Posted: August 21, 2020

Notice:	**Board of Education Regular Meeting to be held on Monday, August 24, 2020 at 7:00 PM at the District Center, 517 Deerfield Rd., Deerfield, Illinois 60015**

Agenda

Details about agenda items can be found online at www.dps109.org --> Board of Education --> Board Meeting Information.

1. Call to Order
2. Approval of Meeting Agenda
3. Presentation by Wilmot School 3
4. Destination Imagination Recognition 4
5. Superintendent's Report
6. Community Participation Relative to Matters on the Meeting Agenda *(Policy 2:230): We welcome your comments and questions and give them serious consideration. The first community participation is solely for comments about matters on this agenda. Before you deliver your comment, please identify yourself and state the agenda item to which your comment is directed. The second community participation period is for comments about any matter. Please limit the length of all comments to no more than two (2) minutes.*
7. Informational Items
    1. Freedom of Information Requests *(Policy 2:250)* 5
    2. Intergovernmental Agreement between the County of Lake and Deerfield Public Schools District 109 99
    3. Memorandum of Understanding for Temperature Check Duty 107
    4. 2020-21 Public School Calendar Amendment 110
    5. Re-Entry Task Force Update 113
8. Action Items
    1. Consent Agenda*
        1. July Treasurer's Report 274
        2. Personnel*
            1. Resignations/Retirements* *(Policy 5:210)* 303
            2. Leave of Absence 304
            3. Employment of Certified Staff* *(Policy 5:200)* 305
            4. Employment of Educational Support Staff* *(Policy 5:280)* 307
            5. Employment of At-Will Staff* *(Policy 5:270)*
        3. Approval of Meeting Minutes * (Policy 2:220)
        4. Destruction of Closed Session Audio from February 25, 2019 (Policy 2:220)* 308
        5. Bills for Payment* *(Policy 4:80)* 309
    2. Approval of Intergovernmental Agreement between the County of Lake and 336

Deerfield Public Schools District 109

3. Approval of Memorandum of Understanding for Temperature Check Duty 344
4. Approval of 2020-21 Public School Calendar Amendment 347
5. Approval of Final Reading Policy Updates - 2:20, 2:70, 2:100, 2:105, 2:110, 2:200, 2:220, 2:250, 2:260, 3:50, 4:15, 4:30, 4:80, 4:110, 4:140, 4:150, 4:170, 4:175, 5:10, 5:20, 5:30, 5:50, 5:90, 5:100, 5:120, 5:150, 5:190, 5:200, 5:220, 5:250, 5:260, 5:290, 5:330, 6:15, 6:60, 6:65, 6:210, 7:20, 7:150, 7:180, 7:190, 7:200, 7:270, 7:290, 7:340, & 8:30 350

9. Committee Reports *(Policy 2:150)*
10. Open Community Participation *(Policy 2:230)*
11. Board/Superintendent Other
12. Closed Session** (Policy 2:240) *Discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. (5 ILCS 120/2(c)(1))*
13. Adjournment

If you have questions concerning access or seek accommodations for a disability, please contact at 847-945-1844 x7240 or rrudd@dps109.org. Early requests are encouraged.

August 24, 2020

PRESENTATION BY WILMOT SCHOOL

Bonnie Pettinger, Social Worker at Wilmot Elementary School, will present live to the Board of Education via Zoom an overview of the "What's Up Wilmot?" initiative.

Recommendation:
Presentation only

August 24, 2020

DESTINATION IMAGINATION RECOGNITION

Eric Steckling, Director of Communications, will showcase a short video recognizing the Global Finals champion Destination Imagination team of 8th graders from Shepard Middle School and the unique circumstances they had to overcome to accomplish their task during the pandemic.

Recommendation:
Recognition only

August 24, 2020

INFORMATION ITEM: FREEDOM OF INFORMATION REQUESTS

The Administration is required to notify the Board of any FOIA requests. The following is a summary of requests recently received.

A FOIA was received on August 3, 2020 from Heidy Holloway of Citywide Building Maintenance requesting previous bid proposal results for custodial service, current monthly and annual cost, and a copy of the current contract. The district responded on August 4, 2020 with a cost of $27.80 charged to the Business Office.

A FOIA was received on July 28, 2020 from Steven Duplain requesting teacher and administrator salary information. The district responded on July 30, 2020 with a cost of $47.88 charged to the Business Office.

A FOIA was received on August 7, 2020 from James D'Angelo requesting all documentation asserting that the district's virtual learning program would be improved since the program provided in the Spring. The district responded on August 12, 2020 with costs charged to the following departments: Business Office: $23.20, Teaching and Learning: $183.84, Superintendents' Office: $25.34

A FOIA was received on August 10, 2020 from Charlene Peters and Jessica Williamson of PresFinancial requesting staff salary information. The district responded on August 11, 2020 with a cost of $22.52 charged to the Business Office.

A FOIA was received on August 12, 2020 and then re-sent in revised format on August 13, 2020 from Michele Youngerman and Christopher Hacker of CBS Chicago requesting staffing information related to district employees either temporarily or permanently choosing to not return to school for any or all of the 2020-2021 school year. The district responded on August 13, 2020 with a cost of $31.80 charged to the Business Office.

A FOIA was received on August 7, 2020 from James D'Angelo requesting documentation regarding the Re-Entry Task Force and DPS109 email and/or text communications. The district responded on August 12, 2020 with no costs associated.

Recommendation: *Information Only*

Assistant Superintendent for Finance & Operations, CSBO

Greg Himebaugh, CSBO
Phone: 847-945-1844 x7227
Fax: 847-945-1892

August 4, 2020

Via Electronic Transmission

HEIDY HOLLOWAY
Citywide Building Maintenance Inc.
1555 Industrial Dr. Suite A
Itasca, IL 60143

Re: Response to FOIA Request

Ms. Holloway:

We received your freedom of information act (FOIA) request at the District Center on August 3, 2020. In response, we offer the following:

- Please see www.dps109.org → Departments → Finance & Operations → Financial Information & Transparency Directory → Bid Notices → Archived Bid Notices and Results → Custodial Services Bid Packet 2011 for our last bid packet and results.
  https://drive.google.com/drive/folders/1h5XvTt2ZXnS5dmmbbS-RuA2M8JkSSR6C

- Please see www.dps109.org → Departments → Finance & Operations → Buildings & Grounds → Vendor Contracts → multiple years of Harvard contracts showing monthly costs.

If you should have further questions, please contact me.

Sincerely,

Greg Himebaugh
Assistant Superintendent for Finance & Operations

From: **Heidy Holloway** <heidyh@citywideinc.com>
Date: Mon, Aug 3, 2020 at 4:38 PM
Subject: FOIA Request-Custodial Services- SD 109
To: superintendent@dps109.org <superintendent@dps109.org>

Good afternoon,
I hope you are doing well, I am submitting a FOIA Request on behalf of Citywide Building Maintenance. We are inquiring the following information in reference to your custodial services. Please read below the information that is being requested:

- Requesting the previous bid proposal results for the custodial services-Bid results need to specify bidders name and prices
- Requesting the current monthly and annual cost
- Requesting a copy of the current custodial contract

If any questions please feel free to email me back.

Thank you in advanced for your help!

Heidy Holloway
Sales Support Specialist

Citywide Building Maintenance Inc.
1555 Industrial Dr. Suite A
Itasca, IL 60143

P (847) 228-1111 | F (847) 228-1191
www.abscitywide.com | heidyh@citywideinc.com

For cleaning concerns, please email cleaning_concerns@citywideinc.com.

Disclaimer
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Assistant Superintendent for Finance & Operations, CSBO

Greg Himebaugh, CSBO
Phone: 847-945-1844 x7227
Fax: 847-945-1892

July 30, 2020

Via Electronic Transmission

STEVEN T. DUPLAIN
400 Corporate Pointe Suite 300
Culver City, CA 90292

Re: Response to FOIA Request

Mr. Dupain:

We received your freedom of information act (FOIA) request at the District Center on July 28, 2020. In response, we offer the following:

- Please www.dps109.org → Human Resources → Employee Information → Contracts & Agreements → PA 96-0434 Compensation Reports for a listing of all names, job titles, and compensation for all employees in 2019-20. (https://drive.google.com/drive/folders/0B49j86ELuz3sfm1aQXNjYlNJQlAwMVNnMmhJR3lja0hFUDY1ZHdQdnc2bUhLUVVpRmRDQk0)

- Please see directory information at www.dps109.org for staff email addresses (https://www.dps109.org/Page/706)

If you should have further questions, please contact me.

Sincerely,

Greg Himebaugh
Assistant Superintendent for Finance & Operations

Date: Tue, Jul 28, 2020 at 1:39 PM
Subject: Illinois Freedom of Information Act (FOIA) Request
To: superintendent@dps109.org <superintendent@dps109.org>

July 28, 2020

Via Electronic Mail

This is an official request, under the Illinois Freedom of Information Act (FOIA), for the names, corresponding job titles, email addresses and the most current and readily available salary information of all
teachers and administrators employed at Deerfield Sd 109 as of the
date of this request.

Please deliver this information in digital "csv" or "MS Excel" format to the email address below:

std0700@outlook.com

STEVEN T. DUPLAIN
400 Corporate Pointe Suite 300
Culver City, CA 90292

Rebecca Rudd <rrudd@dps109.org>

Fwd: FOIA Request

1 message

DPS109 Superintendent <superintendent@dps109.org> Mon, Aug 10, 2020 at 2:30 PM
To: Rebecca Rudd <rrudd@dps109.org>

---------- Forwarded message ---------
From: **James D'Angelo** <jamesrdangelo@gmail.com>
Date: Fri, Aug 7, 2020 at 1:30 PM
Subject: FOIA Request
To: DPS109 Superintendent <superintendent@dps109.org>

Dear Interim Superintendents,

In your presentation to the Board of Education on July 31, you asserted several times that virtual instruction this year will be much improved from the virtual instruction provided this past spring. Please provide all documents supporting this assertion, including the following:

1. Overview of all trainings and instructional materials relating to virtual instruction provided to DPS 109 teachers from June 2020 to date (including dates and times of when the trainings were presented, the duration of each training and a summary of the materials provided at each);
2. Overview of any new program, resource or tool that will be available to DPS 109 teachers to assist them in their virtual instruction; and
3. Overview of all new trainings and instructional materials that will be provided to DPS 109 teachers before 8/19 (including dates and times of when the trainings will be presented, the duration of each training and a summary of the materials to be provided at each) .

Thank you,
James

James D'Angelo
312-970-9281

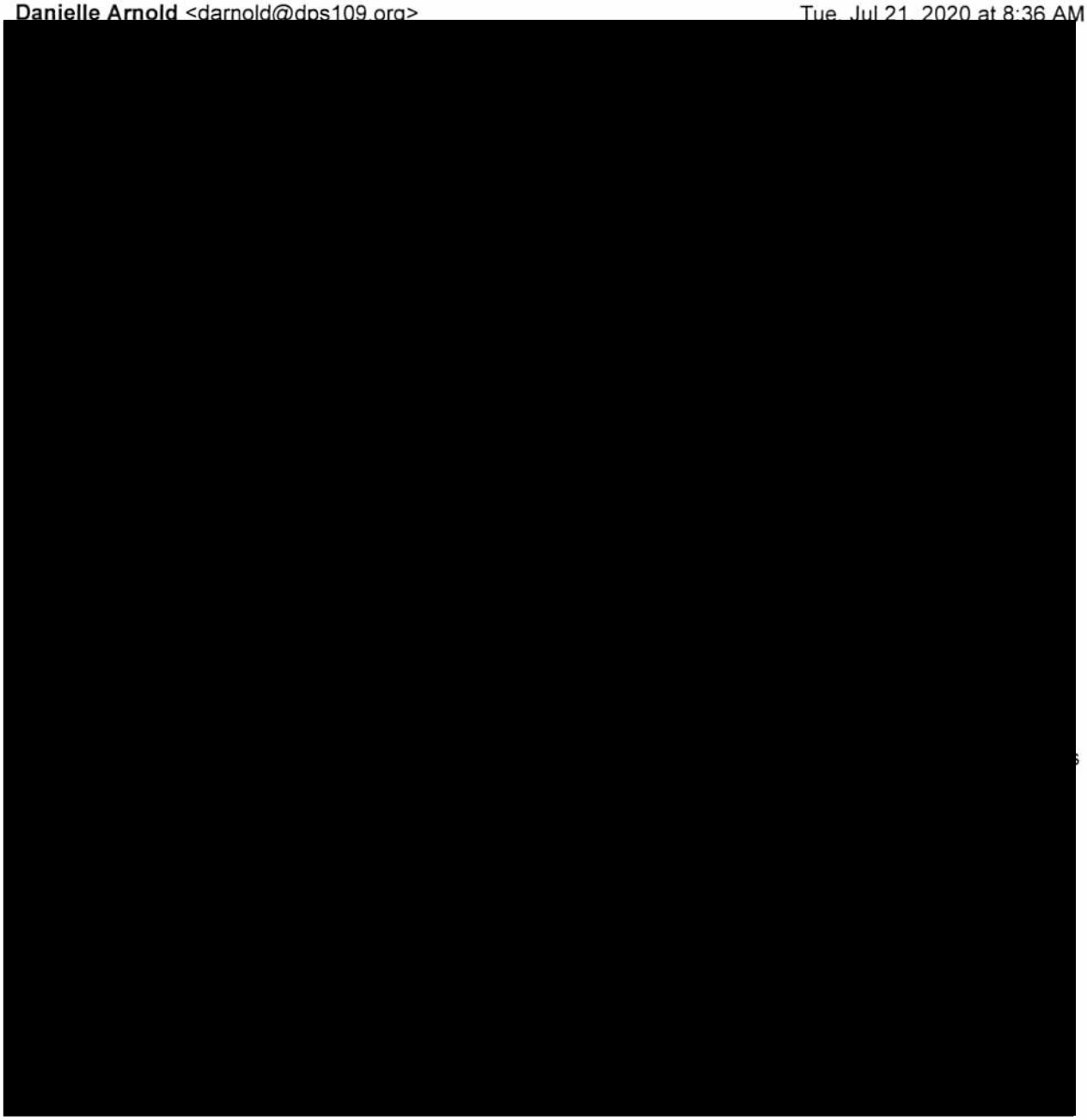
--

Ed Rafferty
Jane L. Westerhold, Ed.D.
Co-Interim Superintendents
Deerfield Public Schools District 109
517 Deerfield Rd
Deerfield, IL 60015

Danielle Arnold <darnold@dps109.org>

Curriculum & Instruction Updates 2020

Danielle Arnold <darnold@dps109.org> Tue, Jul 21, 2020 at 8:36 AM



K-5 Teachers,

As we prepare for an unprecedented start to a school year, I wanted to provide you with some (hopefully timely) curriculum & instruction updates. No matter the structure of our school day in 2020, it will be

more important than ever that we have an articulated scope and sequence. Our consistency and teamwork has never been more important!

I know that many of you are anxious to begin planning, but I would encourage you to pause. Until the district finalizes plans and families select options, lots will be changing. Class rosters may be shifting, which means class placement communications will likely be delayed. Instructional coaches are also still meeting regularly to do as much advance planning as possible. They are working hard behind the scenes to continue the development of day-to-day plans that can be followed in the classroom and/or in eLearning.

More updates will be forthcoming, but here are a few items that you might find helpful to know:

- Coaches are currently creating Launching Lessons for Reading, Writing, and Math that will begin on Monday, August 24th. The first two and a half days (August 19th-21st) will be opening teacher-led activities. These will center around introductions, creating classroom community, establishing routines and expectations, teaching students how to use digital tools and resources, etc. Teachers will be provided a bank of ideas for those days as well.

- We are partnering with Teachers College Reading and Writing Project (TCRWP), who has developed virtual units of study for the 2020-2021 school year. K-5 classroom teachers will receive a login for Units of Study Reading and Units of Study Writing. Grades 1 and 2 will also receive Units of Study Phonics. Their curriculum developers and model classroom teachers have developed videos that explicitly teach the mini-lesson. When in-person, these will be a great professional resource, as it will serve as a model for how to lead the lesson. When in eLearning, these videos could be shared with students and possibly used synchronously in a "play-pause-teach/talk" model. This could be an amazing way of providing all students with the teaching point and then breaking out into small groups. More info will be coming soon, but please know that we may be shifting some ELA units this year to accommodate the changing learning environment.

- Instructional coaches have begun creating mini-lesson videos for math. Teachers could use these in a similar fashion as the reading and writing videos. In an eLearning environment, it is recommended that teachers begin a synchronous session with a number talk or the Dig-In, and follow that with the mini-lesson video in the "play-pause-teach/talk" model. This direct instruction could then be used to set-up small groups, possibly using breakout rooms, for differentiation and support.

- We have decided to postpone the science pilot. Given the inability to facilitate hands-on lessons in a collaborative manner, we feel it is best to delay until we can teach the lessons with fidelity. We will continue to have access to Mystery Science and TCI, and Amplify has a virtual option we are exploring too.

- Grades 1 & 2 Only: Celena Larkey, former staff developer with Teachers College and a co-author of the Units of Study Phonics, is still planning to offer us virtual professional development to prepare for phonics implementation. This PD is scheduled for Thursday, August 6th and Friday, August 7th from 8:30-11:30 AM. The days will be interactive, with multiple opportunities to be part of, role play, and prepare for teaching phonics using the TCRWP Units of Study in Phonics. See Celena's proposed agenda for the two days here. If planning to participate, please complete this brief form to confirm your spot. About a week prior to the PD, you will be sent a link for the Zoom meeting and information about the materials you will need to have available during the sessions. (*2nd Grade Teachers - the remainder of our Units of Study Phonics kits have arrived. If you have

not received your set, please let me know how you prefer to collect your materials. You will need to register your kit to have access to the online materials for the training.)

- Grades K-1: We are ordering the Big Ideas math consumable workbook for this school year.

Much of this remains a work in progress, but as the school year approaches, please be assured that plans are in motion. Our goal is to provide you with the first template of instructional plans no later than Monday, August 10th.

As we encounter new challenges throughout the year, there will certainly be obstacles to overcome, but I am confident we will get through this TOGETHER! Until then, take care. If you have any questions, do not hesitate to ask.

(Principals - Please pass this along to your new teachers as well. Thanks!)

Danielle Arnold
Assistant Superintendent for Curriculum & Instruction
847-945-1844 x7220

From:
Date: Thu, Aug 6, 2020 at 7:29 PM
Subject: Fwd: Curriculum Information
To:

Hello Teachers!

Happy August! We hope you have been able to take some time for yourselves this summer! We are looking forward to our continued work together this school year, starting the year with remote instruction. We wanted to provide you with some information to help guide our initial thinking and planning. Below you will find:

1. A scope and sequence and a teacher support document, explaining the changes due to a remote start that has happened behind the scenes this summer for Units of Study - Reading, Units of Study - Writing, and Units of Study - Phonics (1-2)
    a. Grades K-2
    b. Grades 3-5

2. The curriculum maps and a teacher support document for Math
    a. Grades K-5

3. A document of opening activities and ideas for you to begin your school year!

4. The codes for Virtual Units of Study - Reading, Units of Study -Writing, and Units of Study -Phonics (1-2) will be coming by the end of the week.

A few important notes:

1. Launching lessons for reading, writing, phonics (1-2), and math will be provided for you beginning on August 24th and will last about 10 days.

2. As we know, creating a strong classroom culture and getting to know your students is vital, whether virtual or in person! The document titled, "Opening Activity Ideas- Teacher-Led" (also linked above) gives you some ideas for how to get to know your students and begin to set up your classroom culture, however, please note that launching lessons will not begin until Monday, August 24th in an effort to allow you time to get to know your students. We hope the document provided gives you some good ideas, but please feel free to utilize the first 2.5 days as you see fit!

3. Here is the schedule for an *optional* district grade level Zoom meeting for the week of August 10th to introduce the launching lessons and more.
    a. Primary (K-2): Tuesday, August 11th 2:00
    https://dps109.zoom.us[redacted]
    Meeting ID: [redacted]
    Passcode: [redacted]

    b. Intermediate (3-5): Tuesday, August 11th 3:00
    Join Zoom Meeting
    https://dps109.zoom.us[redacted]
    Meeting ID: [redacted]
    Passcode: [redacted]

This school year will be different and we are here for you as we navigate the work together.
-The Coaching Team

Danielle Arnold <darnold@dps109.org>

Phonics PD Reminder

Danielle Arnold <darnold@dps109.org> Wed, Jul 29, 2020 at 11:27 PM

[redacted]

Reminder:

Celena Larkey, former staff developer with Teachers College and a co-author of the Units of Study Phonics, will be providing **virtual** professional development to prepare 1st and 2nd grade teachers for phonics implementation. This PD is scheduled for Thursday, August 6th and Friday, August 7th from 8:30-11:30 AM. The days will be interactive, with multiple opportunities to be part of, role play, and prepare for teaching phonics using the TCRWP Units of Study in Phonics. She will be showing teachers techniques for teaching phonics virtually as part of the PD. See a tentative agenda here.

If planning to participate, please complete this brief form to confirm your spot ASAP. I will forward the list of registrants to Celena at the end of the day tomorrow. She will then send you a link for the Zoom meeting and additional information about the materials you will need to have available during the sessions. This PD will also be timesheeted. Thanks to the 22 of you that have already registered!

