: CNA, Construction, Fire Science, EMS, Welding

Response from the FY20 Consolidated District Plan.

WCHS does not offer a defined gifted program. However, our district provides opportunities for student advancement beyond college and career preparatory curriculum. These include: 1. Honors coursework: students may elect to enroll in a course designated with honors status. These courses challenge students beyond the expectations of state standards. 2. Advanced Placement coursework: WCHS offers seven AP courses which students may elect to take. 3. Dual Credit coursework: WCHS offers t dual credit courses in conjunction with our local junior college. 4. Strong Start: WCHS seniors may elect to be dual enrolled, attending classes on campus at our local junior college while also receiving high school credit. 5. Work-based learning opportunities: CNA and Construction

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Because WCHS is a single high school district with four separate grade school districts feeding into our high school, teachers regularly articulate with teachers in the feeder districts to coordinate curriculum and student outcomes. This includes coordination of content to meet state standards and emphasis on scaffolding and mastery of learning skills needed to be successful as students transition from middle school to high school. WCHS relies heavily on data from the middle schools to appropriately place students in their high school coursework. Three data points are used to determine placement. These are teacher recommendation, normed test scores taken during students' 8th grade year, and grades in 8th grade classes. In addition the district offers programs available to both students and parents transitioning to high school. 8th Grade Parent nights and 8th Grade Orientation programs are coordinated. WCHS counselors and deans visit middle schools to introduce high school formatting and answer questions for incoming freshmen, and a Freshman Kick-Off event is provided at the beginning of each school year by WCHS teachers to assist in the transition to high school. 9th grade students are then placed in a Panther Academic Coach (PAC) course to assist throughout their freshman year in the transition to high school. As WCHS prepares students for their college/career goals, various programming includes 9 dual credit courses in conjunction with our local junior college, 9 Advanced Placement courses, and work-based learning for students pursuing a career in the medical field. In addition WCHS seniors may pursue dual enrollment coursework, taking a portion of their classes at the local junior college campus while also receiving high school credit toward graduation or taking all coursework at the local junior college campus during their junior and senior years to graduate both high school and junior college with an Associate's degree at the same time. Beginning their freshman year, students complete a series of career counseling activities. They begin by completing a career inventory through Xello to identify possible career areas. They then meet each year with their counselor to discuss and update their post-secondary goals and adjust their course of study accordingly. Students are provided multiple opportunities to complete visits to both colleges/universities and various career and workplace environments to gain information which will assist them in making their post-secondary plans. The district also provides on campus opportunities for students to meet with military and college/university representatives.

Response from the approved FY20 Consolidated District Plan.

Because WCHS is a single high school district with four separate grade school districts feeding into our high school, teachers regularly articulate with teachers in the feeder districts to coordinate curriculum and student outcomes. This includes coordination of content to meet state standards and emphasis on scaffolding and mastery of learning skills needed to be successful as students transition from middle school to high school. WCHS relies heavily on data from the middle schools to appropriately place students in their high school coursework. Three data points are used to determine placement. These are teacher recommendation, normed test scores taken during students' 8th grade year, and grades in 8th grade classes. In addition the district offers programs available to both students and parents transitioning to high school. 8th Grade Parent nights and 8th Grade Orientation programs are coordinated. WCHS counselors and deans visit middle schools to introduce high school formatting and answer questions for incoming freshmen, and a Freshman Kick-Off event is provided at the beginning of each school year by WCHS teachers to assist in the transition to high school. 9th grade students are then placed in a Panther Academic Coach (PAC) course to assist throughout their freshman year in the transition to high school. As WCHS prepares students for their college/career goals, various programming includes 9 dual credit courses in conjunction with our local junior college, 9 Advanced Placement courses, and work-based learning for students pursuing a career in the medical field. In addition WCHS seniors may pursue dual enrollment coursework, taking a portion of their classes at the local junior college campus while also receiving high school credit toward graduation. Beginning their freshman year, students complete a series of career counseling activities. They begin by completing the Career Cruising inventory to identify possible career areas. They then meet each year with their counselor to discuss and update their post-secondary goals and adjust their course of study accordingly. Students are provided multiple opportunities to complete visits to both colleges/universities and various career and workplace environments to gain information which will assist them in making their post-secondary plans. The district also provides on campus opportunities for students to meet with military and college/university representatives.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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NOTE: If not applicable because district serves only grades K-8, enter Elementary District

([count] of 7500 maximum characters used)

A) WCHS provides multiple experiences for students in career and vocational areas. Examples of these programs include: child development preschool program for the community, Technical Support Internship (TSI) program for students to gain hands-on experience and certification in Computer programming while maintaining technology at WCHS as well as township feeder districts and individual community members. In addition, vocational programming is provided in the areas of foods and nutrition, robotics, business, Computer Aided Drafting (CAD), automotive, manufacturing, journalism, and in the areas of fine arts. (B) WCHS students have access to various Work-Based Learning programs through Tazewell County/Area Education for Employment (EFE) and Illinois Central College. These programs provide classroom and hands-on learning experiences outside of the WCHS campus, yet still provide high school credit and sometimes even credit through our local junior college. Students attend WCHS part of the day and will spend the other part of the day at an assigned work site and/or off campus class. Students may enroll in the following work-based learning programs: CNA, construction, EMS, Fire Science, and Welding.(C) WCHS offers a College and Career Night annually with representatives from ICC and WCHS staff to educate students and parents on the early college and career opportunities available at WCHS.

Response from the approved FY20 Consolidated District Plan.