*2nd Grade Teachers - If you do not have your Units of Study Phonics kits, please email. We have them sorted and ready for pickup at the District Office. I will label one with your name and you can come grab it at your convenience during office hours. You will need to register your kit to have access to the online materials for the training.

Take care, everyone!

Danielle Arnold
Assistant Superintendent for Curriculum & Instruction
847-945-1844 x7220

Danielle Arnold <darnold@dps109.org>

Units of Study Phonics PD - 8/6 and 8/7

Danielle Arnold <darnold@dps109.org> Sun, Aug 2, 2020 at 9:08 PM

[redacted]

Thank you for signing up to participate in the Virtual PD Session with Celena Larkey this Thursday and Friday, August 6th and 7th, from 8:30-11:30 AM. Here is the Zoom login info:

Topic: Phonics PD days with Celena Larkey 8/6 & 8/7
Time: This link is for both days (8:30 - 11:30 CST)

Join Zoom Meeting
https://us02web.zoom.us[redacted]

Meeting ID: [redacted]
Passcode: [redacted]

Please see the attached agenda, which also includes a list of the materials you should have available during the training. See you soon!

Danielle Arnold
Assistant Superintendent for Curriculum & Instruction
847-945-1844 x7220

Phonics Aganda and materials List 109.pdf
28K

A Day on Thinking and Talking about Methods to Teach Phonics

Proposed Agenda

Principles of Teaching Phonics
Systemic Phonics Across Grade Levels
Structures of Phonics Workshop & Teaching
Unpacking A Unit of Study
Scheduling & Aligning Phonics with Reading and Writing Instruction
Assessments to Inform Phonics Instruction
Small Group Instruction to Support Phonics Transfer

Please ask teachers to bring:

- Phonics Units of Study kit – a resource kit (at least for unit 1) is also helpful to have at home for this session.
- A small set of leveled texts (mixed fiction and nonfiction). The set should include a book at each of the following levels of text complexity: B, C, E, H, J, L, N
- Highlighters
- Post it notes
- A whiteboard and marker
- Magnetic letters

Danielle Arnold <darnold@dps109.org>

Paula Kluth Professional Development Opportunities Next Monday & Tuesday

Joanna Ford <jford@dps109.org> Thu, Jul 30, 2020 at 10:53 AM

Good Morning! I apologize for the short notice; however, I am excited to let you know that we have the opportunity to welcome Paula Kluth back to District 109 next Monday and Tuesday for a series of virtual professional development sessions. Any time Paula is available we always are thrilled to have her, so if you happen to be free during the following times next week please join us for any or all of these optional professional development sessions. You can click here to rsvp (also linked below) and we will then send you the zoom links prior to the scheduled session. We will be keeping track of attendees in order to pay you for your time participating in these optional professional development opportunities. I have shared this with everyone in the student services department but please also forward to any and all other staff members, co-teachers, etc. who you feel may also like to participate. Please feel free to reach out with any questions.

Have a great day!

Joanna

Monday, August 3rd, 2020

9:00-12:00
Universal Design Daily: Strategies for Supporting Them All
(Primary audience is Middle and Elementary School Resources Teachers and Co-Teachers. Also, open to any staff members who would like to attend)
3 hours

It's undoubtedly important to teach in ways that honor learning differences and structure lessons that are engaging, varied, and appropriately challenging. However, in this era of distance learning, high stress, and unknown variables, it is also critical to explore the underlying habits of mind related to "teaching them all" and to have a framework for doing so---UDL. This presentation centers on big ideas related to teaching and learning and is framed around modes of representation, expression, and engagement. It contains video clips, classroom stories, examples, and illustrations. It will provide both points of reflection and practical strategies. More importantly, it features ideas to help all teachers (including co-

teachers who need---more than ever---to plan jointly for student success) to better respond to the diversity that exists in their shared "classrooms" every single day.

1:00-3:00
You Can't Do It Alone & Other Lessons From Improv
(Intended for District Program Staff and Staff Members supporting low-incidence students. Also, open to any staff members who would like to attend)

2 hours

Is there a better metaphor for the current situation than the improv stage? We are definitely having to come up with a lot of answers "on the spot" and though we are making new decisions and creating new ways of being daily, this type of improvising is anything but comedic and satisfying. That doesn't mean, however, that those who think on their feet for a living have nothing to offer our situation. This presentation borrows norms from improvisational comedy (e.g., don't do it alone, stay positive –or at least neutral) and offers guidance on how to navigate the next few months.

Specifically, Paula will outline the challenges facing special education teachers today and provide ideas for supporting and "including" our learners with IEPs who are returning to school this fall. These ideas come from families and teachers and from research on best practice (in general) for students with disabilities. Suggestions include focusing on personalized schedules (when possible), tapping into peer supports in creative ways, and "leaning into" the lack of structure to allow students to pursue personal interests and develop skills of self-determination.

Tuesday, August 4th, 2020

9:00-11:30
10 Things Every Teaching Assistant and Support Staff Member Need to Know
(Intended for Teaching Assistants and Support Staff. Also, open to any staff members who would like to attend)
2.5 hours

Teaching Assistants assigned to support students with disabilities in the general education classrooms (and beyond) are critical members of teaching teams.

This workshop is designed to support new and veteran teaching assistants (and educators who may need disability-related information and teachers who support teaching assistants) who need skills to collaborate with colleagues and support diverse groups of learners. This strategy-packed session will provide teaching assistants with a few "big ideas" about supporting students with disabilities (e.g., presuming competence, understanding the least

dangerous assumption). It will also be filled with practical, easy-to-integrate techniques and strategies that can be used in K-12 inclusive classrooms (e.g., using language that supports & empowers, adapting on-the-spot). Appropriate use of cues, proximity, and physical support will also be a central focus of this presentation.

12:30-2:00
Inclusion "Hacks": 15+ Ideas for Supporting All Learners
Open to any staff members who would like to attend
1.5 hours

Educators seeking the "how" of inclusion will learn ways to engage, motivate, and inspire a diverse group of students by creating classroom games (e.g., match game), study aids (e.g., one-pagers), visual supports (e.g., social slam book), and teaching tools (e.g., curriculum cards) in this resource-rich session. Most of the featured ideas are "make and take" tools and are useful for meeting a wide range of needs including those related to IEP objectives.

Please complete this form to RSVP for any Paula Kluth virtual training that you will be attending

Joanna Ford
Assistant Superintendent for Student Services
517 Deerfield Rd. | Deerfield, IL 60015
(847) 945-1844 x7229

On Fri, Aug 7, 2020 at 10:37 AM Danielle Arnold <darnold@dps109.org> wrote:

109 Substitutes,

District 109 is training new teachers next week, and a portion of the professional learning will be dedicated to demonstrating and training around the specific tools used for remote teaching. As valued members of our school team, we would invite you to join this session if interested and available. The Zoom Link is provided in the chart below.

Tuesday, August 11th, 8:30-11:30	**Teaching & Learning Breakouts** Sessions: 8:30 - Zoom Features for Synchronous Instruction (Samantha) 9:15 - Using Seesaw for Communication & Feedback (Miriam) 10:00 - Google Classroom (Megan) 10:45 - Recording on WeVideo for Asynchronous Instruction (Tracy)	[redacted]	Zoom Link Meeting ID: 951 3948 1730 Password: [redacted]

Danielle Arnold
Assistant Superintendent for Curriculum & Instruction
847-945-1844 x7220

Danielle Arnold <darnold@dps109.org>

putting books on hold

[redacted] Tue, Jul 14, 2020 at 5:15 PM

To: Danielle Arnold <darnold@dps109.org>

Hi Danielle,

Here's a short video that shows kids how to put books on hold using our library catalog. I made it so it can apply to students at all schools, in both the e-learning option and the at-school option. It can be shared with parents, and the LIS team will share it on their websites, as well.

https://www.youtube.com/watch?v=H09Xz2vt5Jc

[redacted]

Get your own email signature

Danielle Arnold <darnold@dps109.org>

Updated Digital Tools for 2020-21 School Year

[redacted] Wed, Aug 5, 2020 at 3:30 PM

Hi everyone, :)

Hope you're all doing well. We've updated the available digital tools for the upcoming 2020-2021 school year and wanted to share it with teachers so you have an idea of what will be available as well as have the login information.

District 109 Digital Tools 2020-2021

We have a few **new** tools we're excited about this year too, such as:
Peardeck, Edpuzzle, Newsela, and **IXL Math & ELA** *(login info for IXL will be coming soon).*
You'll be able to learn more about these new tools during sessions that will be offered at our August 18th PD day.

Here are a few resources and <<optional>> learning opportunities available for these new tools if anyone is interested.

Peardeck

Pear Fair Back to School 2020 Live Event August 10-11 - 9AM - 2PM CDT

- Pear Fair Registration & Info (NOTE: You can register and if you can't make the event, Peardeck will email you the recordings afterwards)
- Pear Fair Schedule and Session Line-up!

Newsela

Resources:

- Newsela Back to School Deck
- Newsela Educator Center
- Newsela Mobile App (This can be accessed offline by students)
- Classroom Sign-In and Classroom Set-Up
- Newsela Back to School Toolkit
- 8 Minute Getting Started Video
- Clever for Teachers

Self Paced Learning Courses:

- Getting Started Mini-Course
- Self Paced Distance Learning Course
- Newsela Certified Educator Course (More advanced users)

Edpuzzle

Resources:

- A Practical Timeline for Flipping Your Classroom
- How to Tackle the Digital Divide During Remote Learning
- Making Physics Labs Virtual with Edpuzzle
- Creating Virtual Field Trips in Edpuzzle

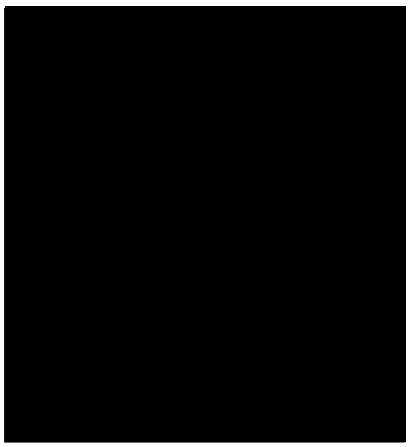
IXL

Resources:

- IXL Teacher Resources
- Upcoming Webinars

Please reach out if you have any questions!

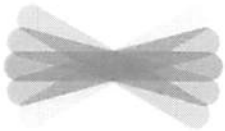
Stay well and talk soon,



109 Online

GRADES K-2 COMMUNICATION

Seesaw



Seesaw Tour: Video SeeSaw Intro for 109 Online & Video How to Login to Seesaw via Clever Badge (K-1)

Note: Both Seesaw & Clever apps must be installed on the iPad

iPad Tour: (video coming soon)

Installing Apps

Self Service: Video Installing Apps on District 109 iPads from Self-Service

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GRADES 3-8 COMMUNICATION

Google Classroom

Google Classroom Tour: Video Google Classroom Tour for Parents and Students

& Google Classroom Student Join Class Guide

Chromebook Tour: Video Tour of District 109 Chromebook

Installing apps & extensions

Chrome Web Store: Video How to Add Apps & Extensions on District 109 Chromebooks

Google Play: Video How to Add Google Play Apps on District 109 Chromebooks

109 Online

Parent/Student Office Hours w/ [redacted]

Tech Help for Parents/Students

August [Daily] at 9:30 am
September [Tues & Thursday] 10:30 & 1:30

Spreadsheet of Tutorials for Parents/Students

Google Classroom Student Quick Guide

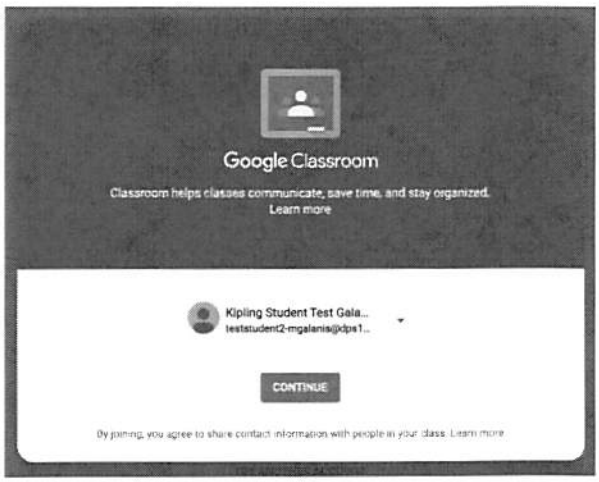
Join with a Class Code

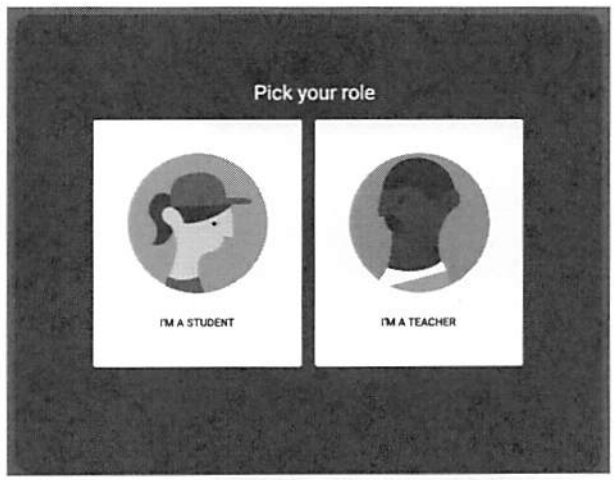
1. Open Google Chrome and go to **classroom.google.com**.

2. Use your **dps109.org email address** and **password**

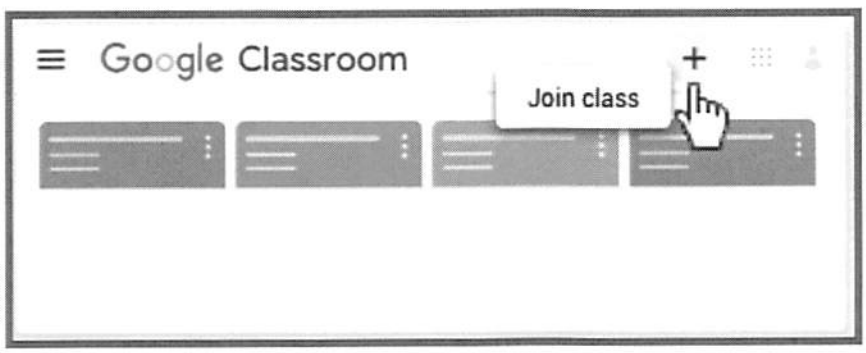
3. If it is your first time using Google Classroom you may see these prompts.

SELECT YOUR DPS 109 EMAIL **&** **I'M A STUDENT**

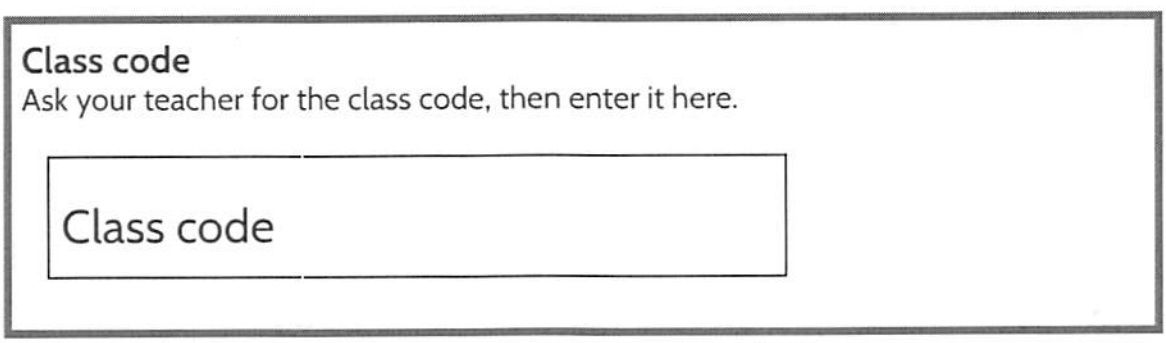




4. At the top-right, click **Join class** + .



5. You'll see the following prompt. Enter the class code from your teacher and click Join.



newsela

DPS 109 Welcome Call

newsela

Agenda

- INTRODUCTIONS
- BACK TO SCHOOL PLANS
- PLANS FOR PARTNERSHIP
- COMMUNICATION CADENCE
- QUESTIONS & NEXT STEPS

2

WELCOME CALL

Introductions

Tyler Overstreet

217-249-3049

newsela

As your district's CSM I will:

- Partner with your district to ensure we are achieving desired outcomes
- Collaborate with key stakeholders throughout the district so that we have a shared understanding of adoption and ongoing engagement with Newsela.
- Share best practices, trends, product updates and district insights throughout the year.

We have several specialized teams at Newsela to help you throughout the year. I'll connect you to these experts as needed.

NEWSELA.COM 3

WELCOME CALL

Key Stakeholders from your district

newsela

- Danielle
  - Assistant Supt C&I
    - Unofficial Remote Learning Coordinator
- Maria
  - Innovation CI Specialist

NEWSELA.COM 4

WELCOME CALL

Back to School Plans

Learning & Teaching for Fall 2020

- Remote to Start
- Clever to Sync
  - Spring 20 Set Up
  - Google Classrom

newsela

WELCOME CALL

Plans for Partnership

Intended Outcomes with Newsela

Outcomes with Newsela:

- Middle School
  - SS and ELA
  - Annotation, Binder Usage, Write Prompts Data

Target Teachers:

-

newsela

WELCOME CALL

Workshops

The goal of these 20 minute workshop is to get attendees signed in to Newsela and ready to use the platform with students. This virtual session will cover:

- How to sign in with Newsela
- How to add students
- How to find content and share articles with students

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WELCOME CALL

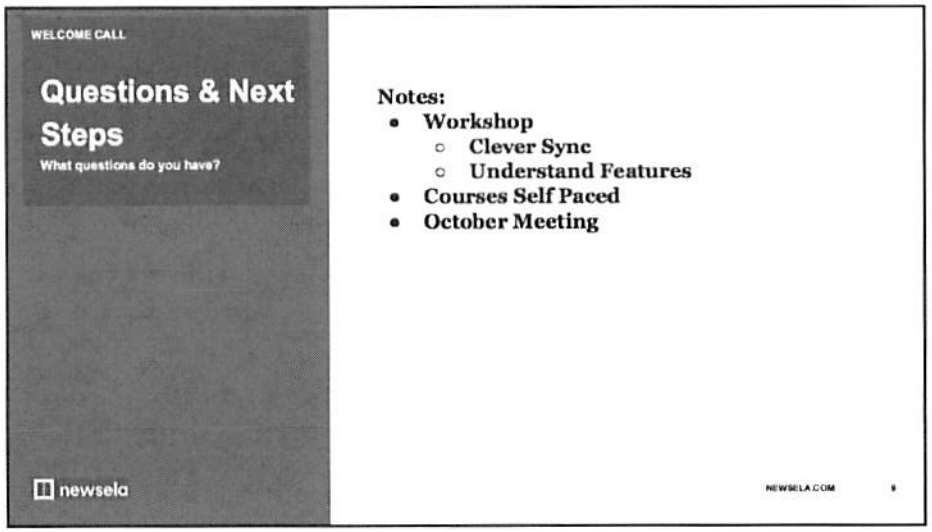
Communication Cadence

Checking in and sharing insights

- October Meeting

Next Check-in date scheduled for:

newsela


WELCOME CALL
Questions & Next Steps
What questions do you have?
newsela
Notes:
Workshop
Clever Sync
Understand Features
Courses Self Paced
October Meeting
NEWSELA.COM
9

newsela
Thank You.

READING/WRITING-

Digital Tool Name	Grade	Login Info	Educational Purpose
RAZ Kids	K-1	https://www.learninga-z.com/ • **Login for Teachers:** email address • **Password for Teachers:** set up upon first log-in	• Interactive e-books • Reading fluency • Reading comprehension
Reading A-Z	K-1	https://www.learninga-z.com/ • **Login for Teachers:** email address • **Password for Teachers:** set up upon first log-in	• Reading lessons • Phonics games • Online books
Reading Eggs	K-1	www.readingeggs.com • **Login for Teachers:** 109 email • **Password for Teachers:** teacher created, initiated through email sent by Reading Eggs • **Student Logins:** After teacher adds students, logins and generated) ***Note:** Teachers will need to build their own classes*	• Reading lessons • Phonics games • Online books
Exact Path	2-5	Exact Path Login • **Login for Teachers:** 109 email • **Password for Teachers:** dps109 • **Login for Students:** Log in through Clever on their device the first time. Select their school.	• Assessment driven Language Arts instruction and practice • Paced to student need • Aligned to instructional goals
IXL	2-8	www.ixl.com/signin/dps109 • **Login for Teachers:** Google single-sign with 109 email. • **Login for Students:** Log in through Clever on their device the first time. Select their school.	• Independent practice • Homework • Differentiated groups/station work • Can match skills to CCSS standards • Progress monitor skills as students approach mastery
Newsela	6-8	https://newsela.com/signin • Teachers: Choose Google Classroom or Clever to connect your classes (video)	• Student reading comprehension with high-quality news articles and real-time assessments

MATH

Digital Tool Name	Grade	Login Info	Educational Purpose
Big Ideas	K-8	Big Ideas Login • Login through Clever	• Math lessons and Skills Trainer practice • Find how to access optional additional math practice here.
Exact Path	2-5	Exact Path Login • **Login for Teachers:** 109 email • **Password for Teachers:** dps109 • **Login for Students:** Log in through Clever on their device the first time. Select their school.	• Assessment driven Language Arts instruction and practice • Paced to student need • Aligned to instructional goals
IXL	K-8	www.ixl.com/signin/dps109 • Login for Teachers: Google single-sign with 109 email. • Login for Students: Log in through Clever on their device the first time. Select their school.	• Independent practice • Homework • Differentiated groups/station work • Can match skills to CCSS standards • Progress monitor skills as students approach mastery
ST Math	K-1	ST Math Teacher Login • School codes no longer required for ST Math • Login & Password for Teachers: Initiated by an email sent by Mind Research • Login for Students: Activated on individual iPad via app • Password for Students: Picture Password created in set-up process by teachers Teacher Start Up Guide	• Spatial Temporal Reasoning • Math comprehension through visual learning • Math puzzles • Independent practice • Mastery based learning

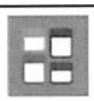
SCIENCE/SOCIAL STUDIES

Digital Tool Name	Grade	Login Info	Educational Purpose
Amplify	K-8	Amplify Science Login	• Interactive digital tools and hands-on activities, to teach students how to think, read, write, and

			argue like real scientists and engineers
Mystery Science	K-5	**Mystery Science Login for Teachers:** • Click here to join your school's membership	• Hands on • NGSS aligned • Videos • Discussion questions
TCI	5	TCI Teacher Login • Google sign-on with 109 email	• Teachers Curriculum Institute (TCI) interactive online science textbooks & lessons
Newsela	6-8	https://newsela.com/signin • Teachers: Choose Google Classroom or Clever to connect your classes (video)	• Student reading comprehension with high-quality news articles and real-time assessments

INNOVATION

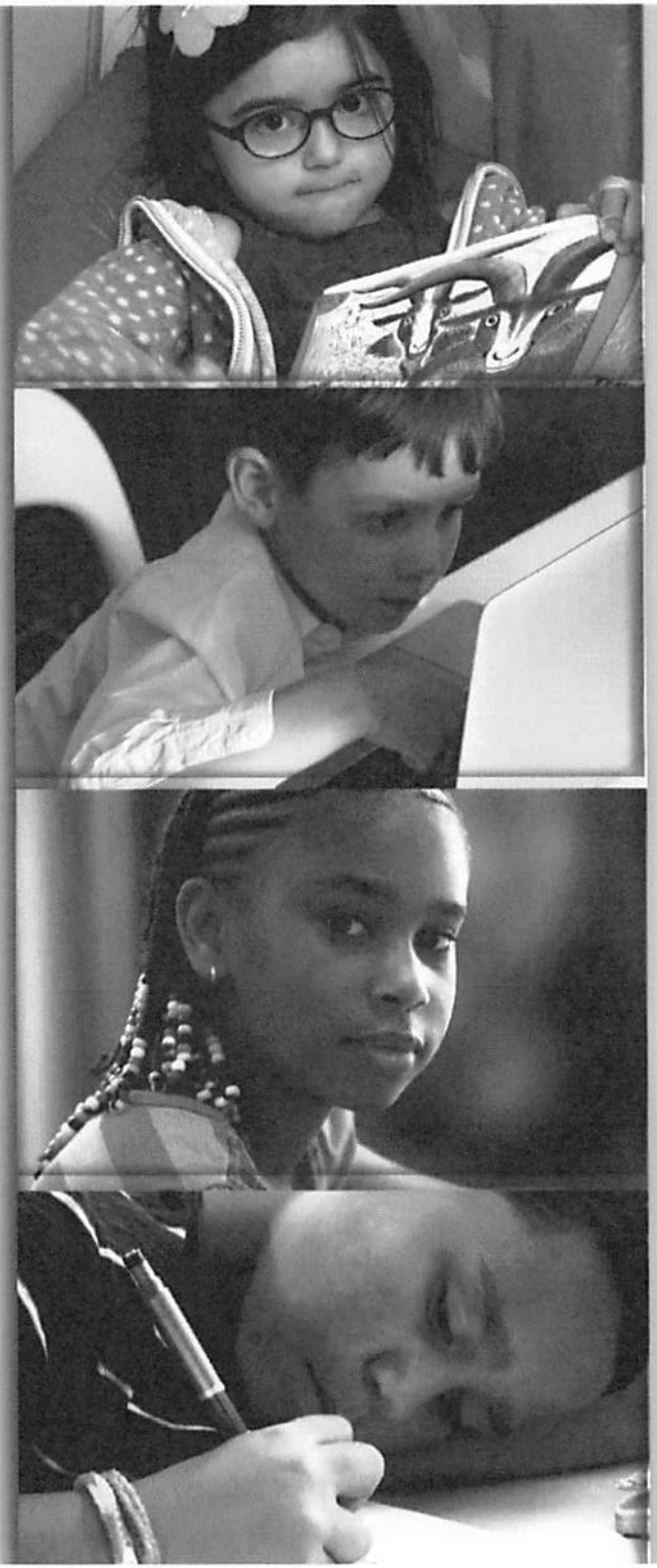
Digital Tool Name	Grade	Login Info	Educational Purpose
Book Creator	K-8	Book Creator Login • Google sign-on with 109 email	• Create flip-the-page online books
Breakout EDU	K-8	breakoutedu.com Login info (contact Maria Galanis)	• Digitaland physical Breakout EDU game access
CoSpaces Edu	4-8	CoSpaces Edu Login • Google sign-on with 109 email & school license code (contact Maria Galanis for code)	• Create Augmented Reality & Virtual Reality
Clever	K-8	clever.com • Google sign-on with 109 email	• Easily connect to district apps with Clever single sign-on access for students and teachers via the Clever Portal. • (coming soon) Video: K-1 Students Log into Clever using Badges
EdPuzzle	6-8	EdPuzzle Login • Teachers: Google sign-on with 109 email	• Web-based interactive video and formative assessment tool that lets users crop existing online videos and add content to target specific learning objectives

Explain Everything	K-8	• Install the Explain Everything app from Self-Service • Teachers & students: Google sign-on with 109 email	• Whiteboard app for iPads or touchscreen Chromebooks
Flipgrid	K-8	Flipgrid Login • Teachers: Google sign-on with 109 email	• Video discussion platform
Google Classroom	3-8	classroom.google.com • Teachers & Specials Classes create their classrooms, give class code to students • Parent/Guardian emails will be synced, teachers DO NOT manually add the parent/guardian emails. • Google Classroom will be 3-8's primary communication tool during 109 Online • Video tour	• Workflow, assignments, announcements
Hapara	K-8	Hapara Login • Teachers: Google sign-on with 109 email	• View and manage student work in the cloud • Create guided sessions for students
PearDeck	K-8	PearDeck Teacher Dashboard • Teachers: Google sign-on with 109 email • **To use PearDeck, teachers must add the PearDeck Add-on from Google Slides.	• Combines Google Slides with interactive questions (live or student-paced). Teachers see their presentation as well as students participating. Student responses appear on the teacher screen in real-time.
Planbook 	Staff opt-in only	Planbook Login • Google sign-on with 109 email	• Create and manage your lessons online • Fill out this form if you're interested. To learn more about how Planbook can help you, click here to view a brief video
Seesaw	K-8	• All students will use Clever to login to Seesaw • Seesaw will be K-2's primary communication tool during 109 Online, here is an iPad Video Tour of Seesaw	• Digital Student Portfolio • Parent Communication • Photos, videos, drawings, PDF and links • K-1 Students Log into Clever using Badges
Typing Club	2-4	Typing Club Login • Students access through	• Typing games, videos and tests

		Clever	• Tracks typing progress
WeVideo	K-8	wevideo.com • Teachers & Students: Google sign-on with 109 email	• Video creation, green screen, screen recording, voice recording
Zoom	K-8	Teachers only dps109.zoom.us • Google sign-in with 109 email	• Video conferencing platform

LIBRARY

Digital Tool Name	Grade	Login Info	Educational Purpose
InfoBase	6-8	InfoBase Login Page • Shepard Username: absms • Password: spartans American History, Culture, & Geography Databases.	• Database of articles and archives
Noodle Tools	6-8	Noodle Tools sign-in • Students sign-in with 109 email	• Online platform promoting authentic research and original writing
PebbleGo & PebbleGo Next	K-5	Pebble Go Grades K-2 (Animals, Biographies, Science, Social Studies, Health and Dinosaurs) PebbleGo Next Grades 3-5 (States, American Indian History, Biography, and Social Studies)	• Choose from 6 databases: Animals, Science, Social Studies, Biography, Dinosaurs and Health • Listen or read on your own
Power Knowledge	3-6	http://pkphysicalscience.com • Username: deerfieldsd109 • Password: deerfieldsd109	• 3 science databases: Life Science, Earth & Space Science, Physical Science • Listen or read on your own
Webpath Express (Follett)	K-8	109 Webpath Express • Choose your school • Catalog tab on top • Webpath on left side • No login required to search. To save searches, login with 109 email.	• Subscription search engine that works within the Follett Destiny catalog to deliver curated, age-appropriate internet search results.
Worldbook Online	K-8	Worldbook Online • Username: dps109 • Password: deerfield	• Resources designed for all ages and abilities with articles, videos, and more.



2020–2021 School Year

Resources to Support Units of Study in Blended or Virtual Classrooms

from

Lucy Calkins

and Colleagues from the Teachers College Reading and Writing Project

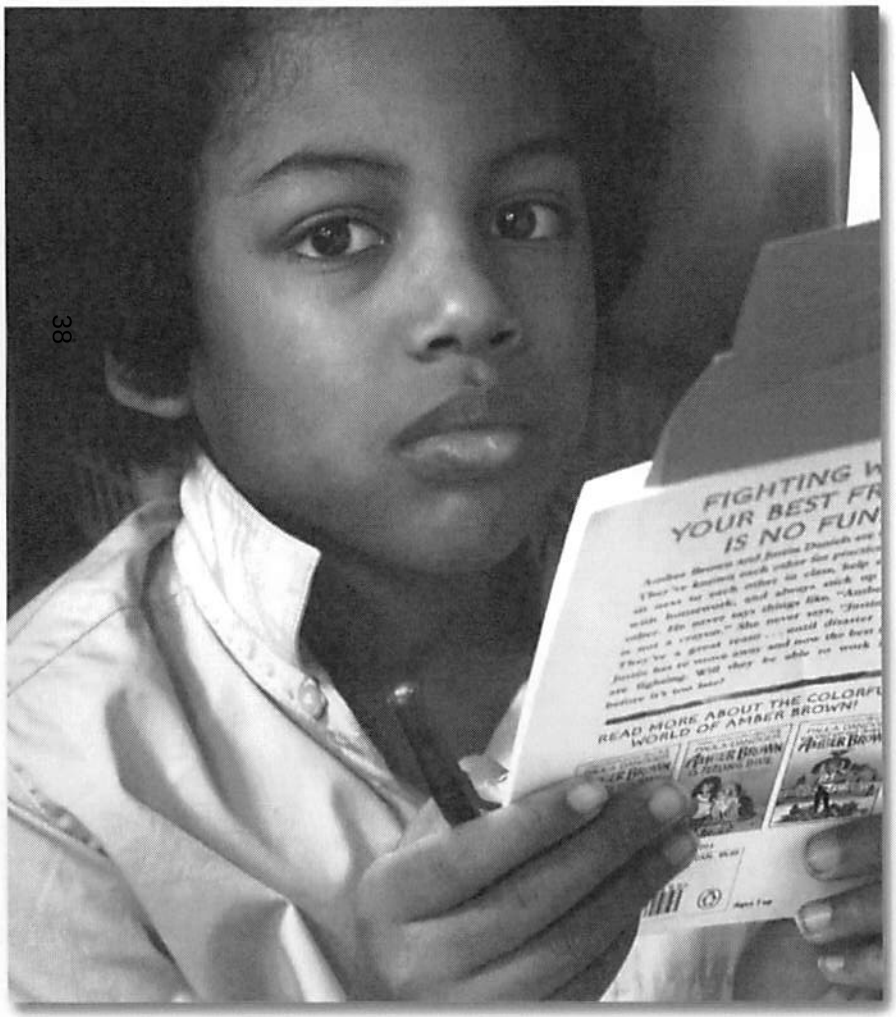
- VIRTUAL TEACHING RESOURCES
- SUPPORT FOR PARENTS AND CAREGIVERS
- PROFESSIONAL LEARNING FROM TCRWP

Heinemann
DEDICATED TO TEACHERS℠

new for Back-to-School 2020

Units of Study Virtual Teaching Resources *for* READING ✦ WRITING ✦ PHONICS

Available by Subscription for the 2020-21 School Year



In the year ahead, teachers need to be ready to respond to **challenges none of us has ever experienced**, including adapting to changing teaching and learning circumstances and supporting students' physical, emotional, and educational needs.

To support you in blended or virtual teaching, the Teachers College Reading and Writing Project community has created nearly **1,500 student-facing minilesson videos** across the Units of Study in reading, writing, and phonics. Our hope is that you'll allow us to be "co-teachers" with you—we teach the minilessons on camera, freeing you up for the heart of the teaching: the live conversations, conferring, small group work, and shares you'll manage with your students.

We've also created **support for parents and other caregivers, and brief video notes for teachers** with guidance on where in the Units of Study curriculum to find tools and tips for the live parts of your teaching, suggestions on how to adapt the curriculum for students' specific needs, and even pep talks to help keep you going.

Who should use the *Units of Study Virtual Teaching Resources*?

- Units of Study teachers who are engaged in blended or remote teaching
- Schools that will follow the TCRWP Suggested Sequence in 2020–21 school year
- Schools that are looking for ways to reduce teacher stress and support efficient virtual teaching
- Schools looking for asynchronous options for struggling students, kids who are absent, substitute teachers, afterschool programs, and more
- For more info, visit **UnitsofStudy.com/VirtualTeaching/**

Virtual Teaching Resources Aligned to the TCRWP 2020-21 Suggested Scope and Sequence

Each year the TCRWP publishes a recommended sequence of units for the year ahead. This year the recommended sequence reflects an awareness of the interrupted schooling that we all experienced in Spring 2020, but also recognizes that we don't yet have any firm understanding of what 2020–21 will bring. The virtual teaching resources have been developed to support TCRWP's 2020–21 Suggested Scope and Sequence. This sequence is designed to meet teachers and students where they are and help them to quickly gain momentum in supported ways as they navigate virtual and blended environments.

The 2020–21 Suggested Sequence sometimes calls for teachers to start the year with the last unit from the previous grade and sometimes includes new units which we also call Curricular Calendar units. Access to digital versions of both those types of units will be provided with the grade-level subscriptions. In addition, the 2020–21 sequence also calls for some of the units that are available for purchase outside the core Units of Study curriculum. For details on those recommended units, please see pages 4–6 in this booklet—also referenced in the ordering information on pages 9–10.

Download and Review the 2020–21 Suggested Sequence

Note: you'll need to create a profile to download if you don't already have one.

One-year, grade-level subscriptions are available for purchase at $100 per teacher, per series:

- **K–8 of *Units of Study for Teaching Reading***
- **K–8 of *Units of Study for Teaching Writing***
- **K–2 for *Units of Study for Teaching Phonics***

Each one-year subscription includes:

- Student-facing Minilesson Videos recorded by TCRWP Staff Developers offering heart-to-heart literacy talks direct to your students—a complete set of minilessons for 4–5 units per grade level that can be shared with students through whatever learning management system you have in place. Minilessons for each unit also reflect a redesigned, adapted plan for each unit so that instruction works as well as possible in a virtual environment. (Selected minilesson videos are provided both in English and in Spanish)
- Downloadable Resources for new units in the TCRWP Suggested Sequence
- Professional Learning Videos: a set of very brief videos for you, the teacher, are interspersed throughout the unit that suggest and explain adaptations to the units
- Parent/Caregiver Video for each unit: a short video explaining ways to support each child's literacy development across the weeks of the unit
- A Quick Guide to Virtual Teaching for the Units of Study with FAQs, guidance on virtual workshop essentials and best practices, support for setting up routines and systems, and tips for planning and filming your own virtual teaching (downloadable PDF)

Kindergarten - Grade 2: Units Included for Each Grade Level and Series

The following units are included in the *Units of Study Virtual Teaching Resources* subscriptions for each grade level and series (reading, writing, phonics).

Grade Level	Reading Units	Writing Units	Phonics Units
Kindergarten	We Are Readers (BOOK 1) Ⓢ Emergent Reading: Looking Closely at Familiar Texts (*IF...THEN...* BOOK) Super Powers: Reading with Print Strategies and Sight Word Power (BOOK 2) * Bigger Books, Bigger Reading Muscles (BOOK 3) * Becoming Avid Readers (BOOK 4) Ⓢ	Launching the Writing Workshop (BOOK 1) Show and Tell Writing: From Labels to Pattern Books *(unit book available separately)* Writing for Readers (BOOK 2) * How-To Books: Writing to Teach Others (BOOK 3) Persuasive Writing of All Kinds: Using Words to Make a Change (BOOK 4) *	Making Friends with Letters (BOOK 1) Word Scientists (BOOK 2) Word-Part Power (BOOK 3) * Vowel Power (BOOK 4) * Playing with Phonics (BOOK 5)
Grade 1	Becoming Avid Readers *(included in UOS Virtual Teaching Resources,* GRADE K, BOOK 4) Ⓢ Building Good Reading Habits (BOOK 1) Word Detectives: Strategies for Using High-Frequency Words for Decoding *(unit book available separately)* * Learning About the World: Reading Nonfiction (BOOK 2) * Meeting Characters and Learning Lessons: A Study of Story Elements (BOOK 4) Ⓢ	Small Moments: Writing with Focus, Detail, and Dialogue (BOOK 1) Ⓢ Writing How-To Books *(included in UOS Virtual Teaching Resources,* GRADE K, BOOK 3) Persuasive Writing of All Kinds: Using Words to Make a Change *(included in UOS Virtual Teaching Resources,* GRADE K, BOOK 4) * Nonfiction Chapter Books (BOOK 2) * From Scenes to Series: Writing Fiction (BOOK 4)	Playing with Phonics *(included in UOS Virtual Teaching Resources,* GRADE K, BOOK 5) Talking and Thinking About Letters (BOOK 1) Mystery of the Silent *e* (BOOK 2) * From Tip to Tail: Reading across Words (BOOK 3) * Word Builders: Using Vowel Teams to Build Big Words (BOOK 4) *
Grade 2	Meeting Characters and Learning Lessons: A Study of Story Elements *(included in UOS Virtual Teaching Resources,* GRADE 1, BOOK 4) Ⓢ Growing Word-Solving Muscles *(new mini unit in UOS Virtual Teaching Resources)* * Second-Grade Reading Growth Spurt (BOOK 1) Becoming Experts: Reading Nonfiction (BOOK 2) * Series Book Clubs (BOOK 4) *	Small Moments: Writing with Focus, Detail, and Dialogue *(unit book available separately, also in* GRADE 1, BOOK 1) Ⓢ Scenes to Series *(included in UOS Virtual Teaching Resources,* GRADE 1, BOOK 4) How-To Guide for Nonfiction Writing *(unit book available separately)* * Writing About Reading (BOOK 3) * Nonfiction Writing Projects *(new unit in UOS Virtual Teaching Resources)* *	Marvelous Bloopers *(included in UOS Virtual Teaching Resources,* GRADE 1, BOOK 5) Growing into Second-Grade Phonics (BOOK 1) Big Words Take Big Resolve: Tackling Multisyllabic Words (BOOK 2) * Word Builders: Construction, Demolition, and Vowel Power (BOOK 3) * Word Collectors (BOOK 4) *

The UOS Virtual Teaching Resources will be published in two batches:
Batch 1 will be released on July 20. **Batch 2** (indicated by a * symbol) will be released by the end of September.
Units included in the UOS Virtual Teaching Resources may be subject to change prior to publication.
Subscriptions are available by grade-level and series (reading, writing, and phonics each offered separately).

Selected units are also available in Spanish, indicated by this symbol: Ⓢ
(see page 7 for a complete list)

Grade 3 - Grade 5: Units Included for Each Grade Level and Series

The following units are included in the *Units of Study Virtual Teaching Resources* subscriptions for each grade level and series (reading and writing).

Grade Level	Reading Units	Writing Units
Grade 3	Building a Reading Life (BOOK 1) Ⓢ Series *(new unit in UOS Virtual Teaching Resources)* Mystery: Foundational Skills in Disguise *(unit book available separately)* * Character Studies (BOOK 3) * Research Clubs (BOOK 4) *	Crafting True Stories (BOOK 1) Ⓢ Art of Information Writing (BOOK 2) Changing the World: Persuasive Speeches, Petitions, and Editorials (BOOK 3) * Baby Literary Essay *(new unit in UOS Virtual Teaching Resources)* * Writing About Research *(new unit in UOS Virtual Teaching Resources)* *
Grade 4	Interpreting Characters: The Heart of the Story (BOOK 1) Ⓢ Up the Ladder Reading: Nonfiction *(unit book available separately)* Ⓢ Reading the Weather, Reading the World (BOOK 2) Detail and Synthesis *(new unit in UOS Virtual Teaching Resources)* * Historical Fiction Book Clubs (BOOK 4) *	Up the Ladder Writing: Narrative *(unit book available separately)* Ⓢ The Arc of Story: Writing Realistic Fiction (BOOK 1) Ⓢ Boxes and Bullets: Personal and Persuasive Essays (BOOK 2) Up the Ladder Writing: Opinion *(unit book available separately)* Ⓢ Literary Essay: Writing about Fiction (BOOK 4) *
Grade 5	Up the Ladder Reading: Fiction *(unit book available separately)* Ⓢ Up the Ladder Reading: Nonfiction *(unit book available separately)* Ⓢ Tackling Complexity: Moving Up Levels of Nonfiction (BOOK 2) * Interpretation Book Clubs (BOOK 1) * Argument and Advocacy: Researching Debatable Issues (BOOK 3) *	Up the Ladder Writing: Narrative *(unit book available separately)* Ⓢ Narrative Craft (BOOK 1) Ⓢ Up the Ladder Writing: Information *(unit book available separately)* Ⓢ Literary Essay: Opening Texts and Seeing More *(unit book available separately)* * Research-Based Argument Essay (BOOK 4) *

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(see page 7 for a complete list)

Minilesson Videos Recorded in Both English and Spanish

The following units in the *Units of Study Virtual Teaching Resources* include minilesson videos recorded in both English and Spanish.