(A) WCHS provides multiple experiences for students in career and vocational areas. Examples of these programs include: child development preschool program for the community, Technical Support Internship (TSI) program for students to gain hands-on experience and certification in Computer programming while maintaining technology at WCHS as well as township feeder districts and individual community members. In addition, vocational programming is provided in the areas of foods and nutrition, robotics, business, Computer Aided Drafting (CAD), automotive, manufacturing, journalism, and in the areas of fine arts. (B) WCHS students have access to various Work-Based Learning programs through Tazewell County/Area Education for Employment (EFE) and Illinois Central College. These programs provide classroom and hands-on learning experiences outside of the WCHS campus, yet still provide high school credit and sometimes even credit through our local junior college. Students attend WCHS part of the day and will spend the other part of the day at an assigned work site and/or off campus class. Students may enroll in the following work-based learning programs: CNA or Construction.(C) WCHS offers a College and Career Night annually with representatives from ICC and WCHS staff to educate students and parents on the early college and career opportunities available at WCHS.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2020-2021 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Funds are used to pay stipend support to a staff member who is a certified Project CRISS trainer to plan professional development activities with WCHS teachers. The trainer completes planning outside of contract hours. The activities include Project CRISS level one training, model lessons, and participation in lesson studies. During the 20-21 school year, the district will provide stipend support for a second WCHS teacher who is training outside of contract hours to be a certified Project CRISS trainer. In addition funds are provided for the district reading specialist to attend content specific workshops and conferences.

B. Title I, Part A - School Improvement Part 1003(a)

Funds are used to pay stipend support to a staff member who is a certified Project CRISS trainer to plan professional development activities with WCHS teachers. The trainer completes planning outside of contract hours. The activities include Project CRISS level one training, model lessons, and participation in lesson studies. During the 20-21 school year, the district will provide stipend support for a second WCHS teacher who is training outside of contract hours to be a certified Project CRISS trainer. In addition funds are provided for the district reading specialist to attend content specific workshops and conferences.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Funds are used to pay for staff participation in content specific workshops and conferences. In addition stipends are provided for curriculum analysis and improvement in content areas.

G. Title III - LIEP

H. Title III - Immigrant Education

I. Title IV, Part A - Student Support and Academic Enrichment

NOT PROVIDED

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Programs, services and staff development activities support district level needs identified by a comprehensive needs assessment conducted by our special education cooperative. The online portion of the needs assessment analyzes district level professional development needs and assists the cooperative in planning IDEA grant sponsored trainings for district teachers, support staff, and parents. The needs assessment data is sent to districts for further review and analysis.

L. IDEA, Part B - Preschool

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:*

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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((count] of 7500 maximum characters used)

WCHS treats all subgroups as equally important and does not individualize supportive processes based on subgroup criteria. The district employs the following processes to support all students inclusive of sub groups.(i) Bullying and Harassment: The district follows a strong policy against bullying and harassment. The policy is clearly defined for students and parents in the Student Handbook which is provided to them at registration at the beginning of each school year. All administrators are available to answer questions and offer support to students and parents. Students/parents/community members may report incidences of bullying safely and securely through an online form located on the district homepage. The Deans Office takes all reports of bullying/harassment seriously, investigates, and takes disciplinary action when appropriate. All students have daily access to school counselors and the mental health crisis counselor employed by the district as well as the school resource officer provided through the City of Washington Police Department.(ii) Overuse of Discipline Practices: The district follows a policy in which teachers exhaust Tier One interventions in the classroom to address behavioral issues. This includes parent contact, teacher consultation with the counselors, deans, and other administrators, and positive behavior management strategies. Intervention programs provided to students during study hall hours and through after school programming also support classroom discipline issues. (iii) Aversive Behavioral Interventions: The district does not at any time use aversive behavioral interventions that compromise student health and safety.

Response from the FY20 Consolidated District Plan.

WCHS treats all subgroups as equally important and does not individualize supportive processes based on subgroup criteria. The district employs the following processes to support all students inclusive of sub groups.(i) Bullying and Harassment: The district follows a strong policy against bullying and harassment. The policy is clearly defined for students and parents in the Student Handbook which is provided to them at registration at the beginning of each school year. All administrators are available to answer questions and offer support to students and parents. Students/parents/community members may report incidences of bullying safely and securely through an online form located on the district homepage. The Deans Office takes all reports of bullying/harassment seriously, investigates, and takes disciplinary action when appropriate. All students have daily access to school counselors and the mental health crisis counselor employed by the district as well as the school resource officer provided through the City of Washington Police Department.(ii) Overuse of Discipline Practices: The district follows a policy in which teachers exhaust Tier One interventions in the classroom to address behavioral issues. This includes parent contact, teacher consultation with the district RTI Coordinator, counselors, deans, and other administrators, and positive behavior management strategies. Intervention programs provided to students during study hall hours and through after school programming also support classroom discipline issues. (iii) Aversive Behavioral Interventions: The district does not at any time use aversive behavioral interventions that compromise student health and safety.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

[\(42 U.S.C. 11301 et seq.\):*](#)

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((count] of 7500 maximum characters used)

WCHS follows all required regulations under the McKinney-Vento Act. The district homeless coordinator provides yearly training for all staff and works with identified students to coordinate and provide all needed supports, both academic, social-emotional, and personal. Five highly qualified counselors and one at-risk mental health counselor regularly monitor and support students' needs. The district provides supportive academic programming for all at-risk students, including but not limited to, Panther Academic Coach (PAC), Math Lab, Study Lab/Peer Tutoring, access to learning specialists, extended hours for resources that may not be available at home.

Response from the FY20 Consolidated District Plan.

WCHS follows all required regulations under the McKinney-Vento Act. The district homeless coordinator provides yearly training for all staff and works with identified students to coordinate and provide all needed supports, both academic, social-emotional, and personal. FIVE highly qualified counselors and one at-risk mental health counselor regularly monitor and support students' needs. The district provides supportive academic programming for all at-risk students, including but not limited to, Panther Academic Coach (PAC), Math Lab, Study Lab/Peer Tutoring, access to learning specialists, extended hours for resources that may not be available at home.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - WASHINGTON COMM HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).*
(Section 1112(b)(3))

[Section 1111\(d\)](#)

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

The district Title I team will meet annually to analyze data including but not limited to standardized testing, McGinitie-Gates testing, teacher created classroom assessments, and specific reading assessment data to monitor student progress. The team is made up of the district reading specialist, the school librarian, principal, Intervention Coordinator, and a parent.