Kindergarten – Grade 2

Grade Level	Reading Units	Writing Units
Kindergarten	We Are Readers (BOOK 1) *(Spanish version tentative)* Becoming Avid Readers (BOOK 4)	
Grade 1	Becoming Avid Readers *(included in UOS Virtual Teaching Resources,* GRADE K, BOOK 4) Meeting Characters and Learning Lessons: A Study of Story Elements (BOOK 4)	Small Moments: Writing with Focus, Detail, and Dialogue (BOOK 1)
Grade 2	Meeting Characters and Learning Lessons: A Study of Story Elements *(included in UOS Virtual Teaching Resources,* GRADE 1, BOOK 4)	Small Moments: Writing with Focus, Detail, and Dialogue *(unit book available separately,* GRADE 1, BOOK 1)

Grade 3 – Grade 5

Grade Level	Reading Units	Writing Units
Grade 3	Building a Reading Life (BOOK 1)	Crafting True Stories (BOOK 1) *(Spanish version tentative)*
Grade 4	Interpreting Characters: The Heart of the Story (BOOK 1) *(Spanish version tentative)* Up the Ladder Reading: Nonfiction *(unit book available separately)*	Up the Ladder Writing: Narrative *(unit book available separately)* The Arc of Story: Writing Realistic Fiction (BOOK 1) *(Spanish version tentative)* Up the Ladder Writing: Opinion *(unit book available separately)*
Grade 5	Up the Ladder Reading: Fiction *(unit book available separately)* Up the Ladder Reading: Nonfiction *(unit book available separately)*	Up the Ladder Writing: Narrative *(unit book available separately)* Narrative Craft (BOOK 1) Up the Ladder Writing: Information *(unit book available separately)*

Grade 6 – Grade 8

Grade Level	Reading Units	Writing Units
Grade 6 Grade 7 Grade 8	Getting Back into Independent Reading and Building a Vibrant Reading Life *(new unit in UOS Virtual Teaching Resources)*	Restarting a Writing Life: From Notebooks to Independent Projects *(new unit in UOS Virtual Teaching Resources)* *(Spanish version tentative)*

K-5 Student Material Purchases
To Support Remote Learning

Hand2Mind				
	Kipling	South Park	Walden	Wilmot
Dice pk/144 Gr K, 1, 2, 3, 4	18	14	19	20
Counters pk/1000 Gr K,1,2,3,4	18	14	19	20
Connecting cubes pk/1000 Gr 1	4	3	3	
Color tiles pk/400 Gr 1	4	3	3	4
120's chart pk/10 Gr 2 (2 each)	8	6	8	8
Base Ten Pieces pk/100 Gr 3	4	3	4	4
Centimeter Grid pk/30 Gr 3	4	3	4	4
Protractors pk/24 Gr 4	3	3	4	4
Place value sheets pk/25 Gr 4, 5	6	6	8	8
Coordinate grid paper pk/10 Gr 5 (2 each)	6	6	8	8
Graph paper pk/10 Gr 5 (2 each)	6	6	8	8
Pattern Blocks pk/30 Gr 4, 5	6	6	8	8
Fraction Manipulatives pk/15 Gr 4, 5 (2 each)	12	12	16	16

K-5 Student Material Purchases
To Support Remote Learning

Uline				
	Kipling	South Park	Walden	Wilmot
4x6 Reclosable Bags pk/1000 Gr K, 1, 2, 3, 4, 5	2	2	2	2
6x9 Reclosable Bags pk/1000 Gr K, 1, 2, 3, 4, 5	1	1	1	1

Wilson Fundations				
	Kipling	South Park	Walden	Wilmot
Fundations At Home Packet Gr K, 1	147	104	156	149

Blue Summit				
	Kipling	South Park	Walden	Wilmot
Clipboard whiteboards pk/30	21	17	23	24

School Specialty				
	Kipling	South Park	Walden	Wilmot
Dry Erase Pocket pk/25 K-5	21	17	23	24
Pencil Sharpeners pk 24 K-5	21	17	23	24

K-5 Student Material Purchases
To Support Remote Learning

Franklin Covey Leader in Me				
	Kipling	**South Park**	**Walden**	**Wilmot**
Gr K Student Guide	55	41	79	69
Gr 1 Student Guide	78	60	65	72
Gr 2 Student Guide	78	67	89	82
Gr 3 Student Guide	73	61	73	92
Gr 4 Student Guide	73	73	79	86
Gr 5 Student Guide	71	65	93	79
Extras from Patti	Gr 3 - 5	Gr 2 - 1	Gr 2 - 1 Gr 3 - 2 Gr 4 - 1	Gr 4 - 5

Cengage/National Geographic Big Ideas Math				
	Kipling	**South Park**	**Walden**	**Wilmot**
Gr K Student Workbooks Vol 1 & 2	64	43	87	73
Gr 1 Student Workbooks Vol 1 & 2	77	60	66	72
Gr 2 Student Workbooks Vol 1 & 2	78	67	89	81
Gr 3 Student Workbooks Vol 1 & 2	73	61	73	92
Gr 4 Student Workbooks Vol 1 & 2	73	73	79	85
Gr 5 Student Workbooks Vol 1 & 2	71	65	93	79

K-5 Student Material Purchases
To Support Remote Learning

Quill				
	Kipling	South Park	Walden	Wilmot
Folders pk/36 Gr K, 1, 2, 3, 4, 5	21	17	23	24
Sticky Notes pk/12 Gr K, 1, 2, 3, 4, 5	42	34	46	48
Bins 4/PK Pre-K - 5	109	5	124	122
Bins 1 each Pre-K-5		412		

Amazon - ART				
	Kipling	South Park	Walden	Wilmot
Colored Pencils 36 pk K-5 1 pk each	12	11	12	
Colored Pencils 12 pk			6	41
Sharpies 36 pk K-5 1 each	12	11	14	14

School Specialty - ART				
	Kipling	South Park	Walden	Wilmot
Pink Erasers 40 pk K-5 1 each	11	10	13	13
Crayola Markers K-5 1 each	431	367	489	489
Crayola Pastels K-5 1 each	431			
Sketch Diary K-5 1 each	431	367	489	489

K-5 Student Material Purchases
To Support Remote Learning

Amazon - Music				
	Kipling	South Park	Walden	Wilmot
Craft Sticks pk/1000 20 per student	9	8	10	10

Oriental Trading - Music				
	Kipling	South Park	Walden	Wilmot
Scarves pk/12 K, 1 & 2	19	15	21	20

Sweet Pipes - Music				
	Kipling	South Park	Walden	Wilmot
Gr K Music Kit	66	43	89	75
Gr 1 Music Kit	77	60	64	73
Gr 2 Music Kit	78	68	89	81
Gr 3 Music Kit	73	59	75	91
Gr 4 Music Kit	70	72	80	90
Gr 5 Music Kit	67	65	92	79

Nasco - PE				
	Kipling	South Park	Walden	Wilmot
Playground Ball				
Jump Rope				
Tennis Balls				

K-5 Student Material Purchases
To Support Remote Learning

PRINT COPIES Kindergarten				
	Kipling	South Park	Walden	Wilmot
Five frame cards				
Ten frame cards				
Number lines (1-5)				
Number paths (1-10)				
Number lines				
Lucy writing paper				
Fundations writing paper				
Fundations alphabet strip				
Fundations keyword grid				
Mini word wall				

PRINT COPIES Grade 1				
	Kipling	South Park	Walden	Wilmot
Color Chart				
Black/White Chart				
Black/White Cards				
LC Phonics - k-1 snap word book				
Number lines				
10 frames				

K-5 Student Material Purchases
To Support Remote Learning

Part/part/whole mat				
Bar model				

PRINT COPIES Grade 2				
	Kipling	South Park	Walden	Wilmot
My Word Book				
Snap Word Book				
Second Grade Vowel Chart				
Phonics Professor Words Chart				
Part Part Whole Frame				
Open Number Line				
Double Ten Frame				
120 Chart				

PRINT COPIES Grade 3				
	Kipling	South Park	Walden	Wilmot
Multiplication Table				
Numeral Cards				

PRINT COPIES Grade 4				
	Kipling	South Park	Walden	Wilmot
Numeral Cards				
Graph Paper				
Multiplication				

K-5 Student Material Purchases
To Support Remote Learning

Chart				

PRINT COPIES Grade 5				
	Kipling	South Park	Walden	Wilmot
Math in Practice Place Value Sheet				
Numeral Cards				
Graph Paper				
Base Ten Mat - 2 per row				
Base Ten Mat - 3 per row				
Large Coordinate Plane				
Multiple Coordinate Planes				
Fraction Strips				

6-8 Student Material Purchases
To Support Remote Learning

Flinn Scientific		
	Caruso	Shepard
Beakers, Polypropylene (PP), 250-mL	156	181
Beakers, Polypropylene (PP), 500-mL	156	181
Cylinders, Polypropylene, 10 mL	156	181
Cylinders, Polypropylene, 100 mL	156	181
Stirring Rods, Plastic	156	181
Ruler, Metric, Clear, 30 cm On backorder end of August	156	181
Flinn Periodic Table, Notebook Size, Package of 50	156	181
Goggles, Chemical Splash, Economy Choice, Fog-Free Lens	156	181

Amazon		
	Caruso	Shepard
Math Compass Humphreys	40	
Notebook 12 pk 7th grade ELA		8
Mercury-Free Thermometers Pk 10 7th grade science		19
Storage Boxes pk/12 8th Grade Science	13	16

6-8 Student Material Purchases
To Support Remote Learning

Uline		
	Caruso	Shepard
Kraft Totes pk/100	6	6

Deerfield 109 Teaching & Learning Department Summer Preparation for *109 Online*

See eTeaching and eLearning professional development agendas from April through June for additional information			
Date	**Time**	**Training/Planning/PD**	**Summary**
6/30	1:00-2:30	Instructional Coach Planning Meeting	Development of Instructional Plans
7/2	9:00-9:30	Planning with Science Curriculum Specialist	Planning and preparation
7/6	10:00-11:30	Instructional Coach Planning Meeting	Planning and preparation
7/6	1:00-2:00	Planning with Science Curriculum Specialist	Planning and preparation with instructional specialist
7/9	9:00-9:30	Calls with Science Curriculum Specialist and Vendors re: virtual tools	Planning and preparation
7/9	1:00-2:00	K-5 2020 Curriculum Materials Planning	Planning and preparation with teachers
7/13	9:00-9:30	Mandarin Curriculum	Planning and preparation with teacher
7/13	10:30-11:30	Instructional Coach Planning Meeting	Development of Instructional Plans
7/13	1:00-2:30	Library Information Specialists Planning Meeting	Planning and preparation with teachers
7/14	1:30-2:30	Student Services Reopening Meeitng	Planning related to student services
7/15	10:30-11:30	K-5 Math Planning with Coaches and Regional Office of Education	Planning and preparation
7/15	1:00-1:45	Call with Phonics PD Provider and Instructional Coaches	Discussion about virtual and in-person instructional components for PD
7/15	8:45-10:00	Band/Orchestra Team Meeting	Planning and preparation
7/17	10:00-11:00	Practical Arts Team Meeting	Planning and preparation
7/20	9:30-10:00	K-5 Materials and Supplies Meeting	Planning and preparation with teachers
7/23	2:00-3:30	Distance Learning Up Close: Teaching for Engagement and Impact in Any Setting	Webinar for Administration
7/28	11:00-12:00	Instructional Coach Planning Meeting	Development of Instructional Plans
7/29	1:00-1:30	Plannnig with Pear Deck	Panning for professioanl development of feedback tool
7/29	1:30-2:30	Digital Tool Communication Planning for 109 Online	Planning and preparation with Innovation Specialist
8/3	2:00-4:00	K-5 Materials and Supplies Preperation	Additional Planning with teachers for at-home learning supplies
8/3-8/4	9:00-2:00	Paula Kluth Training	Strategies for Supporting All Students (see agenda)
8/4	10:00-11:00	Newsela	Planning for upcoming professioanl development, shared resources with teachers
8/5	9:00-10:00	Instructional Coach Planning Meeting	Development of Instructional Plans
8/6-8/7	8:30-11:30 (X2)	Units of Study Phonics PD	For 1st-2nd Grade teachers with virtaul instruction emphasis (see agenda)
8/6	1:00-2:00	Interventionist Team Meeting	Planning and Preparation
8/6	2:00-3:00	Meeting with Advanced Learning Coordinator	Planning and Preparation
8/10-8/13	8:00-3:30	New Teacher Orientation	Comprehensive PD
8/11	2:00-4:00	K-5 Teachers and Instructional Coaches	Professional Development Overview of 109 Online Instructional Plans
8/17-8/18	8:30-3:30	Teacher Institute Days for All Staff	See Agenda

Department of Teaching & Learning

Scott Schwartz, Assistant Superintendent for Teaching & Learning
Danielle Arnold, Director for Learning & Innovation
[redacted]

eTeaching & Learning Professional Development Day
April 3, 2020

8:30-9:30: **District Zoom Meeting - Click here to access; Password: 152302**
9:45-10:15: **Grade-Level & Departmental Meetings**

Grade Level or Dept. Team	Facilitator(s)	Zoom Link/ID/Password
Kindergarten/1st grade	[redacted]	Zoom Link Meeting ID: 807 334 865 Password: 1234
2nd Grade	[redacted]	Zoom Link Meeting ID: 500 202 475 Password: 058259
3rd grade	[redacted]	Zoom Link Meeting ID: 283-893-190 Password: 349399
4th Grade/5th Grade	[redacted]	Zoom Link Meeting ID: 802-540-238 Password: 837625
Advanced Learning Specialists	[redacted]	Zoom Meeting ID: 431867915 Password: xi0m91
Library Information Specialists	[redacted]	Zoom Meeting Meeting ID: 772 861 104 Password: 776426
Middle School ELA	[redacted]	Zoom Link Meeting ID: 286 122 680 Password: 808698
Middle School Math	[redacted]	Zoom Link Meeting ID: 912381894 Password: wy02g9
Middle School Science	[redacted]	Zoom Link

517 Deerfield Road | Deerfield, Illinois 60015
Phone: (847) 945-1844 | Fax: (847) 945-1853
www.dps109.org/learning

		Meeting ID: 984-262-457 Password: 849745
Middle School Social Studies	[redacted]	Zoom Link Meeting ID: 360 769 173 Password: 046388
Middle School Foreign Lang.	[redacted]	Zoom Link Meeting ID: 457 361 630 Password: 112345
Middle School Encore	[redacted]	Zoom Link Meeting ID: 494 876 996 Password: 685903
Instrumental Music	[redacted]	Zoom Link Password: dx0bgz
Elementary Art	[redacted]	Zoom Link Meeting ID: 832 880 0889 Password: art109
Elementary STEM	[redacted]	Zoom Link Meeting ID: 689 074 301 Password: steamteam
Elementary Music	[redacted]	Zoom Link Meeting ID: 740 504 4055
PE Department	[redacted]	Zoom Link Meeting ID: 247 845 279 Password: 004184
Student Services and Early Childhood Teams	*Time will be dedicated to working on Individualized eLearning Plans and contacting parents	
Teaching Assistants	[redacted]	Zoom Link Meeting ID: 303 774 782 Password: 067417

10:30-11:00: eTeaching & Learning Professional Development options (Choose 1 each session)
11:15-11:45: Sessions will repeat

Title	Host(s)	Link/ID/Password	Recording of Session
Using Zoom for Primary Grade Mini-Lessons and Small Groups (K-2)	[redacted]	Zoom Link Session 1 10:30-11:00am **Meeting ID**: 443469681 **Password**: 156266 Zoom Link Session 2 11:15-11:45am **Meeting ID**: 298920571 **Password**: 311660	Video of Zoom PD Slideshow
Using Zoom for Intermediate Grade Mini-Lessons and Small Groups (3-5)	[redacted]	Zoom Link Session 1 10:30-11:00am **Meeting ID**: 139 255 631 **Password**: 133980 Zoom Link Session 2 11:15-11:45am **Meeting ID**: 773 076 137 **Password**: 996650	Session 1 Recording Session 2 Recording
Zoom Overview (6-8) Agenda	[redacted]	Zoom Link Session 1 10:30 - 11:00 **Meeting ID**: 197-434-380 **Password**: 853923 Zoom Link Session 2 11:15 - 11:45 **Meeting ID**: 764-842-911 **Password**: 006889	10:30 Recording 11:15 Recording
Pushing Out Online Assignments through Big Ideas	[redacted]	Zoom Link (Session 1) 10:30-11:00 am **Meeting ID:** 741-967-925 **Password:** 814395 Zoom Link (Session 2) 11:15-11:45 am **Meeting ID:** 396-184-127 **Password:** 424626	Will be posted after the sessions...
Managing Science Tasks (Discovery Ed & Freckle & More)	[redacted]	Zoom Link (Session 1) 10:30-11:00 a.m. **Meeting ID:** 924-703-840 **Password:** 869776 Zoom Link (Session 2) 11:15-11:45 a.m. **Meeting ID:** 681-996-753	Managing Science Tasks

		Password: 869776	
Utilizing Seesaw during ELearning	[redacted]	Zoom Link (Session 1) 10:30-11:00 **Meeting ID:** 867 210 134 **Password:** 12345 Zoom Link (Session 2) 11:15-11:45 **Meeting ID:** 486 670 946 **Password:** 12345	Seesaw Presentation
Recording Using Explain Everything	[redacted]	Zoom Link (Session 1) 10:30am - 11:00am **Meeting ID:** 903-798-821 **Password:** 306656 Zoom Link (Session 2) 11:15am - 11:45am **Meeting ID:** 947-168-796 **Password:** 283417	Recording Using Explain Everything Video Recording
Creating Screencasts & Audio Clips Using WeVideo	[redacted]	10:30am - 11:00am Zoom Link (Session 1) Meeting ID:898 973 592 Password: 943550 11:15am - 11:45am Zoom Link (Session 2) Meeting ID: 529 219 872 Password: 128073	Zoom Recording: Session 1 Zoom Recording: Session 2
Newsela (2-8)	[redacted]	**Newsela Zoom Session 1 - 10:30-11:00am** Link: https://zoom.us/j/363819617 Meeting ID: 363 819 617 **Newsela Zoom Session 2 - 11:15-11:45am** Link: https://zoom.us/j/795782206 Meeting ID: 795 782 206	Rachel's Recording: Session 1 Tyler's Recording: Session 2
Social-Emotional eLearning	[redacted]	**Zoom Link Session 1** 10:30-11:00 Meeting Id: 357 045 667 Password: wtoqwi	SEL presentation Zoom Session 2

		Zoom Link Session 2 11:15-11:45 Meeting ID: 167 780 400 Password: gyjp6z	
ChooseIt Maker3! - Guided and Stepping Stones TA Training (10:30 Session only)	[redacted]	Zoom Link ChooseIt Maker3! 10:30 - 11:00 **Meeting ID**: 738 508 325 **Password**: 858486	Will be posted after the sessions...