Re-display of the approved response from the FY20 Consolidated District Plan.

The district Title I team will meet annually to analyze data including but not limited to standardized testing, McGinitie-Gates testing, teacher created classroom assessments, and specific reading assessment data to monitor student progress. The team is made up of the district reading specialist, the school librarian, principal, Intervention Coordinator, and a parent.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))

Yes

No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The WCHS targeted assistance program focuses on the area of reading. The district employs a highly-qualified reading specialist who provides instructional support for students below grade-level benchmarks on normed-assessments (ie. STAR, PSAT 10). Students are provided individualized, direct instruction on identified deficiencies in the area of reading. Identified 9th grade students get in-class interventions and support from the reading specialist as part of their English curriculum. The reading specialist then tracks students through 11th grade. Those students requiring more intensive instruction are placed in a one semester, course taught by the district reading specialist for individualized, targeted instruction. The district homeless coordinator will track students identified as homeless to provide support as necessary. Funds are set aside in the Title I grant to provide instructional support for these students if needed.2020-21 Program Goals: 85% of students achieved measurable gains in reaching the targeted reading skill goals.Program Goals:1. 100%of the targeted and identified 9th grade students will show a 20% gain in reading as measured by a local pre-test at the beginning of the year and post-test at the end to measure comprehension improvement. Students will also be tracked on the 9th grade PSAT test. 2. 100% of the targeted and identified 11th grade students who do not meet college readiness standards will show a 20% gain in reading as measured by the 11th grade SAT exam.3. 100% of students identified as homeless will earn the credits necessary to be promoted to the next level of high school as measured by the promotion/retention report.If the district is categorized as comprehensive or targeted according to SIP, additional supports outside of the school day in a lab setting (Study Lab, Math Lab) will be implemented in the areas of reading, writing, and math if data indicates that students need this additional support. Certified teachers will run these programs to offer students the highest quality academic interventions and support. In addition the district curriculum committee will review programming, assess student needs and outcomes, and implement additional course offerings to support struggling students in the areas of reading and writing as needed. Intensive (4-6 week) programs in targeted areas (ie. study skills, test prep, social-emotional, etc.) will be designed and implemented by school counselors and personnel to support student needs.

Re-display of the approved response from the FY20 Consolidated District Plan.

The WCHS targeted assistance program focuses on the area of reading. The district employs a highly-qualified reading specialist who provides instructional support for students below grade-level benchmarks on normed-assessments (ie. STAR, PSAT 10). Students are provided individualized, direct instruction on identified deficiencies in the area of reading. Identified 9th grade students get in-class interventions and support from the reading specialist as part of their English curriculum. The reading specialist then tracks students through 11th grade. Those students requiring more intensive instruction are placed in a one semester, course taught by the district reading specialist for individualized, targeted instruction. The district homeless coordinator will track students identified as homeless to provide support as necessary. Funds are set aside in the Title I grant to provide instructional support for these students if needed.2019-20 Program Goals: 85% of students achieved measurable gains in reaching the targeted reading skill goals.Program Goals:1. 100%of the targeted and identified 9th grade students will show a 20% gain in reading as measured by a local pre-test at the beginning of the year and post-test at the end to measure comprehension improvement. Students will also be tracked on the 9th grade PSAT test. 2. 100% of the targeted and identified 11th grade students who do not meet college readiness standards will show a 20% gain in reading as measured by the 11th grade SAT exam.3. 100% of students identified as homeless will earn the credits necessary to be promoted to the next level of high school as measured by the promotion/retention report.If the district is categorized as comprehensive or targeted according to SIP, additional supports outside of the school day in a lab setting (Study Lab, Math Lab) will be implemented in the areas of reading, writing, and math if data indicates that students need this additional support. Certified teachers will run these programs to offer students the highest quality academic interventions and support. In addition the district curriculum committee will review programming, assess student needs and outcomes, and implement additional course offerings to support struggling students in the areas of reading and writing as needed. Intensive (4-6 week) programs in targeted areas (ie. study skills, test prep, social-emotional, etc.) will be designed and implemented by school counselors and personnel to support student needs.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

The district has established the following criteria to identify the target populations:1. Students scoring below the 30th percentile on normed assessments2. Students scoring as being at risk in 1 or more of the at risk indicators survey provided by the district.3. Student recommended by either a counselor or teacher based on formative assessments.4. Students recommended based on historical academic indicators and on-going progress monitoring data taken throughout each school year.5. Students scoring as below average in executive functioning skills on one of two rating scales taken by multiple individuals who are in regular contact with students.Parents, administrators, teachers, support personnel, and paraprofessionals are asked to complete informal and formal surveys analyzing students' behaviors, academic strengths/weaknesses, executive functioning, social-emotional well-being. Parent nights are held to explain programming. 8th Grade Orientation is held to introduce parents/students to the specific coursework their students will complete. Parent-Teacher Conferences provide opportunities for more specific conversation between parents and teachers. The district regularly provides curriculum information through Skyward management system to parents as well.

Re-display of the approved response from the FY20 Consolidated District Plan.

The district has established the following criteria to identify the target populations:1. Students scoring below the 30th percentile on normed assessments2. Students scoring as being at risk in 1 or more of the at risk indicators survey provided by the district.3. Student recommended by either a counselor or teacher based on formative assessments.4. Students recommended based on historical academic indicators and on-going progress monitoring data taken throughout each school year.5. Students scoring as below average in executive functioning skills on one of two rating scales taken by multiple individuals who are in regular contact with students.Parents, administrators, teachers, support personnel, and paraprofessionals are asked to complete informal and formal surveys analyzing students' behaviors, academic strengths/weaknesses, executive functioning, social-emotional well-being. Parent nights are held to explain programming. 8th Grade Orientation is held to introduce parents/students to the specific coursework their students will complete. Parent-Teacher Conferences provide opportunities for more specific conversation between parents and teachers. The district regularly provides curriculum information through Skyward management system to parents as well.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- WCCHS will continue to use Title and IDEA funds in conjunction with state and local resources to carry out activities which improve basic programs to meet the needs of students, school improvement, preparation, training, and recruitment of high-quality teachers, principals, and other school leaders, student support and academic enrichment, and special education. These funds support and provide a small portion of the funds needed to address these areas of need. Title I funds are used to support the needs of at risk students and to provide ongoing professional development to develop high quality instruction in the classroom. Title II pays for teacher registration and travel to professional development activities in specific content areas and for ongoing curriculum assessment and revision. Title IV funds are used to jump start learning (dual credit, early college, work-based learning) fees and course payments for students that desire the opportunity to begin working towards their post-graduation career or focus of study while still in high school. IDEA funds are used for special education services which meet the needs of targeted students.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

Standardized scores were analyzed for students in the special education sub-group. Results include the following information. 2017-18 SATELA: 11% of students with disabilities met or exceeded MATH: 4% of students with disabilities met or exceeded 2018-19 SATELA: 3% of students with disabilities met or exceeded MATH: 3% of students with disabilities met or exceeded

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

The district has a growing student population and with increased enrollment is an increase of students falling under IDEA. The additional students, and their required services, will be handled by more special education staff members and instructional support staff. IDEA funds typically go to offset support staff salaries.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

For 2020-21, the district will apply the same scope of services as the previous fiscal year.

*Required Field

Overview

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

PROGRAM: Foster Care Transportation Plan

PURPOSE: To comply with ESSA requirements for educational stability for students in foster care

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

******NOTE: This page is not required for the Department of Juvenile Justice******

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Sander	Joseph	Assistant Superintendent	jgsander@wacohi.net

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Reiser	Matthew	Transportation Director	mreiser@wacohi.net

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

*******NOTE: This page is not required for the Department of Juvenile Justice*******

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures: Title/Role of Participant in Plan Development Name of Participant Title I Director/Coordinator Karen Stevens LEA Point of Contact (POC) Joseph Sander LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office LEA representative that oversees transportation Joseph Sander CWA POC Local Office Other (student services/pupil services, special education, etc.) Annette Gresham

Response from the approved FY20 Consolidated District Plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures: Title/Role of Participant in Plan Development Name of Participant Title I Director/Coordinator Karen Stevens LEA Point of Contact (POC) Joseph Sander LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office LEA representative that oversees transportation Joseph Sander CWA POC Local Office Other (student services/pupil services, special education, etc.) Annette Gresham

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district provides transportation services for students falling under IDEA and Section 504 in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care.

Response from the approved FY20 Consolidated District Plan.

The district provides transportation services for students falling under IDEA and Section 504 in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district provides transportation services for students falling under English Language Learners in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care.

Response from the approved FY20 Consolidated District Plan.

The district provides transportation services for students falling under English Language Learners in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. If a transportation plan cannot be established, the district will collaborate with external organizations, DCFS, to establish a resolve for the student. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures: Title/Role of Participant in Plan Development Name of Participant Title I Director/Coordinator Karen Stevens LEA Point of Contact (POC) Joseph Sander LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office LEA representative that oversees transportation Joseph Sander CWA POC Local Office Other (student services/pupil services, special education, etc.) Annette Gresham

Response from the approved FY20 Consolidated District Plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. If a transportation plan cannot be established, the district will collaborate with external organizations, DCFS, to establish a resolve for the student. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures: Title/Role of Participant in Plan Development Name of Participant Title I Director/Coordinator Karen Stevens LEA Point of Contact (POC) Joseph Sander LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office LEA representative that oversees transportation Joseph Sander CWA POC Local Office Other (student services/pupil services, special education, etc.) Annette Gresham

*Required field

Transportation Plan Development

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

Response from the approved FY20 Consolidated District Plan.

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school. The following factors should be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care: A pre-existing transportation route; A new transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act). Alternatives not directly provided by Washington Community High School such as: Contracted services: taxis, student transport companies, uber, lyft, etc.; Public transportation such as city buses, rails, etc.; and Carpools; or School/District staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
b. New transportation route
c. Route-to-route hand-offs
d. District-to-district boundary hand-offs
e. Other services for which student is eligible, such as IDEA transportation options
f. Options presented by DCFS worker
g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
The district plan allows for mileage reimbursement to families providing transportation services. This expense is reimbursed at the IRS rate and the district has a process for families to submit mileage reimbursement to the Assistant Superintendent for approval.
i. Other - describe
j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The funding for coordinated transportation will utilize the following: Transportation Fund, shared district funding (for external district transportation hand-offs) and use of activity funds allocated for student hardships. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion) Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved FY20 Consolidated District Plan.

The funding for coordinated transportation will utilize the following: Transportation Fund, shared district funding (for external district transportation hand-offs) and use of activity funds allocated for student hardships. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion) Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

In all resolutions, the district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

Response from the approved FY20 Consolidated District Plan.

In all resolutions, the district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district will provide transportation services using the following plan: The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved FY20 Consolidated District Plan.

The district will provide transportation services using the following plan: The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. WCHS will keep on file the WCHS, District 308 Transportation Procedures for students in foster care.

Response from the approved FY20 Consolidated District Plan.

Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. WCHS will keep on file the WCHS, District 308 Transportation Procedures for students in foster care.