12:00-1:00: Lunch

1:00-3:30 Building-Based/Team Meetings to coordinate instruction
Development of Lesson Plans, Videos, Student/Parent Communications
Student Services Individualized eLearning Plans

Department of Teaching & Learning

Scott Schwartz, Assistant Superintendent for Teaching & Learning
Danielle Arnold, Director for Learning & Innovation
Amy Rubin, Director for Learning & Growth
Patti Kalaytowicz, Administrative Assistant

eTeaching & Learning Professional Development Day
May 1, 2020

8:30-11:30 or 12:30-3:30 PM (choose one time slot)
Who: Special Education Teachers, Related Service Providers and Early Childhood Certified Staff
What: Embrace Web-Based IEP Training

Meeting	Link/ID/Password
8:30-11:30	Zoom Link ID: 854 2257 6216 Password: 357614
12:30-3:30	Zoom Link ID: 882 2973 5965 Password: 064320

9:15-9:45: Grade-Level & Departmental Meetings

Grade Level or Dept. Team	Facilitator(s)	Zoom Link/ID/Password
Kindergarten/1st Grade	[redacted]	Zoom Link Meeting ID: 956 1253 5315 Password: 538620
2nd Grade	[redacted]	Zoom Link Meeting ID: 752 7352 2323 Password: 6BsFCA
3rd grade	[redacted]	Zoom Link Meeting ID: 712 2279 1195 Password: 0ZvKV9
4th Grade/5th Grade	[redacted]	Zoom Link Meeting ID: 989 1942 2877 Password: AidFs4Wo
Advanced Learning Specialists	[redacted]	Zoom Link Meeting ID: 912 5160 5744 Password: 1mW7H5

Library Information Specialists	[redacted]	Zoom Link Meeting ID: 94669705959 Password: SpdBnDBg
Middle School ELA		Zoom Link Meeting ID: 997 7095 4164 Password: 513293
Middle School Math		Zoom Link Meeting ID: 94142729207 Password: IJkevQ7y
Middle School Science		Zoom Link Meeting ID: 976-2724-6781 Password: 335729
Middle School Social Studies		Zoom Link Meeting ID: 954-4135-6895 Password: 579976
Middle School Foreign Lang.		Zoom Link Meeting ID: 941 0228 6360 Password: rCqmz9Bt
Middle School Encore		Zoom Link Meeting ID: 758 884 3051 Password: 479097
Instrumental Music (8:30)		Join Zoom Meeting Meeting ID: 945 0875 1976 Password: 8JAnW3
Elementary Art		Zoom Link Meeting ID: 832 880 0889 Password: art109
Elementary STEAM		Zoom Link Meeting ID: 943 7946 1880 Password: STEAMteam
Elementary Music		Zoom Link Meeting ID: 972 3450 6259 Password: 842040
PE Department		Zoom Link Meeting ID: 993 0092 0687 Password: 299359
Teaching Assistants		Zoom Link Here

(9:15-10:30)		Meeting ID: 973 7948 8251 Password: 445907

10:00-10:30 AM: Professional Development Sessions

Title	Host(s)	Link/ID/Password
WeVideo Screencasting Basics	[redacted]	Zoom Link Meeting ID: 914 6468 2469 Password: 166718
Using Epic		Join Zoom Meeting Meeting ID: 230 923 1901 Password: 1234
Creating ***Big Ideas*** Online Assignments and Viewing Student Data		Zoom Link Meeting ID: 776 8912 4375 Password: 9yhZST
Navigating Leader in Me Website Updates/ Collaborative Discussion		Zoom Link Meeting ID 731 9082 2458 Password: P10FE75t
Zoom Whiteboard and Breakout Rooms		Zoom Link Meeting ID: 917 9307 1048 Password: 3pX3oUNv
Learning Strategies for Virtual Meetups & Virtual Learning		Zoom Link Meeting ID: 982 8846 7856 Password: 502367

10:45-11:15 AM:

4th Quarter and 3rd Trimester Report Card Update	[redacted]	Zoom Link ID: 92695671379 Password: oL2YcF35

11:30- 12:30 PM: Lunch

12:30-2:30:

- Teachers/Coaches can coordinate team meetings for collaborative planning.
- Principals may arrange meetings for placement/scheduling conversations
- RtI Transition Meetings and committees will meet as scheduled below:

Meeting	Time	Host(s)	Who	Link/ID/Password

			should join?	
Kipling to Shepard RtI	12:30-1:00	[redacted]	MTSS Teams	Zoom Link Meeting ID: 941-1115-4694 Password: 224761
Science Committee Meeting	12:30-1:00		Committee Members	Zoom Link ID: 980 2533 1405 Password: 196376
Teaching Assistant Department Meeting (Planning for 20-21)	12:30-1:30		Teaching Assistants	Zoom Link ID: 954 9728 3120 Password: 752363
South Park to Caruso RtI	1:00-1:30		MTSS Teams	Zoom Link ID: 957 6461 3066 Password: 261240
K-8 Music Department	1:00-2:00		All Music Staff (for coordination of 2020 events)	Zoom Link ID: 756 9884 6272 Password: 0p4H9m
Walden to Shepard RtI	1:30-2:00		MTSS Teams	Zoom Link ID: 996-4089-4995 Password:084720
K-5 Math Committee Meeting	1:30-2:00		Committee Members	Zoom Link ID: 95181011130 Password: BZKBourV
Wilmot to Caruso RtI	2:00-2:30		MTSS Teams	Zoom Link ID: 942 5111 2105 Password: 061103

2:30-3:00 PM: Repeat Professional Development Sessions

Title	Host(s)	Link/ID/Password
WeVideo Screencasting Basics	[redacted]	Link

		Meeting ID: 968 5742 7409 Password: 647838
Using Epic	[redacted]	Zoom Link Meeting ID: 230 923 1901 Password: 1234
Creating ***Big Ideas*** Online Assignments and Viewing Student Data	[redacted]	Zoom Link Meeting ID: 763 5968 8076 Password: 3RXRKB
Navigating Leader in Me Website Updates/Collaborative Discussion		Zoom Link ID 712 9924 5353 Password: wpyba4uL
Zoom Whiteboard and Breakout Rooms		Zoom Link Meeting ID: 979 1491 1941 Password: TA6YTojU
Learning Strategies for Virtual Meetups & Virtual Learning		Zoom Link Meeting ID: 924 7490 2696 Password: 044525

3:00-3:30 PM (Repeat Session)

4th Quarter and 3rd Trimester Report Card Update	[redacted]	Zoom Link ID: 97880871624 Password: 58iEloFq

Department of Teaching & Learning

Scott Schwartz, Assistant Superintendent for Teaching & Learning
Danielle Arnold, Director for Learning & Innovation
Amy Rubin, Director for Learning & Growth
Patti Kalaytowicz, Administrative Assistant

eTeaching & Learning Professional Development Day
May 15, 2020

This agenda is broken down by grade band and/or role. When not scheduled into meetings, please continue to work with your building level teams to plan instruction. This is a good opportunity to record asynchronous videos, create student/parent communications, etc. **Important: Please plan to join the Qmlativ WebEx Training a few minutes prior to your scheduled session. You will need to download and install the WebEx application to join the meeting.**

ALL

Meeting	Host	Time	Link/ID/Password
District-Wide Zoom	[redacted]	8:30 AM	Zoom Link Meeting ID: 840 5158 4168 Password: kz2vBRNn2n

Open to Anyone

eTeaching and eLearning Support Office Hours	Host	Time	Link/ID/Password
Tech Help, Q&A, Demos, etc. (Login in if you have any questions at all)	[redacted]	10:00-10:30	Zoom Link Meeting ID: 92989260325 Password: 0s1SV76r3D
	[redacted]	11:00-11:30	Zoom Link Meeting ID: 977 9053 1944 Password: 718833
	[redacted]	1:30-2:00	Zoom Link Meeting ID: 989 0602 4435 Password: 535595

Teaching Assistants

Meeting	Time	Link/ID/Password

Embrace Training	9:30-10:00 AM	Zoom Link Meeting ID: 811 5518 5086 Password: 039631
Paula Kluth: Understanding Students with Autism	1:00-2:30	Zoom Link Meeting ID: 996 2316 3346 Password: 987307

Special Education Teachers, Related Service Providers, Early Childhood Certified Staff & EL Teachers

Meeting	Time	Host	Link/ID/Password
Intro to Qmlativ for Elementary Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
Intro to Qmlativ for Middle School Staff	10:00-10:40 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
Student Services Job Alike Meetings	12:30-2:00 PM	Student Services	Schedule/Additional Info **Linked Here**
Embrace Training (for those who did not train on May 1st)	12:30-3:30 PM	Embrace	Zoom Link Meeting ID: 849 5798 6318 Password: 981417
****Elementary/Middle School Resource Teachers** should select a grade-level job-alike to join for curricular updates/planning.			

Nurses, Admin Assistants, Principals/Assistant Principals

Meeting	Time	Host(s)	Link/ID/Password

Intro to Qmlativ for Administrative Assistants	12:30-1:10 PM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
Intro to Qmlativ for Nurses	1:20-2:00 PM	Skyward	
Intro to Qmlativ for Principals/Assistant Principals	9:10-9:50 AM	Skyward	
Intro to Qmlativ District for Office Staff	2:10-2:50 PM	Skyward	
Nurse Job Alike Meeting	10:00-11:30 AM	Student Services	Join Zoom Meeting ID: 96293300117 Password: 60ri9Z1b42

***Elementary/Middle School Interventionists** should select a grade-level job-alike to join for curricular updates/planning.

Kindergarten/1st Grade

Meeting	Time	Host(s)	Link/ID/Password
K and 1st Grade Job-Alike & 2020 Planning	9:15-10:30 AM	[redacted]	Zoom Call Meeting ID: 992 8327 4874 Password: 482326
Intro to Qmlativ for Elementary Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.

2nd Grade/3rd Grade

Meeting	Time	Host(s)	Link/ID/Password
Intro to Qmlativ for Elementary Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f35

			4f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
2nd/3rd Grade Job-Alike & 2020 Planning	12:30-1:45 PM	[redacted]	Zoom Link Meeting ID:935 8683 8844 Password: 055648

4th Grade/5th Grade

Meeting	Time	Host(s)	Link/ID/Password
Intro to Qmlativ for Elementary Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
4th and 5th Grade Job-Alike & 2020 Planning	2:00-3:15 PM	[redacted]	Zoom Link Meeting ID: 977 1012 0483 Password: 107001

*Agenda for Elementary Job-Alike Meetings will include the following:

10 minutes - Welcome, collect feedback about current units, & assess needs for last week

30 (15 each) minutes - Math/Science Breakouts by Grade-Level (switch)

30 minutes - Grade-Level discussions about the start of 2020, including Digital Tools

Middle School

Meeting	Time	Host(s)	Link/ID/Password
Intro to Qmlativ for Middle School Staff	10:00-10:40 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009

			Meeting password: may15.
Job-Alike Meetings, followed with grade-level Breakout Rooms Goal: Begin planning first weeks of 2020, consider possibilities for in-person or eLearning *Make a copy of this template in this shared folder*	12:30-2:00 PM	ELA & LIS [redacted]	Zoom Link ID: 981 0055 4858 Password: 925114
		Math [redacted]	Zoom Link ID: 502 615 5142 Password: may15
		Science [redacted]	Zoom Link Meeting ID: 758 884 3051 Password: 479097
		Social Studies [redacted]	Zoom Link ID: 948 1210 4158 Password: 010792
		World Language [redacted]	Zoom Link Meeting ID: 911 5873 2668 Password: 605666
		STEM CMA Music Art PE [redacted]	Zoom Link ID: 99034132696 Password: 9oJ4iPnkQE

Elementary Art, Music, Physical Education, and STEM Teachers

Meeting	Time	Host(s)	Link/ID/Password
Job-Alike Meetings Goal: Begin planning first weeks of 2020, consider possibilities for in-person or eLearning *Make a copy of this template in this shared folder*	9:15-10:30 AM	[redacted]	Zoom Link ID: 99896947420 Password: XKC5kPmgY2
Intro to Qmlativ for Elementary Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f3

			54f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.

Library Information Specialists (MS will also join ELA at 12:30)

Meeting	Time	Host(s)	Link/ID/Password
Job-Alike (Creation of Summer Documents for Students & Families)	9:15-10:00 AM	[redacted]	Zoom Link Meeting ID: 935 9854 6977 Password: 295893
Intro to Qmlativ for **Middle School** Staff	10:00-10:40 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
OR Intro to Qmlativ for **Elementary** Staff	10:50-11:30 AM	Skyward	

Advanced Learning Specialists

Meeting	Time	Host(s)	Link/ID/Password
Intro to Qmlativ for **Elementary** Staff	10:50-11:30 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
Job-Alike Goal: Begin planning first weeks of 2020, consider possibilities for in-person or eLearning *Make a copy of this	12:30-2:00 PM	[redacted]	Join Zoom Meeting ID: 171638657 Password: qv8zfn

template in this shared folder*			

Instrumental Music

Meeting	Time	Host(s)	Link/ID/Password
Intro to Qmlativ for **Middle School** Staff	10:00-10:40 AM	Skyward	JOIN WEBEX MEETING https://skyward.webex.com/skyward/j.php?MTID=m122cea51a9fe38b193f354f3620adf03 Meeting number (access code): 925 948 009 Meeting password: may15.
OR Intro to Qmlativ for **Elementary** Staff	10:50-11:30 AM	Skyward	
Job-Alike (Planning for 2020)	12:30-2:00 PM	[redacted]	Topic: PD Instrumental Music Meeting Join Zoom Meeting Meeting ID: 910 9998 7269 Password: 0Se6cg

Department of Teaching & Learning

Scott Schwartz, Assistant Superintendent for Teaching & Learning
Danielle Arnold, Director for Learning & Innovation
Amy Rubin, Director for Learning & Growth
Patti Kalaytowicz, Administrative Assistant

eTeaching & Learning Professional Development Day
June 5, 2020

When not scheduled, please complete all end-of-year tasks, finalize 3rd trimester or 4th quarter report cards, and coordinate with teams as normal for the beginning of 2020. The opportunity for summer PD will be extremely limited. We have minimally scheduled the day in hopes staff will use this time to work in PLC's to accomplish important tasks. Have a great summer!

ALL

Meeting	Time	Host	Link/ID/Password
District-Wide Zoom	8:30 AM	[redacted]	Zoom Link Meeting ID: 827 2190 6017 Password: i98Rf3

Elementary Grade-Level Meeting (first 13 days)

Grade Level	Time	Host(s)	Link/ID/Password
Kindergarten	9:15-10:00	[redacted]	Zoom Link Meeting ID: 916 3170 7739 Password: 480639
1st Grade	10:15-11:00		Zoom Link Meeting ID: 969 1745 4441 Password: 042757
2nd Grade	11:15-12:00		Zoom Link Meeting ID: 936 9803 4297 Password: 277230
3rd Grade	9:15-10:00		Zoom Link Meeting ID 95442049302 Password 817711
4th Grade	10:15-11:00		Zoom Link Meeting ID: 94492440398 Password: 655655

5th Grade	11:15-12:00	[redacted]	Zoom link Meeting ID: 820 4538 3889 Password: 2tuYZp
Advanced Learning Specialists (can also join 4th-grade meeting)	9:15-10:00		Zoom LInk
Elementary Music	9:15-10:00		zoom Link Meeting ID: 927 2687 2861 Password: 510656
Elementary PE	10:15-11:00		Zoom Link Meeting ID: 524 254 1302 Password: 730400
Elementary STEM	11:15-12:00		Zoom Link ID: 923 6915 0128 Password:116338
Elementary Art	9:15-10:00		Zoom Link

Middle School Job-Alike Meetings

Meeting	Time	Host(s)	Link/ID/Password
Job-Alike Meetings, followed with grade-level Breakout Rooms Fully develop first weeks of 2020 planning, considering possibilities for both in-person or eLearning. *All teams should have a template started in this District folder,* If not, please add one.	9:15-10:00	ELA & LIS [redacted]	Zoom Link ID: 97772183830 Password: 472150
	10:15-11:00	Math [redacted]	Zoom Link ID: 502 615 5142 Password: 56738
	11:15-12:00	Science [redacted]	Zoom Link ID: 955 6034 6708 Password: 076604
	9:15-10:00	Encores (STEM/CMA/Music/Art/PE) [redacted]	Join Zoom Meeting ID: 96132215348 Password: 004609

	10:30-11:15	World Language [redacted]	Zoom Link ID: 932 1483 2394 Password: 097931
	11:15-12:00	Social Studies [redacted]	Zoom Link ID: 914 1905 3048 Password: 242308

Teaching Assistants

Meeting	Time	Host	Link/ID/Password
Teaching Assistants Dept. Meeting	9:15-10:00	[redacted]	Zoom Link Meeting ID: 967 8278 0472 Password: 691526

Other Staff Teams End-of Year Items

Meeting	Time	Host(s)	Link/ID/Password
Interventionists	9:15-10:00	[redacted]	Zoom Link ID: 917 6236 7858 Password:699050
Instrumental Music	9:15-10:00		**Zoom Link** **Meeting ID: 973 9215 6647** **Password: 6ev5wk**
Library Information Specialists	11:15-12:00		LIS Meeting Agenda Zoom Link Meeting ID: 949 2253 9065 Password: read books
Student Services Staff: Please work on agenda items Joanna shared with you during dept. meetings on Monday			

Other Optional PM (1-3) Discussion Forums

Title	Time	Who might attend?	Host(s)	Link/ID/Password
Units of Study Phonics: Info Sharing and Q&A	1:00 PM	1st and 2nd grade teachers	[redacted]	Zoom Link Meeting ID: 968 9723 2984 Password: 004152

Leader in Me - First 8 Days	1:00 PM	Elementary Staff	[redacted]	Zoom Link Meeting ID 93257362541 password 527577 **PLEASE TYPE MEETING ID AND PASSWORD**
How to create a Virtual Classroom (Bitmoji or 360 Tour Creator) presentation link zoom recording link	1:00 PM	Middle School Staff		Zoom Link Meeting ID: 997 0391 8039 Password: 812921
Beginning of Year SEL Ideas	2:00 PM	ALL		ZOOM LINK Meeting ID: 946 1657 3331 Password: 162226
Returning to Traditional Grading while in an SBL Environment	2:00 PM	Middle School Staff		Join Zoom Meeting ID: 99650152160 Password: 798469
How to create a Virtual Classroom (Bitmoji or 360 Tour Creator) presentation link zoom recording link	2:00 PM	Elementary Staff		Zoom Link Meeting ID: 999 5875 1812 Password: 664904a

Department of Teaching, Learning & Innovation

Danielle Arnold, Assistant Superintendent for Curriculum and Instruction
Dr. Scott Schwartz, Assistant Superintendent for Teaching, Learning & Innovation

New Teacher Orientation (NTO)

Agenda 2020

***Please complete the COVID-10 Self-Certification each day before entering the building.**

Monday, August 10th, 2020

8:00-9:30	Device Distribution & Set-Up at assigned locations Return to HomeSchool Classroom for NTO Zoom		
9:30-10:00	Welcome	[redacted]	Join Zoom Meeting ID: 94809372883 Password: 903916
10:00-10:50	Payroll, Benefits, and PERA Evaluation		Join Zoom Meeting ID: 92160664288 Password: 6f5bWJucle
11:00-11:50	Student Services Overview		Zoom Link
Engage			
12:00-1:00	LUNCH (ON YOUR OWN)		
Inspire			
1:00-2:20	Teaching, Learning, & Innovation Overview (Curriculum & Instruction, Digital Tools, & *109 Online*) Digital Tools	[redacted]	Zoom Link ID: 97338433460 Password: 634444
2:30-3:00	School Reopening 2020 Q & A	Executive Leadership Team (ELT)	
Empower			

Tuesday, August 11th, 2020

8:30-11:30	**Teaching & Learning Breakouts** Sessions: 8:30 - Zoom Features for Synchronous Instruction (Samantha) 9:15 - Using Seesaw for Communication & Feedback (Miriam) 10:00 - Google Classroom (Megan) 10:45 - Recording on WeVideo for Asynchronous Instruction (Tracy)	[redacted]	Google Classroom Zoom Link Meeting ID: 951 3948 1730 Password: 212464
11:30-12:30	LUNCH (ON YOUR OWN)		
12:30-1:45	Crisis & Emergency Management Training	[redacted]	Join Zoom Meeting Meeting ID: 987 9741 3746 Passcode: 990089
1:45-2:00	Deerfield Education Association and District 109 Partnership	[redacted]	Join DEA Zoom Mtg. Meeting ID: 966 3315 8090 Passcode: 412509
2:00-As Needed	Connect with your mentor	Home School or via Zoom (determined by pair)	

Wednesday, August 12th, 2020 and Thursday, August 13th, 2020

8:00-3:00	Leader in Me: 7 Habits Signature Training	Virtual	Franklin Covey Zoom Link

New Teacher Orientation 2020
Department of Teaching & Learning

Our MISSION is to...

Engage, Inspire, Empower

Who we are:

Dr. Scott Schwartz, Assistant Superintendent for Teaching, Learning & Innovation

Danielle Arnold, Assistant Superintendent for Curriculum & Instruction

Our message to you:

1. We trust you.
2. Keep learning.
3. Use your resources.
4. Be YOU.
5. Have fun.

Curricular Resources

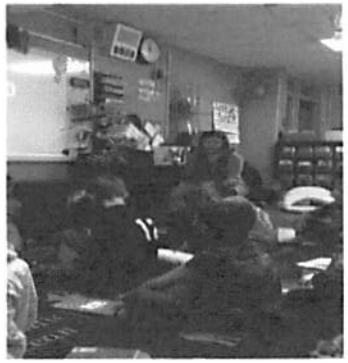
English-Language Arts: Units of Study Reading & Writing (K-5), Fundations (K), Units of Study Phonics (1-2)

Math: Big Ideas Math (K-8)

Science: Mystery Science (K-5), TCI (5), Amplify (pilot)

Social Studies:

ELA Instructional Models



READER'S AND WRITER'S WORKSHOP

TEACHER MODELS, THINK ALOUD, OR DEMONSTRATES SPECIFIC LITERACY SKILL OR CONCEPT.

INDEPENDENT READING AND WRITING - LITERACY PARTNERSHIPS - SKILL/STRATEGY GROUPS - BOOK CLUBS - CONFERENCING - WRITING ABOUT READING - GUIDED READING

1 MINI-LESSON 10-15 MINUTES

2 APPLYING THE SKILL 25-35 MINUTES

3 SHARE 5-10 MINUTES

STUDENTS SHARE HOW THEY APPLIED THE SKILL OR CONCEPT. TEACHER PROVIDES SPECIFIC FEEDBACK.

DEERFIELD 109 TEACHING AND LEARNING

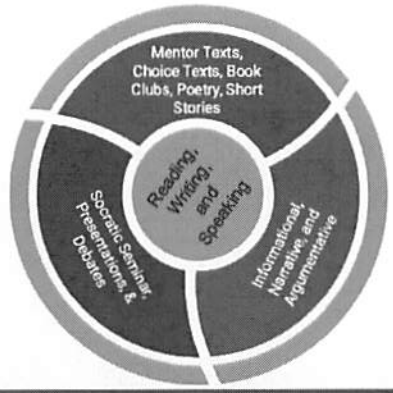
Partner reading

Small groups

Conferring

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Middle School English-Language Arts: Thematic Units of Study



DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Math Instructional Models

MATH WORKSHOP MODEL

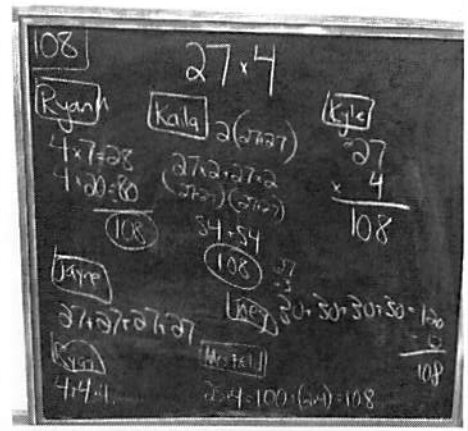
LAUNCH/INVESTIGATION/DIG-IN 5 MINUTES

MINI-LESSON 10-15 MINUTES

GUIDED MATH

STATIONS/CENTERS

DAILY CLOSING 5-10 MINUTES



DEERFIELD 109 TEACHING AND LEARNING

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Digital Tools

Google Apps

Google Classroom | Google Drive | Gmail | Google Docs

Pear Deck

BIG IDEAS LEARNING.

Edmentum - Courseware...

IXL

newsela

Seesaw

DEERFIELD 109 TEACHING AND LEARNING

Assessment Calendar

ILLINOIS Assessment of Readiness

map GROWTH

F&P BAS

FastBridge Learning

ILLINOIS SCIENCE ASSESSMENT

CollegeBoard PSAT

FG FITNESSGRAM

KIDS

DEERFIELD 109 TEACHING AND LEARNING

Standards-Based Learning & Grading K-5

DEERFIELD 109 TEACHING AND LEARNING

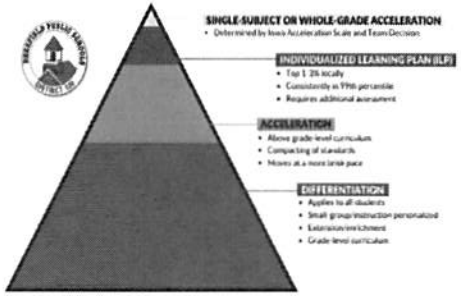
Standards-Based Learning & Traditional Grading 6-8

- **Assessments** (demonstrations of learning) should most heavily impact the overall grade. **Practice** (i.e homework or in-class activities) should have less impact on the overall grade; therefore, it will be capped at 20% of the grade.
- **Multiple Attempts at Mastery**: Students may need additional opportunities to develop skills and demonstrate mastery of standards.
- **The Impact of a Zero**: If an assessment is missing, the progress report will show an "Incomplete" until the work is completed.

Grade	Percentage
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below

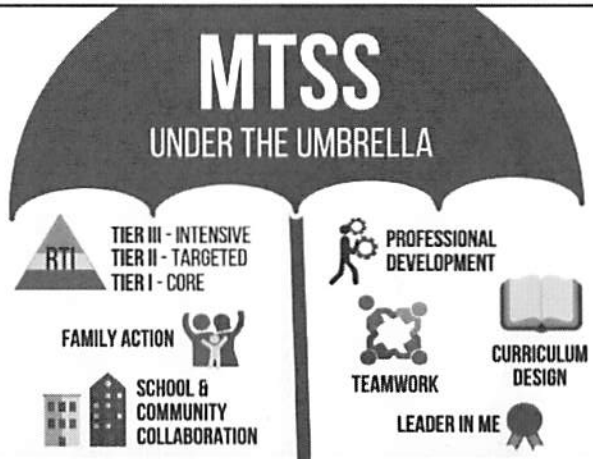
DEERFIELD 109 TEACHING AND LEARNING

Advanced Learning



DEERFIELD 109 TEACHING AND LEARNING

Multi-tiered System of Support (MTSS)



DEERFIELD PUBLIC SCHOOLS DISTRICT 109

109 Online: The Virtual Learning Model

IMPROVEMENTS FROM THE SPRING

- More Synchronous Instruction
- Teachers will be in classrooms to guide students
- Embedded student services supports
- Grading and Feedback
- Consistent Communication Platforms
- Curriculum revisions to ensure Spiraling of content from the spring

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Students will follow a daily schedule for ***109 Online*** that closely resembles the typical school day.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Synchronous	**Asynchronous**
Occurring at the same time, live instruction and learning (Zoom)	Occurring at different times, recorded instruction and independent practice

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

109 Online: Elementary

Increased Synchronous Learning

Every Day:
Morning Meeting, Reading, Writing & Math

Once A Week:
Every elementary special (PE, Music, Art, and STEM) and a connection with the Library Information Specialist

Additional Opportunities:
1-1 assessment, small groups, and social-emotional learning.

WEEKLY SCHEDULE

This will arrive every Sunday evening via email.

This schedule will show when students will receive instruction via Zoom each day and when they will access instruction through the virtual learning platform.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Sample Schedules for Grades 3-5

3rd Grade		4th Grade		5th grade	
8:40-8:55	Schoolwide Announcements & Preview of the Day	8:40-9:00	Schoolwide Announcements & Preview of the Day	8:40-8:50	Schoolwide Announcements & Preview of the Day
9:00-9:20 Morning Meeting	Whole-Class Zoom	9:00-9:20 Morning Meeting	Whole-Class Zoom	8:50-9:10 Special #1 9:10-9:30 Special #2	One Special will be provided daily via Zoom, while the other will be provided by video
9:20-10:40 Math	Mini-Lesson Video & Small Group Zoom	9:40-10:30 Writing Workshop	Mini-Lesson Video & Writing Small Group Zoom	9:30-10:20 Morning Meeting	Whole-Class Zoom
10:45-10:55 Special #1 11:35-11:45 Special #2	One Special will be provided daily via Zoom, while the other will be provided by video	10:30-11:00 Math	Mini-Lesson Video & Math Small Group Zoom	10:20-11:00 Writing Workshop	Mini-Lesson Video & Writing Small Group Zoom
11:55-12:30	Lunch & Recess	11:00-11:25 SEL	Zoom Schedule Established by Teacher	11:00-12:00 Math	Mini-Lesson Video & Small Group Zoom
12:40-2:00 Reading Workshop	Mini-Lesson Video & Small Group Zoom	11:25-11:35 Special #1 11:35-12:10 Special #2	One Special will be provided daily via Zoom, while the other will be provided by video	12:00-12:25 SEL	Zoom Schedule Established by Teacher
2:00-2:30 Science/SS	Video and Asynchronous Lesson	12:25-1:25	Lunch & Recess	12:25-1:25	Lunch & Recess
2:30-2:40 SEL	Zoom Schedule Established by Teacher	1:30-2:10 Reading Workshop	Mini-Lesson Video & Small Group Zoom	1:30-2:10 Science/SS	Video and Asynchronous Lesson
2:40-3:20 Writing Workshop	Mini-Lesson Video & Writing Small Group Zoom	2:40-3:20 Science/SS	Video and Asynchronous Lesson	2:10-3:20 Reading Workshop	Mini-Lesson Video and Small Group Zoom

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

109 Online: Middle School

- Students will follow the normal bell schedule.
- They will sign into Zoom with their teacher for each class period.
- Attendance will be taken for each class.
- Teachers will host a full-length synchronous session to provide direct instruction, facilitate small groups, or support independent tasks.

M, T, Th, F Schedule								
6th Grade			7th Grade			8th grade		
At 8:00 AM, students should prepare for the start of the school day								
START	END		START	END		START	END	
8:20AM	9:10AM	Core 1	8:15 AM	9:05AM	Core 1	8:10: AM	8:44AM	Encore 1
9:20AM	10:10AM	Core 2	9:13 AM	10:05AM	Core 2	8:54: AM	9:27AM	Encore 2
10:20AM	10:50AM	Lunch	10:15 AM	10:49AM	Encore 1	9:37: AM	10:10AM	Encore 3
11:00AM	11:50AM	Core 3	10:59 AM	11:32AM	Encore 2	10:20: AM	11:10AM	Core 1
12:00PM	12:50PM	Core 4	11:42 AM	12:12PM	Lunch	11:20: AM	12:10PM	Core 2
1:00PM	1:34PM	Encore 1	12:22 PM	12:55PM	Encore 3	12:20: PM	12:50PM	Lunch
1:44PM	2:17PM	Encore 2	1:05 PM	1:55PM	Core 3	1:00: PM	1:50PM	Core 3
2:27PM	3:00PM	Encore 3	2:05 PM	2:55PM	Core 4	2:00: PM	2:50PM	Core 4
Dismissal								

Student Services Considerations

- <u>District 109 is committed to ensuring that our students who receive support from our Student Services Department receive their individualized services, supports and accommodations.</u>
- Focus on collaboration with families and continuity of support.
- Alignment with daily schedule.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Student Services Considerations

- **504 Plans**
  - Students will continue to receive the accommodations as outlined per their 504 plan. Prior to the first day of school, 504 plans will be reviewed by the staff working with each student and staff will contact families to discuss how to provide support in a remote learning environment.
- **MTSS Supports**
  - Interventionists will work with the school/classroom schedule, teachers, and families to host regularly scheduled synchronous sessions to continue the targeted work of tiered literacy and math interventions.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

Student Services Considerations

A transition to in-person instruction will be prioritized for students (pre-K to 8) who receive special education services throughout the school day, per an Individualized Education Program (IEP), as well as for English Learners. Throughout the next few weeks our Student Services Department will work collaboratively with families to discuss a possible transition back to school for some in person instruction.

- **Special Education/Related Services**
  - Our Student Services Department will work with families to develop a remote learning plan that will address IEP goal areas, educational accommodations and supports, and special education/related services.
- **English Learners**
  - EL Teachers will work with staff and parents/guardians to schedule synchronous Zoom sessions according to grade level and English language proficiency levels. They will also continue to support differentiation and modifications as needed.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

109 Online: Attendance

PreK to Grade 5	Grades 6 to 8	Parents
Attendance will be taken during the morning meeting Zoom.	Attendance will be taken at the beginning of each class period.	If your child is sick or will be missing a day or portion of the day of learning, the school should be contacted per the usual attendance procedures. The school office or nursing staff will verify the reason for a student absence.

109 Online: Communication

EARLY CHILDHOOD TO 2ND	Grades 3 to 5	GRADES 6 TO 8
-Weekly schedule via email with by Sunday evening -Seesaw will be the primary tools for everything else (links, videos, content, etc). Seesaw	-Weekly schedule via email with by Sunday evening -School gmail available -Google Classroom is primary tools for everything else Google Classroom	-Weekly schedule sent by Monday Morning -School gmail available and grades posted in Skyward -Google Classroom is primary tool for everything else.

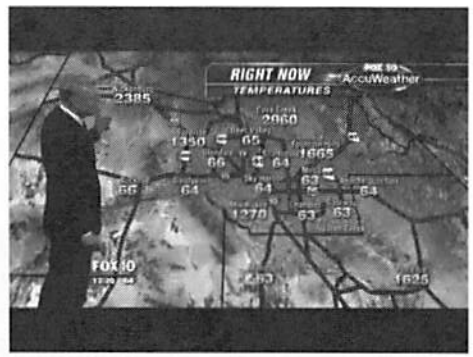
109 Online: Grading & Feedback

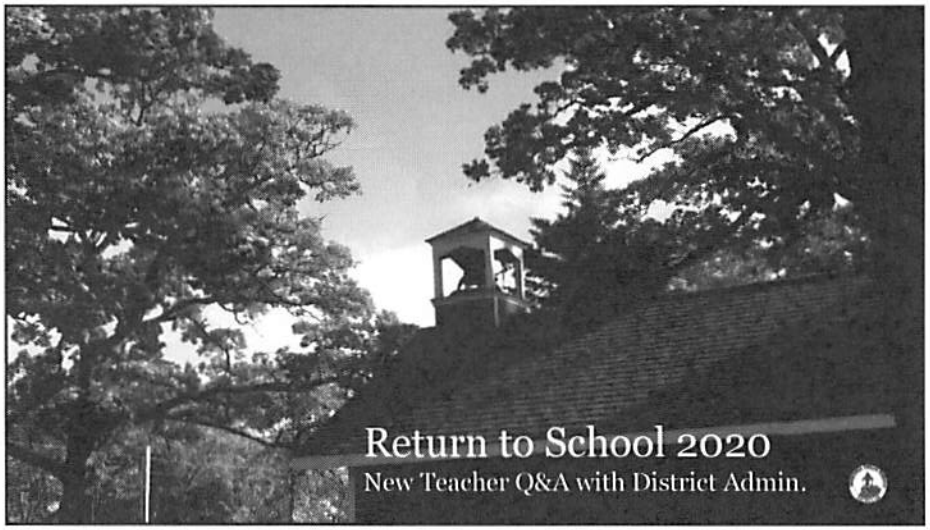
District 109 remains committed to reporting mastery of the standards (K-5) and letter grades (6-8) during the school year no matter the learning environment.

In order to assess learning in a virtual environment:

- Students will submit assignments and participate in scheduled classes.
- Teachers will provide feedback on individual submissions of work and during small group synchronous instruction.
- Seesaw or Google Classroom posts will receive digital response when appropriate.
- NWEA Map will be administered remotely in the fall. Dates are TBD and details will be forthcoming.

Be the Weatherman




Return to School 2020
New Teacher Q&A with District Admin.

Monday, Aug 17th

Time	Description	Location	Facilitator
8:30-9:00 AM	Welcome Back District Meeting	Zoom	District Superintendents
9:00-9:30 AM	DEA/DESSA Meeting	Zoom Link - DEA Zoom Link - DESSA	DEA/DESSA Leadership
9:30-10:30 AM	Welcome Back School-Based Meeting	Zoom Link - Caruso, Zoom Link - Shepard, Zoom Link - Wilmot, Zoom Link - Walden, Zoom Link - South Park, Zoom Link - Kipling	Building Principals
10:30-11:30AM	Time in Classrooms: Materials Prep, Classroom Set-Up for Virtual Environment	Classrooms	All District Staff
11:30-12:30 PM	Lunch	On Your Own	All District Staff
12:30-3:30	Skyward Training	Caruso - 12:30	Certified Staff
		Shepard - 1:15	
		Kipling/Walden - 2:00	
		Wilmot/South Park - 2:45	
	Articulations & More Time to Prep Materials in Classrooms	Zooms or In-Building Small Group (established by Principals)	Principals, Assistant Principals

Tuesday, August 18th
(see next tab for schedule details, including Zoom links)

Time	Description	Location	Who?
8:30-9:15	SEL Keynote	All District Staff	Coming Soon
9:15-11:30	Building Based Grade-Level Meeetings and Job-Alike PLC (see schedule)	In-Building Small Group or Zoom	All Staff (as scheduled)
11:30-12:30	Lunch	On Your Own	All District Staff
12:30-3:30	Virtual Teaching & Learning Sessions	Zoom	All Staff (see schedule)

Wednesday, August 19th

All Buildings	Meet & Greets	Kipling, South Park, Walden, Wilmot, Caruso, Shepard	More info coming from building principals

Thursday, August 19th: FIRST DAY OF *109 ONLINE*

109 Online Teaching & Learning Mini-Institute

TIME	Description	Facilitation	
8:30-9:15	SEL Activity	Coming Soon	Coming Soon
9:15-10:00	Building Based Grade-Level Meetings: K and 3	**Instructional Coaches will faciliate K-5 meetings to review instructional plans. Other teams should communicate plans for in-person, small groups or Zoom links, as needed, on an individual** **Skward uses a WebEx Link, rather than Zoom. You are encouraged to log in a few minutes early in case you need to download software**	
	Buildings Based PLC/District Job-Alike: MS Math and Science		
	Job-Alike: Elementary Encores		
	Skyward Training: Admin Assistants (Part I)		
	Library Media Specialists		
	Building-Based Student Services Teams		
10:00-10:45	Building-Based Grade-Level Meetings: 1st and 4th		
	Buildings Based PLC/District Job-Alike: Social Studies and ELA		
	Job-Alike: Middle School STEM, CMA, Music, Art		
	Skyward Training: Nurses		
	Early Learners		
10:45-11:30	Building Based Grade-Level Meetings: 2nd and 5th		
	Departmental Job-Alike: Middle School Physical Education		
	Departmental Job-Alike: Elementary Interventionists (and Maria)		
	Skyward Training: Building Administrators		
	English Learners Teachers		
11:30-12:30	**Lunch**		
TIME	**SESSION TITLE**	**FACILITATOR**	**ZOOM LINK**
12:30-1:10	IXL (K-5)	[redacted]	Zoom Link Meeting ID: 992 4018 8208 Password: [redacted]
	Pear Deck (All Grades)		Zoom Link
	EdPuzzle (Grades 6-8)		Zoom Link
	The Power of Google Classroom in a Virtual Environment (Grades 3-8)		Zoom Link
	Using WeVideo to Make Videos for Asynchronous Instruction		
	Skyward Training: Admin Assistants (Part II - more Q&A)	[redacted]	/ebEx Link - log in a few minutes early in case you need to download software
	Intro to Exact Path		Zoom Link

1:15-1:55	Newsela (6-8)	[redacted]	Zoom Link
	The Power of Google Classroom in a Virtual Environment (3-8)		Zoom Link
	Using Seesaw as a Communication and Feedback Tool		Zoom Link
	Intro to Exact Path (2-5)		Zoom Link
	Pear Deck (All Grades)		Zoom Link
	Amplify Science@Home Demo (K-5)		Zoom Link
	IXL Math (6-8)		Zoom Link
	Zoom Features for Synchronous Instruction		Zoom Link
2:00-2:40	Newsela (6-8)		Zoom Link
	SEL Subcommittee Ideas for Remote Learning		
	EdPuzzle (Grades 6-8)		Zoom Link: Password: [redacted]
	Pear Deck (All Grades)		Zoom Link
	Going Deeper with Exact Path (2-5 experienced users)		Zoom Link
	Amplify Science@Home Demo (K-5)		Zoom Link
	Using WeVideo to Make Videos for Asynchronous Instruction		
2:45-3:30	Newsela (6-8)		Zoom Link
	Jamboard (Synchronous Learning & Formative Assessment)		Zoom Link
	Using Seesaw as a Communication and Feedback Tool		
	Pear Deck (All Grades)		Zoom Link
	Zoom Features for Synchronous Instruction		Zoom Link
	Amplify Science@Home Demo (K-5)		Zoom Link
	SEL Subcommittee Ideas for Remote Learning		
1:30-3:30	Skyward will be available with an open link if any staff has questions		/ebEx Link - log in a few minutes early in case you need to download software

Assistant Superintendent for Finance & Operations, CSBO

Greg Himebaugh, CSBO
Phone: 847-945-1844 x7227
Fax: 847-945-1892

August 11, 2020

Via Electronic Transmission

Charlene Peters c/o
Jessica Williamson
PRESfinancial
2306 Merriweather Way,
Wellington, FL 33414

Re: Response to FOIA Request

Ms. Peters:

We received your freedom of information act (FOIA) request at the District Center on August 10, 2020. In response, we offer the following:

- Please www.dps109.org → Departments → Human Resources → Employee Information → Contracts & Agreements → PA 96-0434 Compensation Reports for a listing of all names, job titles, and compensation for all employees in 2018-19. (https://drive.google.com/drive/folders/0B49j86ELuz3sfm1aQXNjYlNJQlAwMVNnMmhJR3lja0hFUDY1ZHdQdnc2bUhLUVVpRmRDQk0)

- Please see directory information at www.dps109.org for staff email addresses: www.dps109.org → At A Glance → Staff Directory (https://www.dps109.org/Page/706)

- We currently produce no documents that include staff ages, birthdates nor hire dates, although that information may be available publicly in statewide teacher licensure databases.

If you should have further questions, please contact me.

Sincerely,

Greg Himebaugh
Assistant Superintendent for Finance & Operations

---------- Forwarded message ---------
From: **PRES Data** <presdataus@gmail.com>
Date: Mon, Aug 10, 2020 at 12:34 PM
Subject: Open Records Request
To: <superintendent@dps109.org>

Hello,

I am contacting you in regards to a public records/information request. I am looking for a list of your current employees, full names, age OR year of birth, hire date, e-mail address, phone number, address, department/position and salary if possible, in digital format (excel preferred).

Please let me know if there are any costs associated with this request and thank you in advance.

This information will be used for commercial purposes.

Charlene Peters c/o
Jessica Williamson
PRESfinancial
Phone:316-932-0245
Address: 2306 Merriweather Way, Wellington, FL 33414

--

Ed Rafferty
Jane L. Westerhold, Ed.D.
Co-Interim Superintendents
Deerfield Public Schools District 109
517 Deerfield Rd
Deerfield, IL 60015

Assistant Superintendent for Finance & Operations, CSBO
Greg Himebaugh, CSBO
Phone: 847-945-1844 x7227
Fax: 847-945-1892

August 13, 2020

Via Electronic Transmission

Michele Youngerman & Chris Hacker
WBBM-TV Chicago
MAYoungerman@cbs.com
cmhacker@cbs.com

Re: Response to FOIA Request

Ms. Youngerman and Mr. Hacker:

We received your freedom of information act (FOIA) request at the District Center on August 12, 2020. In response, we offer the following two links to Board of Education packets which include all approved retirements, leaves and resignations for District staff. We have furloughed no one and Guest Teachers (substitutes) have always reported as at-will employees.