*Required field

- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
- Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

- All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
- The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
- The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.333.
- If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
- The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
- The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
- All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

INVOLUNTARY TERMINATION

- The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
- Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

- The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
- The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
- The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
- The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

- Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
- The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);

- g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
- h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
- i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
- j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

29. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
 - A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

5/14/2020

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by jsander on 7/8/2020](#)

Completed Print Jobs

[Completed - jsander on 7/8/2020 2:06:40 PM](#)

This Application has not been submitted

Expand All

Consolidated District Plan	Page Status	Open Page for editing
Consolidated District Plan		
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
Plan Specifics		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
Title I Specific Pages		
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
IDEA Specific Requirements	OPEN	<input type="checkbox"/>
Foster Care Transportation		
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
BID - School Stability	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
Assurance Pages		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save

ACTION ITEMS

Approve Consolidated District Plan

Recommendation:

That the Board of Education approve the Consolidated District Plan as presented.

Suggested Motion:

Motion to approve the Consolidated District Plan as recommended.

In the Policy 5:125 DRAFT, the changes in blue are made by Attorney Jay Greening. The changes in purple are made by the Negotiation and Policy Committees.

ACTION ITEM:

Approve to waive the 2nd reading of policy 5:125

Recommendation:

That the Board of Education approve waiving the 2nd reading of policy 5:125.

Suggested Motion:

Motion to approve waiving the 2nd reading of policy 5:125.

General Personnel

Personal Technology and Social Media; Usage and Conduct 1

Definitions

Includes - Means “includes without limitation” or “includes, but is not limited to.”

Social media - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue.² This includes, but is not limited to, services such as *Facebook*, *LinkedIn*, *Twitter*, *Instagram*, *Snapchat*, and *YouTube*.³

Personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks.⁴ This includes laptop computers (e.g., laptops, ultrabooks, and chromebooks), tablets (e.g., iPads®, Kindle®, Microsoft Surface®, and other Android® platform or Windows® devices), smartphones (e.g., iPhone®, BlackBerry®, Android® platform phones, and Windows Phone®), and other devices (e.g., iPod®).⁵

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ This policy is optional. Consult the board attorney because personal technology and social media involve an unprecedented area of the law. Public employees’ First Amendment rights involve an unsettled area of the law. Personal technology and social media platforms change continually. Therefore, instead of prohibiting specific actions, this sample policy focuses on what will not change - maintaining appropriate behavior as outlined in 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, the Ill. Educators’ Code of Ethics at 23 Ill.Admin.Code §22.20, and 105 ILCS 5/21B-75, amended by P.A. 101-531 (allows suspensions or revocations of certificates for abuse or neglect of a child, willful or negligent failure to report suspected child abuse or neglect, *immorality*, and *unprofessional conduct*, among other things). *Immoral* has been defined by one court to mean “shameless conduct showing moral indifference to the opinions of the good and respectable members of the community.” See *Ahmad v. Board of Education of City of Chicago*, 356 Ill.App.3d 155 (1st Dist. 2006).

Consult the board attorney when a board wants to prohibit more specific actions and/or specific speech, e.g., *friending* students on Facebook or similar social media, *tweeting* or otherwise communicating with students on Twitter or similar social media sites, and text messaging or emailing students. See also the discussion in f/ns 6 & 7 below.

This policy also contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. When a policy’s subject matter is superseded by a bargaining agreement, the board policy can state, “Please refer to the applicable collective bargaining agreement.”

² Several definitions of social media exist, and a board may wish to use another definition or create its own with the board attorney. This sample policy’s definition is very broad. It is adapted from a frequently cited Wikipedia definition at www.en.wikipedia.org/wiki/Social_media. Merriam-Webster’s definition is at www.merriam-webster.com/dictionary/social%20.

³ Optional. A board may want to add other sites. As of July 2019, the publication *eBizMBA Inc.* lists the top four social networking sites as Facebook, YouTube, Twitter, and Instagram, respectively.

⁴ *Personal technology* is not yet defined. It is the title of a weekly column in *The Wall Street Journal*. The column was created and is authored by Walt Mossberg, who frequently directs readers to his review of new technologies on a website titled *All Things Digital* at to www.allthingsd.com/author/walt/. Many of the reviewed devices operate as described in this sample definition.

⁵ Optional.

Usage and Conduct 6

All District employees who use personal technology ~~and or~~ social media shall: 7

1. Adhere to the high standards for appropriate school relationships required by policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20. All electronic communications between District employees and students or their parents and guardians must be transparent and accessible by District supervisors and administrators (if necessary). All such communications shall be professional in purpose, content and tone.
2. ~~Choose a~~ Except as otherwise provided in this policy or in the event of emergency, restrict electronic communications with students and their parents to a District-provided or supported method ~~whenever possible to communicate with students and their parents/guardians. Such communications shall be limited to subjects concerning the student's education, well-being, activities, or other school related issues for which the employee has been assigned through their job description and general supervisory responsibility.~~
Refrain from providing personal email addresses and personal mobile and home telephone numbers to students without prior approval notification to and approval from the student's parent or guardian.
- 2.3. Receive approval from the employee's supervisor prior to communicating with students or their parents/guardians by methods that are not District-provided or supported.
- 3.4. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
- 4.5. Comply with policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students, ~~and/or~~ District employees, or District business without proper approval from the employee's supervisor. For District employees, proper approval may include implied consent under the circumstances. 8 A District employee who

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6 Whether to discipline an employee for his or her speech is always highly fact sensitive and should always occur after a consultation with the board attorney. See f/ns 1 and 7. The discipline will require careful balancing of the district's obligations to protect its students with employees' rights. Further, a board may not discipline its employees for discussing the terms and conditions of their employment with co-workers and others or otherwise interfere with their employees' efforts to work to improve the terms and conditions of their workplace. 29 U.S.C. §151 et seq.

7 The following list is optional and may contain items on which collective bargaining may be required. See f/n 1. To ensure that the listed expectations match local conditions, boards may want to initiate a conversation with the superintendent about these expectations. Expectations will be most effective when they reflect local conditions and circumstances. This conversation provides an additional opportunity for the board and superintendent to examine all current policies, collective bargaining agreements, and administrative procedures applicable to this subject. See f/n 2 of policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, for more discussion about how to initiate this conversation and f/n 3 of policy 5:100, *Staff Development Program*. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. After discussing these issues, the board may have further expectations and may choose to reflect those expectations here.

refers to the District or may be identified as a District employee through the use of social media shall provide a disclaimer that any opinions expressed or shared are those of the individual and are neither endorsed by the District nor representative of the District's views or policies.

- ~~5.6.~~ Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures. ⁹
- ~~7.~~ Use personal technology and social media for personal purposes only during non-work or duty-free times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation. ¹⁰
- ~~6.8.~~ Avoid direct person to person contact with current students through social media. This includes, but is not limited to, direct messages, pictures, videos or other media which are not accessible by the general public. However, a District employee is not prohibited from interacting with a student on social media who is a member of the employee's family.
- ~~7.9.~~ Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media. ¹¹
- ~~8.10.~~ Be subject to investigation of possible violations of this policy which could result in remedial action and any other appropriate disciplinary action for any actual possible violations of this policy. Actions may ranging range from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy. ¹²

The Superintendent shall: ¹³

⁸ Inherent dangers exist when district employees use personal technology and social media without understanding how the information is used within the chosen platform and what choices are available within the platform to control it. Some examples of laws that require the safekeeping of district and school records include: the Federal Educational Rights and Privacy Act, 20 U.S.C. §1232g, and the Ill. School Student Records Act, 105 ILCS 10/ (both prohibit the unauthorized disclosure of student school records); 5 ILCS 140/7 (exempts personnel information and other items such as school security and response plans and maps from disclosure); 45 C.F.R. §164.502 (protects the employees' health information); and 820 ILCS 40/ (governs the release of an employee's disciplinary action). For district employees, implied consent may be sufficient in some circumstances, e.g., teachers taking pictures of each other at a birthday party in the teachers' lounge or at a social event off school grounds and later posting those pictures on Facebook.

⁹ 17 U.S.C. §101 *et seq.*

¹⁰ 105 ILCS 5/24-9; Fair Labor Standards Act, 29 U.S.C. §201 *et seq.* See also f/ns 1 and 6 above.

¹¹ The Children's Internet Protection Act (CIPA) (47 U.S.C. §254(l)) requires school districts to maintain a policy and provide Internet access that protects against access to websites containing material that is obscene, pornographic, or harmful to minors. See 6:235, *Access to Electronic Networks*. Because a district cannot subject its employees' usage of personal technology and social media to the same measures required under CIPA (i.e., content filters, blocking lists, or district monitoring of Internet website traffic for patterns of usage that could indicate inappropriate network usage), this statement seeks to balance the district's duty by shifting responsibility for inappropriate behavior to the individual employee.

¹² The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action against any employee, when the district knows that the employee committed or engaged in sexual harassment of a student. 775 ILCS 5/5A-102. Sexual harassment of a student is also prohibited by 7:20, *Harassment of Student Prohibited*, and of an employee by 5:20, *Workplace Harassment Prohibited*.

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest.*
2. Direct Building Principals to annually:
 - a. Provide their building staff with a copy of this policy.
 - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
 - c. Remind their building staff that those who violate this policy will may be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Insure that a synopsis of this policy is included in the student handbook.
4. Build awareness of this policy with students, parents, and the community.
5. Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites. 14
6. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

~~1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest.*~~

13 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration. One logical method for a board to address the issue of district employees' use of personal technology and social media is to include its expectations during its in-service trainings required by 105 ILCS 5/10-22.39. Many experts in social media risk management advocate training employees about the expectations concerning social media usage. For boards that do not want to include this as a part of the in-service, delete the phrase "during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest.*"

Public employee First Amendment issues involve the balance between the importance of the speech and the district's interest in maintaining order and effective school operations. The First Amendment "does not entitle primary and secondary teachers, when conducting the education of captive audiences, to cover topics, or advocate viewpoints, that depart from the curriculum adopted by the school system." See *Mayer v. Monroe County Community School Corp.*, 474 F.3d 477 (7th Cir. 2007). Nor is the First Amendment likely to entitle a teacher to protection for purely personal speech that does not touch on a matter of public concern. See *Pickering v. High School Dist.* 205, 391 U.S. 563 (1968). However, when public employees speak as private citizens on their own time about matters of public concern, they may face only those speech restrictions that are necessary for their employers to operate efficiently and effectively. *Garcetti v. Ceballos*, 547 U.S. 410 (2006).

14 Right to Privacy in the Workplace Act, 820 ILCS 55/10(b) (also known as the *Facebook Password Law*). The exception for *professional accounts* is unlikely to be available to school districts; see the explanation in f/n 19 in policy 5:30, *Hiring Process and Criteria*. The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's electronic equipment and electronic mail.

The statute does not prohibit an employer from (1) obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute, and (2) requesting or requiring an applicant or employee to share specific content that is reported to the employer to: (a) ensure compliance with laws and regulatory requirements, (b) investigate certain allegations as outlined in the law, and (c) prohibit certain outlined behaviors in the law. Finally, the statute does not apply to other types of personal technology that employees may use to communicate with students or other individuals, such as personal email or text messages on a personal phone. However, employers may access online accounts that the employer pays for or that an employee creates or maintains on behalf of the employer in connection with the employee's employment. Consult the board attorney about these issues.