- https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001698 alternatively, www.dps109.org→ Board of Education → Board Meeting Information → Board Packets/Agendas

You will find the information under the Personnel tab included under the Consent Agenda in the packets.

If you should have further questions, please contact me.

Sincerely,

Greg Himebaugh
Assistant Superintendent for Finance & Operations

Rebecca Rudd <rrudd@dps109.org>

Re: Sorry - one last clarification! - CBS Chicago FOIA

1 message

---------- Forwarded message ---------
From: **Youngerman, Michele A** <MAYoungerman@cbs.com>
Date: Thu, Aug 13, 2020 at 3:49 PM
Subject: Sorry - one last clarification! - CBS Chicago FOIA
To:
Cc: Hacker, Christopher M <cmhacker@cbs.com>, Youngerman, Michele A <MAYoungerman@cbs.com>

*** We are sending this to various school districts. One raised a question about our FOIA and I thought it best to send this to all.

We are looking at the number of teachers and staff who plan to not come back for in-person learning because of COVID-19. That may impact how you respond to the FOIA. For example, some teachers may have said they won't return, but now plan to teach via e-learning. So we are hoping you can provide the statistics that reflect those who are saying they won't do in-person teaching, or other work sucked as nurses, during COVID-19.

Sorry if there's any confusion. I will be on vacation until August 25th. If you have any further questions, please email Chris Hacker. Thanks.

Dear FOIA Officer,

Pursuant to the Illinois Freedom of Information Act, I am requesting statistical staffing information related to district employees either temporarily or permanently choosing to not return to school for any or all of the 2020-2021 school year. More specifically, please provide the number of employees, by category (i.e. teacher, assistant teach, substitute teacher, secretary etc…) along with their status/reason (i.e. opt out, resigned, retired, medical leave, furloughed etc…) for not returning during any or all of the 2020-2021 school year.

For example:

10 teachers on medical leave;

12 substitutes opt out;

2 secretaries resigned, etc…..

Please also provide the total number of substitute teachers available and ready to work as you begin this school year.

If there are any fees involved with this request, please notify me in advance. As a member of the media, I am requesting a fee waiver.

****Please provide your response to me and Chris Hacker who is cc'd on this e-mail.

NEW CLARIFICATION - apologies, but to be clear, this should also include the statistical breakdown of those employees who planned to opt out or not be at school, for any other reason, this coming year if school was going to have any in-person classes.

Best,

Michele

Michele Youngerman

WBBM-TV CHICAGO

Investigative Producer

CBS 2 Broadcast Center

22 West Washington Street

Chicago, IL 60602

312-899-2256 Office

312-446-5801 Mobile

www.cbschicago.com

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Ed Rafferty
Jane L. Westerhold, Ed.D.
Co-Interim Superintendents
Deerfield Public Schools District 109

517 Deerfield Rd
Deerfield, IL 60015

Department of Finance & Operations

Greg Himebaugh, CSBO, Assistant Superintendent of Operations and Finance
ghimebaugh@dps109.org
John Filippi, Ed.D., CSBO, Business Manager
jfilippi@dps109.org

August 17, 2020

James D'Angelo
jamesrdangelo@gmail.com

Re: FOIA response

Mr. D'Angelo:

On August 17, 2020, the School District received a Freedom of Information Act (FOIA) request from you. Your requests and the School District's responses are provided below.

Request #1: Copies of the applications submitted by the 28 members of the Re-Entry Task Force, including the timestamp of when each application was submitted

Response: We have provided a list of the current Task Force participants with time stamps where available. You are welcome to read biographical information on the Task Force web page found here: https://www.dps109.org/Page/6085

Illinois FOIA does not allow District 109 to provide the other data collected on individuals' applications as per Section 7(1)(c) of the FOIA, the records are exempt from disclosure.

Request #2: All email and text communications (including those sent to any DPS administrator's personal email or phone) between any member of the Deerfield Education Association Teachers' Union and any administrator at DPS 109 (including the current Interim Superintendents) since March 12, 2020 (excluding any portion of any communication focused solely on personnel decisions, disciplinary actions or other personal/private information that is not subject to a FOIA request);

The task of reviewing all of these records, redacting records, and ensuring that all student identifying information was removed, would take a School District employee weeks to accomplish. It would also require the School District to utilize outside counsel to ensure that appropriate redactions were made at significant expense. Fully responding to the request would unreasonably disrupt the duly-undertaken work of the School District and would compel the School District to go beyond what is reasonably expected of a public body

contrary to the intent of the FOIA. 5 ILCS 140/1. The FOIA is not intended to unduly burden public resources or to disrupt the duly-undertaken work of a public body when the burden of the public body outweighs the public interest in the information. 5 ILCS 140/1.

You are invited to contact me to clarify and narrow the scope of the search to reduce your request to manageable proportions. If you do not contact me within a reasonable time, you should consider this response as a final response and denial of your request based on the unduly burdensome exemption provided in Section 3(g) of the FOIA. 105 ILCS 140/3(g).

Request #3: Description of the criteria used by those in charge of selecting members for the Re-Entry Task Force, as well as the list of people who made the membership decision.

Response: Membership decisions were made by Board of Education members Sari Montgomery and Ryan Kuo in consultation with Interim Superintendents Dr. Jane Westerhold and Ed Rafferty. Dale Fisher consulted on staff membership. No written criteria were developed and Illinois FOIA does not require government agencies to create documents to respond. However, after reviewing the biographical information on the web page reference above, the group considered:

- Professional experience, specialties and expertise
- Representation across all grade levels
- Representation across all programs and buildings

You have the right to have the denial contained in this letter reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to: Public Access Counselor, Office of the Attorney General, 500 South 2nd Street Springfield, Illinois 62706, Fax: 217-782-1396, E-mail: publicaccess@atg.state.il.us, Phone: 1-877-299-3642. If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days after the date of this denial letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original request for documents and the denial letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

Sincerely,

Greg Himebaugh
Assistant Superintendent for Finance & Operations

2020-21 Task Force Form Submissions		
Timestamp	What is your name?	Are you able to commit to meeting weekly (TBD if virtual or in-person) beginning on August 10 and continuing through the foreseeable future?
8/3/2020 8:38:43	[redacted]	Yes
8/3/2020 11:36:24		Yes
8/3/2020 10:41:30		Yes
8/4/2020 10:48:17		Yes
7/31/2020 17:30:08		Yes
7/31/2020 21:01:52		Yes
8/1/2020 7:44:58		Yes
8/3/2020 22:05:52		Yes
7/31/2020 18:37:12		Yes
8/4/2020 12:00:23		Yes
8/3/2020 20:32:45		Yes
7/31/2020 20:30:11		Yes
8/3/2020 16:05:08		Yes
8/2/2020 8:31:27		Yes
7/31/2020 18:52:22		Yes
8/2/2020 13:42:59		Yes
8/2/2020 22:24:30		Yes
8/3/2020 8:16:23		Yes
8/3/2020 17:21:52		Yes
8/3/2020 19:34:24		Yes
8/3/2020 18:45:58		No
8/3/2020 17:14:52		Yes
8/2/2020 19:53:24		Yes
7/31/2020 18:41:21		Yes
8/1/2020 8:53:27		Yes
7/31/2020 17:43:08		Yes
7/31/2020 17:45:01		Yes
8/3/2020 12:55:35		Yes
8/3/2020 8:46:03		Yes
7/31/2020 17:49:27		Yes
8/3/2020 13:23:48	David S Birnbaum	Yes
8/3/2020 16:44:47	[redacted]	Yes
8/3/2020 8:21:31		Yes
8/2/2020 12:49:39		Yes
8/1/2020 9:24:07		Yes
7/31/2020 21:23:12		Yes
8/4/2020 10:26:05		Yes

8/4/2020 9:19:10	Ellen Schultz	Yes
8/2/2020 14:07:17	Ely Jacobsohn	Yes
8/2/2020 9:54:21	[redacted]	Yes
7/31/2020 17:51:03	Emily White VanGompel	Yes
7/31/2020 20:41:15	[redacted]	Yes
8/4/2020 11:44:39		Yes
8/3/2020 16:22:54		Yes
7/31/2020 18:38:38		Yes
8/1/2020 15:10:21		Yes
8/3/2020 19:37:44		Yes
7/31/2020 17:38:13		Yes
7/31/2020 17:49:54		Yes
8/3/2020 13:09:43		Yes
8/1/2020 9:14:30		Yes
7/31/2020 22:10:32	Jeslie Jacob	Yes
8/1/2020 14:57:17	[redacted]	Yes
8/1/2020 9:22:37		Yes
7/31/2020 19:05:57		Yes
8/3/2020 11:20:06		Yes
8/4/2020 11:32:39	Joyce Rubinstein	Yes
8/1/2020 19:03:26	[redacted]	Yes
8/4/2020 8:50:03		Yes
8/4/2020 9:52:55		Yes
8/1/2020 16:12:06		Yes
7/31/2020 17:34:14		Yes
8/4/2020 11:45:32		Yes
8/3/2020 16:21:05		Yes
8/1/2020 5:28:08	Kimberly Bielawa	Yes
8/1/2020 16:08:40	[redacted]	Yes
7/31/2020 20:10:45		Yes
7/31/2020 20:19:06		Yes
7/31/2020 20:47:48		Yes
8/2/2020 21:04:05		Yes
8/1/2020 20:15:56		Yes
7/31/2020 17:31:26		Yes
7/31/2020 19:35:25		Yes
8/2/2020 9:39:36		Yes
8/3/2020 18:51:32		Yes
8/3/2020 14:54:27		Yes
8/3/2020 23:34:11		Yes
7/31/2020 22:07:29		Yes
8/1/2020 7:52:30		Yes
8/1/2020 12:53:37	Melanie Caspi	Yes

8/1/2020 12:43:25	[redacted]	Yes
8/3/2020 14:03:32	Michael Chen	Yes
8/2/2020 15:38:59	[redacted]	Yes
8/2/2020 20:32:49		Yes
7/31/2020 21:06:08	Rebecca Frase	Yes
8/1/2020 9:22:45	[redacted]	Yes
8/3/2020 16:11:55		Yes
7/31/2020 18:10:30	Remoun Abraham	Yes
8/3/2020 5:35:01	[redacted]	Yes
7/31/2020 17:18:08		Yes
8/1/2020 12:47:14		Yes
8/4/2020 11:00:26		Yes
8/1/2020 12:58:01		Yes
7/31/2020 19:24:19		Yes
8/1/2020 7:31:14		Yes
7/31/2020 17:18:02		Yes
8/1/2020 10:11:39		Yes
8/1/2020 19:18:59		Yes
7/31/2020 17:42:55		Yes
8/1/2020 6:03:58		Yes
7/31/2020 18:50:24		Yes
7/31/2020 23:16:41		Yes
8/1/2020 10:54:55		Yes
8/1/2020 2:15:31		Yes
7/31/2020 19:17:30		Yes
8/2/2020 20:13:02		Yes
8/4/2020 9:23:15		Yes
8/3/2020 15:27:20		Yes
Board, co-Chair	Ryan Kuo	
Staff, co-Chair	Dale Fisher	
Staff	Amy Karasick	
Staff	Dennis Jensen	
Staff	Dr. Jane Westerhold	
Staff	Ed Rafferty	
Staff	Dr. Eileen Brett	
Staff	Hannah Jorjorian	
Staff	Dr. John Filippi	
Staff	Mary Catherine Staley	
Board Attorney	Sara Boucek	
Board, Vice Chair	Sari Montgomery	
Staff	Sharron Richardson	
Staff	Eric Steckling	
Staff, Secretary	Rebecca Rudd	

August 24, 2020

INTERGOVERNMENTAL AGREEMENT BETWEEN THE COUNTY OF LAKE AND DEERFIELD PUBLIC SCHOOLS DISTRICT 109

INFORMATION ITEM

The Business Office will present to the Board the intergovernmental agreement (IGA) for Lake County Cares Act Funds.

Recommendation:
Information Only

Department of Operations & Finance

Greg Himebaugh, CSBO, Assistant Superintendent of Operations and Finance
ghimebaugh@dps109.org
Dr. John Filippi, Ed.D., CSBO, Business Manager
jfilippi@dps109.org

DATE: 08/17/2020

TO: SUPERINTENDENTS WESTERHOLD, RAFFERTY AND THE BOARD OF EDUCATION

FROM: GREG HIMEBAUGH

RE: INTERGOVERNMENTAL AGREEMENT FOR LAKE COUNTY CARES ACT FUNDS

The CARES Act of 2020 included stimulus funds for state and local governments and included $13.5 billion dedicated to the nation's public and private schools. The funds were distributed based on Title 1 child count and District 109's total was $55,866. We have submitted requests for reimbursement on various cleaning, personal protective equipment and safety equipment which we purchased to increase our preparedness for staff and students to return to school.

States and counties were given some flexibility on how to spend funds, and Lake County has decided to dedicate a portion of their stimulus funds to the county's public schools. We are eligible for $88,666 and will request reimbursement on upgrades and improvements to our HVAC systems district-wide.

In order to request the funds, the County of Lake is asking School Boards to pass and sign the attached intergovernmental agreement which the Board's attorneys have reviewed. We have taken the liberty of adding to the Board's agenda as an atypical item appearing as both information and action at the August 24, 2020 meeting.

Please feel free to reach out with any questions or concerns.

INTERGOVERNMENTAL AGREEMENT

COVID19 RELIEF FUND

THIS AGREEMENT made this _____ day of _____, 2020**,** by and between the **County of Lake** (hereinafter referred to as "**COUNTY**") and _____ (hereinafter referred to as "**TAXING DISTRICT,**" regardless of legal organization which may include a Home Rule unit of government). The COUNTY and the TAXING DISTRICT shall hereinafter be referred to jointly as the Parties.

RECITALS

WHEREAS, the Illinois Constitution and the Intergovernmental Cooperation Act (5 ILCS 220/ *et. seq*) authorize units of local government, including counties and municipalities, to contract or otherwise associate among themselves in any manner not prohibited by law and to jointly exercise any power, privilege or authority conferred upon them by law; and

WHEREAS, Article 7, Section 10 of the Illinois Constitution of 1971 and the Illinois Intergovernmental Cooperation Act 5 ILCS 220/1 et seq. allow units of public entities to enter into intergovernmental agreements in the furtherance of their governmental purposes; and

WHEREAS, pursuant to the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") the COUNTY received approximately one hundred twenty-two million dollars from the United States Government ("CARES Act Funds"); and

WHEREAS, the CARES Act provides for payments to local governments navigating the impact of the COVID-19 outbreak via the Coronavirus Relief Fund; and

WHEREAS, the CARES Act provides that payments from the Coronavirus Relief Fund may only be used to cover expenses which: (1) are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19); (2) were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the local government; and (3) were incurred during the period that begins on March 1, 2020 and ends on December 30, 2020; and

WHEREAS, the COUNTY was eligible to receive payments under the CARES Act, as it is a unit of local government in excess of 500,000 residents; and

WHEREAS, the United States Department of Treasury ("Treasury") has issued guidelines with regards to the authorized use of funds allocated to local governments under the CARES Act; and

WHEREAS, this Agreement is intended to promote the most efficient distribution of financial resources which have been made available to the COUNTY to benefit the citizens of the COUNTY; and

WHEREAS, under the CARES Act, should the Office of the Inspector General determine that the funds were used in a manner contrary to the intent of the Act or contrary to the United States' Department of Treasury guidelines, the CARES Act provides that the federal government may recoup the improperly spent funds from the COUNTY; and

WHEREAS, the COUNTY and the TAXING DISTRICT within Lake County, and its residents, have suffered secondary effects of the coronavirus emergency; and

WHEREAS, the COUNTY, as the jurisdiction responsible for disbursement of funds under the CARES Act, finds that it is appropriate to use these funds to defray certain costs incurred by the TAXING DISTRICT related to the coronavirus emergency; and

WHEREAS, pursuant to guidance and interpretations of Treasury, the COUNTY as recipient of CARES Act funds may distribute a portion of those funds to other responsible entities within the COUNTY to assist in distributing CARES Act funds to those most in need of such funds

to be administered in compliance with the CARES Act, current and amended Treasury guidance and interpretations, and this Agreement; and

WHEREAS, the COUNTY may provide direct reimbursement to a TAXING DISTRICT that has eligible reimbursements per the Treasury guidance, both current and as amended; and

NOW, THEREFORE, the COUNTY and the TAXING DISTRICT hereby agree as follows:

1.0 Recitals, Definitions, and Purpose.

1.1 Recitals Incorporated. The recitals set forth above are incorporated in this Agreement by reference and made a part of this Intergovernmental Agreement ("IGA").

1.2 Definitions.

1.2.1 "CARES ACT funds" shall refer to funds which have been allocated to the COUNTY under the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") of which the COUNTY is responsible for the disposition.

1.2.2 "Forms" shall refer to forms or application documents used to seek reimbursement of coronavirus related expenses under this agreement.

1.2.3 All other words used in this agreement which are not specifically defined shall have their normal and ordinary meaning.

1.3 Purpose. The purpose of this Agreement is to establish a contractual relationship between the COUNTY and TAXING DISTRICT with regards to the proposed reimbursement of municipal expenses associated with the coronavirus emergency from federal CARES ACT funds which the United States Federal Government has disbursed to the COUNTY. The COUNTY has, by resolution, created the Lake COUNTY Local Government COVID-19 Reimbursement program. This agreement shall remain in effect between the parties to govern the form of applications for reimbursement, the review of applications, the criteria for reimbursable expenses, the retention of documents, and other material terms governing the processing of reimbursement applications as outlined in the guidelines provided by the COUNTY to the TAXING DISTRICT.

2.0 Obligations of the COUNTY

2.1 Generally. The COUNTY, by and through its Finance Department, shall process requests for reimbursement received from TAXING DISTRICT subject to the requirements set forth herein.

2.2 Submittal does not guarantee approval. The COUNTY, by receiving and processing the reimbursement requests of TAXING DISTRICT, does not guarantee approval of the reimbursement requests by the COUNTY, the United States Department of Treasury, or the Office of the Inspector General.

2.3 No further obligations. The COUNTY shall have no further obligations under this IGA other than those expressly set forth.

3.0 Obligations of the TAXING DISTRICT

3.1 Generally. In order to submit requests for reimbursement of coronavirus emergency related expenditures, TAXING DISTRICT agrees to submit the forms, certifications and documentation as may be required by the COUNTY for any expense for which TAXING DISTRICT seeks reimbursement under this Agreement. TAXING DISTRICT agrees that the sole and exclusive decision as to whether or not TAXING

DISTRICT's request is granted lies within the discretion of the COUNTY, and that submission of expenses for reimbursement does not obligate the COUNTY to agree to reimburse those expenses**.** TAXING DISTRICT agrees that the COUNTY, through its Finance Department, may deny reimbursement for expenses which, in the discretion of the Chief Financial Officer, are not permitted uses for CARES ACT funds. The parties also agree that expenses that may be otherwise eligible for reimbursement may be rejected by the COUNTY in its sole discretion, that the COUNTY is under no obligation to approve any particular reimbursement request, and that reimbursement is also subject to the availability of funds.

4.0 Form of Expense Submittals, Certification, failure to use form or comply with criteria

4.1 Generally. The Parties agree that expenses for which TAXING DISTRICT seeks reimbursement shall be submitted upon the forms and in the manner as may be required by the COUNTY. TAXING DISTRICT agrees to utilize these forms exclusively in seeking reimbursement of expenses related to the coronavirus emergency.

4.2 Certification. By entering into this IGA the Mayor, President, CFO or City Manager or other authorized official certifies that the expenses for which TAXING DISTRICT seeks reimbursement: (i) are necessary expenditures incurred due to the public health emergency with response to the Coronavirus Disease 2019, (ii) were not accounted for in the most recently approved budget of the TAXING DISTRICT, as of March 27, 2020, (iii) were incurred during the period between March 1, 2020 and December 30, 2020, and (iv) meet the criteria set forth in the United States Department of Treasury guidelines and interpretations, both current and as they may be amended and supplemented in the future.

4.3 Failure to use form or attach certification. The failure by TAXING DISTRICT to use the required forms or to accompany each and every reimbursement request with a completed certification, shall lead to the summary rejection of that submittal by the COUNTY.

4.4 Failure to comply with Department of Treasury Guidelines and Interpretations. The COUNTY reserves the right to reject any reimbursement which it determines, in its sole and exclusive discretion, does not meet the criteria of the CARES ACT or United States Department of Treasury guidelines and interpretations, both current and as may be amended and supplemented in the future, associated with disbursement of funds under the CARES ACT.

4.5 TAXING DISTRICT shall not submit for reimbursement to the COUNTY any expense which the TAXING DISTRICT has submitted or will submit to any other entity, whether public or private, for reimbursement. Should TAXING DISTRICT at any time receive reimbursement for any expense for which the COUNTY has already reimbursed the MUNCIPALITY under this IGA, the TAXING DISTRICT shall within 14 days or at the next scheduled municipal meeting occurring thereafter authorize and refund that reimbursement to the COUNTY.