2. ~~Direct Building Principals to annually:
 - a. ~~Provide their building staff with a copy of this policy.~~
 - b. ~~Inform their building staff about the importance of maintaining high standards in their school relationships.~~
 - c. ~~Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.~~Insure that a synopsis of this policy is included in the student handbook.~~
3. ~~Build awareness of this policy with students, parents, and the community.~~
4. ~~Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites.~~¹⁵

~~Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.~~

Preferred Methods of Communication

Communication between staff and students should be done in a group format whenever possible, or include at least one other adult (parent or another educator is preferred) in order to protect the staff member, student, and school district. When a clear response to a question or statement cannot be completed in a short, concise message, staff members should redirect students to one of the preferred forms of communication. Additional details regarding the preferred methods of communications between staff and students will be outlined by the Superintendent and shared with staff.

The Board of Education recognizes that there may be limited times when direct communication through text messaging, phone calls, or emails between employees to students is required. In those instances, the employee must still conform to the standards set forth in Board Policy 5:120, Employee Ethics; Conduct and Conflict of Interest.

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LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.
Ill. Human Rights Act, 775 ILCS 5/5A-102.
Code of Ethics for Ill. Educators, 23 Ill.Admin.Code §22.20.
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CROSS REF.: 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria),
5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and
Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information),
5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of
Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20
(Harassment of Students Prohibited), 7:340 (Student Records)

ACTION ITEMS

Approve Policy 5:125

Recommendation:

That the Board of Education approve the policy 5:125 as presented.

Suggested Motion:

Motion to approve the policy 5:125 as presented.

General Personnel

Personal Technology and Social Media; Usage and Conduct 1

Definitions

Includes - Means “includes without limitation” or “includes, but is not limited to.”

Social media - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue.² This includes, but is not limited to, services such as *Facebook*, *LinkedIn*, *Twitter*, *Instagram*, *Snapchat*, and *YouTube*.³

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Usage and Conduct 6

All District employees who use personal technology or social media shall: 7

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2. Except as otherwise provided in this policy or in the event of emergency, restrict electronic communications with students and their parents to a District-provided or supported method. Such communications shall be limited to subjects concerning the student's education, well-being, activities, or other school related issues for which the employee has been assigned through their job description and general supervisory responsibility.
3. Receive approval from the employee's supervisor prior to communicating with students or their parents/guardians by methods that are not District-provided or supported.
4. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
5. Comply with policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students, District employees, or District business without proper approval from the employee's supervisor. For District employees, proper approval may include implied consent under the circumstances. 8 A District employee who refers to

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the District or may be identified as a District employee through the use of social media shall provide a disclaimer that any opinions expressed or shared are those of the individual and are neither endorsed by the District nor representative of the District's views or policies.

6. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures. **9**
7. Use personal technology and social media for personal purposes only during non-work or duty-free times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation. **10**
8. Avoid direct person to person contact with current students through social media. This includes, but is not limited to, direct messages, pictures, videos or other media which are not accessible by the general public. However, a District employee is not prohibited from interacting with a student on social media who is a member of the employee's family.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media. **11**
10. Be subject to investigation of possible violations of this policy which could result in remedial action and appropriate disciplinary action for any actual violations of this policy. Actions may range from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy. **12**

The Superintendent shall: **13**

8 Inherent dangers exist when district employees use personal technology and social media without understanding how the information is used within the chosen platform and what choices are available within the platform to control it. Some examples of laws that require the safekeeping of district and school records include: the Federal Educational Rights and Privacy Act, 20 U.S.C. §1232g, and the Ill. School Student Records Act, 105 ILCS 10/ (both prohibit the unauthorized disclosure of student school records); 5 ILCS 140/7 (exempts personnel information and other items such as school security and response plans and maps from disclosure); 45 C.F.R. §164.502 (protects the employees' health information); and 820 ILCS 40/ (governs the release of an employee's disciplinary action). For district employees, implied consent may be sufficient in some circumstances, e.g., teachers taking pictures of each other at a birthday party in the teachers' lounge or at a social event off school grounds and later posting those pictures on Facebook.

9 17 U.S.C. §101 *et seq.*

10 105 ILCS 5/24-9; Fair Labor Standards Act, 29 U.S.C. §201 *et seq.* See also f/ns 1 and 6 above.

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4. Build awareness of this policy with students, parents, and the community.
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Preferred Methods of Communication

¹³ 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration. One logical method for a board to address the issue of district employees' use of personal technology and social media is to include its expectations during its in-service trainings required by 105 ILCS 5/10-22.39. Many experts in social media risk management advocate training employees about the expectations concerning social media usage. For boards that do not want to include this as a part of the in-service, delete the phrase "during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*."

Public employee First Amendment issues involve the balance between the importance of the speech and the district's interest in maintaining order and effective school operations. The First Amendment "does not entitle primary and secondary teachers, when conducting the education of captive audiences, to cover topics, or advocate viewpoints, that depart from the curriculum adopted by the school system." See *Mayer v. Monroe County Community School Corp.*, 474 F.3d 477 (7th Cir. 2007). Nor is the First Amendment likely to entitle a teacher to protection for purely personal speech that does not touch on a matter of public concern. See *Pickering v. High School Dist.* 205, 391 U.S. 563 (1968). However, when public employees speak as private citizens on their own time about matters of public concern, they may face only those speech restrictions that are necessary for their employers to operate efficiently and effectively. *Garcetti v. Ceballos*, 547 U.S. 410 (2006).

¹⁴ Right to Privacy in the Workplace Act, 820 ILCS 55/10(b) (also known as the *Facebook Password Law*). The exception for *professional accounts* is unlikely to be available to school districts; see the explanation in f/n 19 in policy 5:30, *Hiring Process and Criteria*. The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's electronic equipment and electronic mail.

The statute does not prohibit an employer from (1) obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute, and (2) requesting or requiring an applicant or employee to share specific content that is reported to the employer to: (a) ensure compliance with laws and regulatory requirements, (b) investigate certain allegations as outlined in the law, and (c) prohibit certain outlined behaviors in the law. Finally, the statute does not apply to other types of personal technology that employees may use to communicate with students or other individuals, such as personal email or text messages on a personal phone. However, employers may access online accounts that the employer pays for or that an employee creates or maintains on behalf of the employer in connection with the employee's employment. Consult the board attorney about these issues.

Communication between staff and students should be done in a group format whenever possible, or include at least one other adult (parent or another educator is preferred) in order to protect the staff member, student, and school district. When a clear response to a question or statement cannot be completed in a short, concise message, staff members should redirect students to one of the preferred forms of communication. Additional details regarding the preferred methods of communications between staff and students will be outlined by the Superintendent and shared with staff.

The Board of Education recognizes that there may be limited times when direct communication through text messaging, phone calls, or emails between employees to students is required. In those instances, the employee must still conform to the standards set forth in Board Policy 5:120, Employee Ethics; Conduct and Conflict of Interest.

LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.
Ill. Human Rights Act, 775 ILCS 5/5A-102.
Code of Ethics for Ill. Educators, 23 Ill.Admin.Code §22.20.
Garcetti v. Ceballos, 547 U.S. 410 (2006).
Pickering v. High School Dist. 205, 391 U.S. 563 (1968).
Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

**TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN
ILLINOIS CENTRAL COLLEGE
AND
SCHOOL DISTRICT**

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT (“Agreement”) is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional math instruction to the District’s students in accordance with the Postsecondary and Workforce Readiness Act (“PWR Act”) (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education (“ISBE”), the Illinois Community College Board (“ICCB”), and the Illinois Board of Higher Education (“IBHE”), (the “Statewide Competencies and Policies”). In this Agreement, both the College and the District are referred to as the “Parties,” and each, a “Party.”

The Parties agree as follows:

1. Transitional Math Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	ISBE SIS Code	*Outcome College Math Course(s) for Placement and IAI code (if applicable)
STEM	02055A001 - High School Transitional Math 4	MATH 106: Applied Algebra, Geometry, and Trigonometry MATH 110: Concepts of Mathematics (M1904) MATH 111: General Statistics (M1902) MATH 115: College Algebra
Quantitative Literacy and Statistics	02201A001 - High School Transitional Math 4	MATH 106: Applied Algebra, Geometry, and Trigonometry MATH 110: Concepts of Mathematics (M1904) MATH 111: General Statistics (M1902)
Technical Math	02153A001 - High School Transitional Math 4	MATH 106: Applied Algebra, Geometry, and Trigonometry

*The transitional math course provides eligibility for any of the college math courses listed in each category. This does not mean that all the courses are appropriate for the particular major. Please consult the catalog or an advisor to determine the appropriate math course in a given program.

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, “Course Documentation”) approved by the Parties. Course Documentation must meet the requirements of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the “Statewide Portability Panel”). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.

The high school instructor shall do the following:

- Determine each student’s grade based upon the following:
 - At least 40% of the course grade is based on exams (other than the final exam),
 - At least 15% of the course grade is based on a comprehensive final exam (required of all students, no exemptions),
 - At least 25% of the course grade must come from problem or project-based learning tasks.
 - No more than 25% of the course grade can come from formative assignments such as homework.
 - No more than 2% of the course grade can come from extra credit
 - Grading Scale - The minimum passing score is no lower than a 70% for a C. If the TM course is two semesters, the student must earn at least a C in both semesters.
 - Send a copy of your comprehensive final exam to the ICC Transitional Math Coordinator
 - Ensure grades earned in the course are a result of competencies and not completion or effort grades.
 - Give zeros for missing work.
 - Understand that the grading policies stated in this agreement take precedence over any conflicting local grading requirements
 - Maintain a balance between applications and skills on all exams.
 - Limit exam retakes to one exam retake. If a retake is given, the exam retake must be significantly different than the original exam.
 - Assist all TM students in applying at Illinois Central College.
 - Send each student’s grade, with the matching ICC student ID, to tm@icc.edu .
- C. College Enrollment. The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation is eligible to enroll in the applicable outcome college math course identified in the table in Part A without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the high school transcript.

2. Teacher Qualifications and Supports

- A. Teacher Qualifications. The District will ensure that all teachers of transitional math courses are certified to teach high school math. However, if the transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community

college math instructor can vary from those in a traditional course and must be addressed in the Course Documentation.

- B. Professional Development and Other Supports. The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course. Further, the College will provide a qualified and experienced instructor as a resource person and liaison for each high school transitional math teacher. Liaisons serve in a support role, and do not evaluate high school teachers.

3. Student Eligibility for Courses

- A. College Readiness Criteria. The District will use the criteria set forth in the Statewide Competencies and Policies for determining the college readiness of high school juniors in mathematics.
- B. Transitional Math Placement. In accordance with the Statewide Competencies and Policies, the District will advise and promote transitional math course placement to each high school student who is not deemed ready for college mathematics based on his or her performance through their junior year but who is otherwise eligible to take a transitional math courses in his or her senior year. Any exceptions to the eligibility requirements must be agreed upon in advance by both the College and the District.

4. Other District Commitments

- A. Summative Assessments. The District will ensure all summative assessments are kept secure. The District will maintain all graded summative assessments for two years.
- B. Transcripting and Reporting. The District will indicate transitional math completion on the student's transcript in accordance with requirements adopted by the Statewide Portability Panel. The District will use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE.
- C. Advising Supports. The District will provide advising supports to students during their junior year to ensure they are aware of the availability of dual credit or transitional math courses, as applicable to the student's readiness level, and are selecting an option appropriate to the student's pathway.

5. Other College Commitments

- A. Statewide Portability. The Parties agree to pursue and maintain statewide portability approval through the Statewide Portability Panel for all transitional math courses offered through this Agreement. The College will, on behalf of the partnership between the Parties, submit this Agreement and Course Documentation to the Statewide Portability Panel to establish and maintain statewide portability of the transitional math courses offered through this Agreement,

- F. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

The Parties hereby confirm their agreement to the terms set forth herein.