5.0 Reimbursement guidelines; prohibition on duplicate reimbursement.

5.1 Reimbursement guidelines will be provided to TAXING DISTRICT that will include details specific to maximum reimbursement funding and allocation method, allowable expenses, required documentation and format of submittal, submission deadlines,

reporting requirements, compliance audit information, and records retention, among other guidance.

5.1.1 The reimbursement guidelines may be updated based on additional information received by COUNTY, or if additional funding is allocated.

5.2 TAXING DISTRICT shall not be entitled to reimbursement of expenses on application to the County for which it has sought and received reimbursement from any other entity, whether public or private, as described in 4.2, above.

6.0 Cooperation

6.1 The COUNTY shall assist TAXING DISTRICT in complying with the requirements of the CARES Act and the United States Department of Treasury guidelines by preparing sample forms and providing feedback and guidance with regards to the type and quality of information required to complete such forms.

6.2 TAXING DISTRICT agrees to abide by the terms of the CARES Act and all United States Department of Treasury guidelines and interpretations, both current and as may be amended and supplemented in the future.

6.3 TAXING DISTRICT shall, at the COUNTY's request, supply COUNTY with all relevant information for the COUNTY to evaluate whether a request for reimbursement meets the criteria under the CARES Act and United States Department of Treasury guidelines, both current and as may be amended and supplemented in the future.

7.0 Records

7.1 TAXING DISTRICT shall maintain all records relating to the expenses which TAXING DISTRICT seeks to have reimbursed by COUNTY from CARES Act funds for a period of at least ten (10) years or the period of time required by other state or federal law, whichever is longer.

7.2 At any time, the COUNTY may request that the TAXING DISTRICT provide records relating to the expenses which TAXING DISTRICT seeks to have reimbursed. TAXING DISTRICT agrees to provide records within 14 days in response to such requests.

7.3 Failure to provide records may result in the denial of the reimbursement request. In circumstances where the reimbursement request has been granted and the records are needed to justify the reimbursement to the Office of the Inspector General or any other office, official, or department which may later become responsible for auditing disbursements of CARES Act funds, failure by TAXING DISTRICT to provide these records, for any reason including the prior destruction of these records, shall constitute a breach of this Agreement. The sole and exclusive remedy for such a breach is that TAXING DISTRICT shall be responsible for repayment of any disbursement which the Office of Inspector General, or its successor, finds improper, unsupported, or unable to be verified within the time limit set by the Office of Inspector General. The TAXING DISTRICT shall make said repayment on or before the COUNTY is required to reimburse the federal government for such improper, unsupported, or unverified expense. Additionally, TAXING DISTRICT agrees to indemnify the COUNTY or make the COUNTY whole for any penalty assessed against the COUNTY based upon TAXING DISTRICT's failure to retain or provide records.

8.0 Timeliness.

8.1 The Parties agree that time is of the essence in the processing of applications for reimbursement. The COUNTY shall use all reasonable speed and diligence in the processing of applications for reimbursement.

8.2 The Parties agree that time is of the essence in communications seeking supporting documents or requesting records under this agreement. The Parties agree that they shall use all reasonable speed and diligence in responding to requests for records or supporting documents.

9.0 Indemnity.

9.1 The Parties agree that where the COUNTY may rely upon the certification of the TAXING DISTRICT that such expenses which TAXING DISTRICT sought to have reimbursed from CARES Act funds met the minimum requirements of the CARES Act, and where the Office of the Inspector General, or any other person, official, or department which is charged with the auditing and review of expenditures of CARES Act funds determines that such reimbursement was not permitted under the CARES Act, TAXING DISTRICT agrees to indemnify, reimburse and make whole the COUNTY for any funds which the United States Government or its agencies seeks to recoup or collect, either by litigation, or by withholding other federal funds owed to the COUNTY. TAXING DISTRICT further agrees to indemnify, reimburse, or make whole the COUNTY for any penalties associated with the federal government seeking to recoup the expended CARES Act funds which the COUNTY disbursed to TAXING DISTRICT including interest, attorneys fees or any penalty provided by law. Additionally, TAXING DISTRICT agrees to indemnify the COUNTY or make the COUNTY whole for any penalty assessed against the COUNTY based upon TAXING DISTRICT's duplication of reimbursements as provided in Article 5.2 above. TAXING DISTRICT also agrees to indemnify the COUNTY for any other loss or damage due to TAXING DISTRICT's violation of this IGA.

9.2 TAXING DISTRICT agrees to hold COUNTY harmless for any evaluation or advice which the COUNTY provided to TAXING DISTRICT as to whether the requested reimbursement is a permissible use of the CARES Act funds.

10.0 Term and termination

10.1 Term. This Agreement shall remain in effect until December 30, 2020 unless earlier terminated by either party provides written notice of termination to the other. Such notice shall be effective 14 days after receipt of the termination.

10.2 Survival of Terms. Those terms relating to the party's obligation to maintain records and provide records, and the TAXING DISTRICT's indemnification of the COUNTY shall survive the termination of this Agreement.

11.0 General Terms and Conditions

11.1 Amendment. Any revision to this Agreement shall be made by written amendment to this Agreement. This Agreement, including exhibits attached hereto and incorporated herein by reference, represents the entire Agreement between the parties with respect to the subject matter hereof and supersedes all prior communications, agreements, and understandings relating thereto.

11.2 Assignment. The performance covered by this Agreement shall not be assigned or delegated without the prior written consent of the COUNTY.

11.3 Conflict of Interest. No officer, employee, elected or appointed officials of the COUNTY or the TAXING DISTRICT (and no one with whom they have family or business ties) shall obtain any personal or financial benefit of the funds to be administered herein

11.4 Notices. Any notice under this IGA shall be sent by email to the following individuals at the indicated email addresses:

To the COUNTY:
Patrice Sutton, Chief Financial Officer, County of Lake at psutton@lakecountyil.gov

To the TAXING DISTRICT:
Greg Himebaugh, Assistant Superintendent for Finance and Operations, Deerfield Public Schools District 109 at ghimebaugh@dps109.org

IN WITNESS WHEREOF, the COUNTY and the TAXING DISTRICT have executed this Agreement as of the date first above written.

COUNTY OF LAKE

_____
County Administrator, Lake County

ATTEST:

_____
Lake County Clerk

(TAXING DISTRICT)

_____
Authorized Signature

_____
Printed Name

_____
Title

ATTEST:

_____
Clerk

August 24, 2020

MEMORANDUM OF UNDERSTANDING

INFORMATION ITEM

The Memorandum of Understanding for the Temperature Check Duty stipend is presented for the Board of Education's review.

Recommendation:

Information only.

MEMORANDUM OF UNDERSTANDING

TEMPERATURE CHECK DUTY

The purpose of this memorandum is to memorialize the understanding reached between the Board of Education of Deerfield Public Schools District No. 109 ("Board" or "District") and the Deerfield Education Association, IEA-NEA ("DEA") (collectively "the parties") concerning the implementation of Temperature Check Duty at all of the schools in the District commencing with the start of the 2020-2021 school year during the COVID-19 pandemic.

On June 23, 2020, the Illinois State Board of Education ("ISBE") and Illinois Department of Public Health ("IDPH") provided joint guidance titled "Starting the 2020-21 School Year" regarding operating schools in the time of COVID-19. As part of their guidance to prevent the spreading of COVID-19 at schools, ISBE and IDPH require all K-12 schools in Illinois to perform temperature and symptom screenings.

In July of 2020, DEA and the administration of the District ("District Administration") met to discuss the future implementation of the Temperature Check Duty. As a result of the discussion the parties reached an agreement as follows:

1. No more than 12 teachers will be assigned to Temperature Check each day at each school as the students arrive at school in the morning.

2. The building administrators shall have the sole discretion to increase, not to exceed 12 teachers, or decrease the number of teachers assigned to Temperature Check Duty throughout the duration of this Memorandum of Understanding as they deem necessary.

3. The administrators at each individual school ("building administrators") shall have the sole authority to assign teachers to Temperature Check Duty.

4. The building administrators shall have the sole discretion to determine how the teachers are to be utilized when they are assigned to Temperature Check Duty.

5. All teachers assigned to Temperature Check Duty shall be paid $20 for each session they perform their Temperature Check Duty.

6. The Temperature Check Duty stipend shall be paid using the "T" pay method provided for in the Collective Bargaining Agreement.

7. The Board and the DEA agree that the Temperature Check Duty is separate and distinct from the Door Duty pursuant to Category 5, Door Duty in Appendix C – Extra Duty Schedules of the Collective Bargaining Agreement between the District and the DEA, which such Door Duty may still be assigned to teachers as deemed necessary by the building administrators, and paid at the stipend amount set forth in the CBA.

This Memorandum of Understanding shall expire when the District determines that temperature checks are no longer needed.

The terms and conditions of this mutual agreement as noted herein are non-precedential and not subject to the Grievance Procedure or Arbitration Proceedings contained in the 2019-2023 Collective Bargaining Agreement between the Deerfield Education Association and the Deerfield Public Schools District, No. 109 Board of Education.

Reviewed and agreed to this _____ day of August, 2020, as a complete statement of the parties' understanding with respect to this mutual agreement

Board of Education, Deerfield Public Schools District No. 109	Deerfield Education Association, IEA-NEA
Date	Date

August 24, 2020

AMENDED 2020-2021 PUBLIC SCHOOL CALENDAR

INFORMATION ITEM

Attached for the Board's review is an amended version of the 2020-2021 school calendar. If approved, this change will result in November 3, 2020 being denoted as Election Day, a State of Illinois holiday. Both staff and students will not be in attendance on November 3, 2020. Furthermore, March 1, 2021 will now become an attendance day for both students and staff to offset the switch and keep student attendance days and staff work days appropriately balanced.

(10 ILCS 5/2B-10 new)

Sec. 2B-10. Election Day State holiday. Notwithstanding any other provision of State law to the contrary, November 3, 2020 shall be a State holiday known as 2020 General Election Day and shall be observed throughout the State. November 3, 2020 shall be deemed a legal school holiday for purposes of the School Code, State Universities Civil Service Act, and any other law designating a holiday. All government offices, with the exception of election authorities, shall be closed unless authorized to be used as a location for election day services or as a polling place.

Any school closed pursuant to this amendatory Act of the 101st General Assembly and Section 24-2 of the School Code shall be made available to an election authority as a polling place for 2020 General Election Day. The election authority and the school shall comply with all safety and health practices established by the Illinois Department of Public Health pursuant to subsection (a) of Section 2B-35. The election authority shall be eligible for reimbursement of such reasonable cleaning expenses incurred as a result of using a school as a polling place for 2020 General Election Day, subject to the receipt and availability of federal funds, pursuant to Section 2B-60.

Recommendation:

Information only.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

2020-2021 School Calendar

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	X3	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	

July

3 Legal Holiday - Independence Day

Students - 0 Teachers - 0

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	NT	NT	NT	NT	14	15
16	&17	&18	(^19	20	21	22
23	24	25	26	27	28	29
30	31					

August

10, 11, 12, 13 New Teacher Orientation
17 Teacher Institute Day
18 Teacher Institute Day
19 School Opens
19 Half Day Inservice - PM

Students - 9 Teachers - 11

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	X7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	~~28~~	29	30			

September

7 Legal Holiday - Labor Day
28 Not in Attendance

Students - 20 Teachers - 20

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	X12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

12 Legal Holiday - Columbus Day

Students - 21 Teachers - 21

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	X3	4	5	6	7
8	9	10	X11	12	13	14
15	16	17	18	19	20	21
22	23	*24	~~25~~	X26	~~27~~	28
29	30					

November

3 Legal Holiday - Election Day
11 Legal Holiday - Veterans Day
23 Parent Teacher Conferences - PM
24 Parent Teacher Conferences
25 & 27 Not in Attendance
26 Legal Holiday - Thanksgiving

Students - 15 Teachers - 16

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	~~21~~	~~22~~	~~23~~	~~24~~	X25	26
27	~~28~~	~~29~~	~~30~~	~~31~~		

December

21 Winter Break Begins
25 Legal Holiday - Christmas

Students - 14 Teachers - 14

January 2021

Su	M	Tu	W	Th	F	Sa
					X1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1 Legal Holiday - New Year's Day
4 School Resumes
18 Legal Holiday - Dr. King's Birthday

Students - 19 Teachers - 19

February 2021

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

February

15 Legal Holiday - Presidents' Day
15 Possible Emergency Day
16 Teacher Institute Day
16 Possible Emergency Day

Students - 18 Teachers - 19

March 2021

Su	M	Tu	W	Th	F	Sa
	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			

March

22 Spring Break Begins
29 School Resumes

Students - 18 Teachers - 18

April 2021

Su	M	Tu	W	Th	F	Sa
				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	

April

2 Not in Attendance

Students - 21 Teachers - 21

May 2021

Su	M	Tu	W	Th	F	Sa
						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	X31					

May

31 Legal Holiday - Memorial Day

Students - 20 Teachers - 20

June 2021

Su	M	Tu	W	Th	F	Sa
		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			

June

4 Last Day without Emergency Days
4 Half Day Inservice - PM
7 Emergency Days Begin
11 Emergency Days End

Students - 4 Teachers - 4

Legend

(	School Opens	)	School Closes
X	Legal Holiday	NT	New Teacher Orientation
-	Not in Attendance	*	Parent Teacher Conferences - No Students
#	Emergency Day	^	Half Day Inservice - PM
&	Institute Day - All Day		

Amended by Board of Education
August 24, 2020
**Can be changed at any time by BOE vote or for emergencies as determined by the Superintendent*

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

DRAFT - 2020-2021 School Calendar - *DRAFT*

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Su	M	Tu	W	Th	F	Sa
			1	2	X3	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	

July

3 Legal Holiday - Independence Day

Students - 0 Teachers - 0

August 2020

Su	M	Tu	W	Th	F	Sa
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9	NT	NT	NT	NT	14	15
16	&17	&18	(^19	20	21	22
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29	30					

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21	~~22~~	~~23~~	~~24~~	~~25~~	~~26~~	27
28	29	30	31			

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29 School Resumes
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29 School Resumes

Students - 18 Teachers - 18

April 2021

Su	M	Tu	W	Th	F	Sa
				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	

April

2 Not in Attendance

Students - 21 Teachers - 21

May 2021

Su	M	Tu	W	Th	F	Sa
						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
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May

31 Legal Holiday - Memorial Day

Students - 20 Teachers - 20

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Su	M	Tu	W	Th	F	Sa
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11 Emergency Days End

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&	Institute Day - All Day		

Amended by Board of Education
August 24, 2020
**Can be changed at any time by BOE vote or for emergencies as determined by the Superintendent*

RE-ENTRY TASK FORCE

Board of Education Update
August 24th, 2020

ALL CONTENTS OF THIS PRESENTATION ARE INTENDED AS AN UPDATE TO THE DPS 109 BOARD OF EDUCATION, AND SHOULD NOT BE INTERPRETED AS APPROVED.

DISCLAIMERS

- **MATERIAL IN THIS PRESENTATION IS INTENDED TO BE AN UPDATE TO THE BOARD - AND SHOULD NOT BE CONSTRUED AS APPROVED OR DIRECTION TO THE ADMINISTRATION**
- **CONSENSUS ON THE MATERIALS HEREIN HAVE YET TO BE ACHIEVED BY THE TASK FORCE**

  There are dissenting opinions that will be voiced over during the Board Meeting on August 24th, 2020

- **MATERIALS WERE PREPARED BY RYAN KUO, CO-CHAIR & BOARD MEMBER**

  Information included reflect a synthesis of multiple discussions and 2 Task Force meetings to the best of his memory - and should be reviewed in that context

114

CONTENTS

1 COMPOSITION & SELECTION OF THE TASK FORCE

2 PURPOSE & DELIVERABLES

3 CURRENT TIMELINE

4 INITIAL ACTIONS

5 PREVIEW OF RE-ENTRY DECISION APPROACH

115

COMPOSITION OF THE TASK FORCE - 25 MEMBERS & ADVISORS

Co-Chairs: Ryan Kuo, Dale Fisher
Supported by the Superintendents, Rebecca Rudd & Eric Steckling (not in count)

PARENTS

TEACHERS

ADMINISTRATORS

EXPERTS

BOARD MEMBERS

116

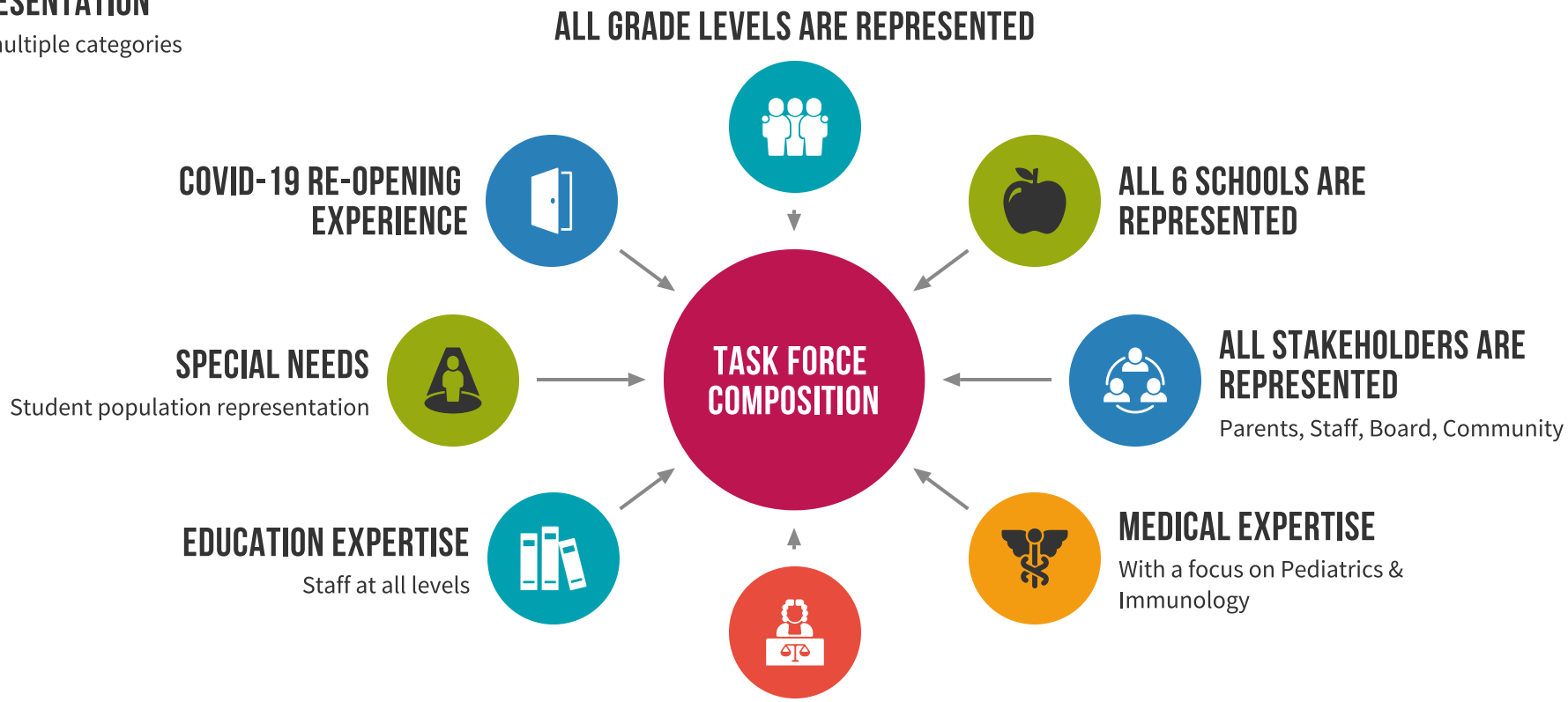
Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

SELECTION APPROACH

THE TASK FORCE CAN EVOLVE OVER TIME
Either adding, reducing, or sub-teams

To build the most effective team, we looked for Representation AND Expertise

OVERLAPPING REPRESENTATION
Many members represent multiple categories



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TASK FORCE PURPOSE

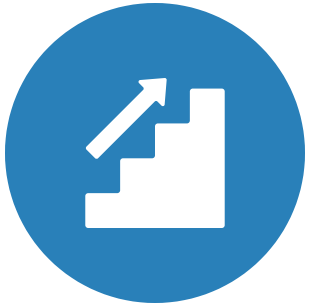
The Task Force was formed based on the recommendations of the Co-Interim Superintendents and at the direction of the 109 Board of Education following its July 27, 2020 meeting, at which the Board decided that the 2020-2021 school year would begin with full virtual learning, **with the intent to phase students back into the classroom as quickly as possible**. This Task Force will recommend how and when that should be accomplished, and will submit its formal recommendations to the Board of Education for consideration.

TASK FORCE DELIVERABLES

Recommend how & when the District can return Students to in-person education

1. A CLEAR & ACTIONABLE RISK ASSESSMENT APPROACH

Recommended information to be considered when assessing risk, and what should be done to minimize that risk to initiate a Re-Entry plan



2. A STEPPED APPROACH TO A RE-ENTER STUDENTS TO HYBRID EDUCATION

A validation and/or modification of current Hybrid Education plans, as well as student population phased Re-Entry recommendations

3. REACTION PLANS TO POTENTIAL COVID-19 INFECTIONS

Utilizing Federal, State and Local guidance in combination with Expert knowledge & experience, recommendations on scenario actions

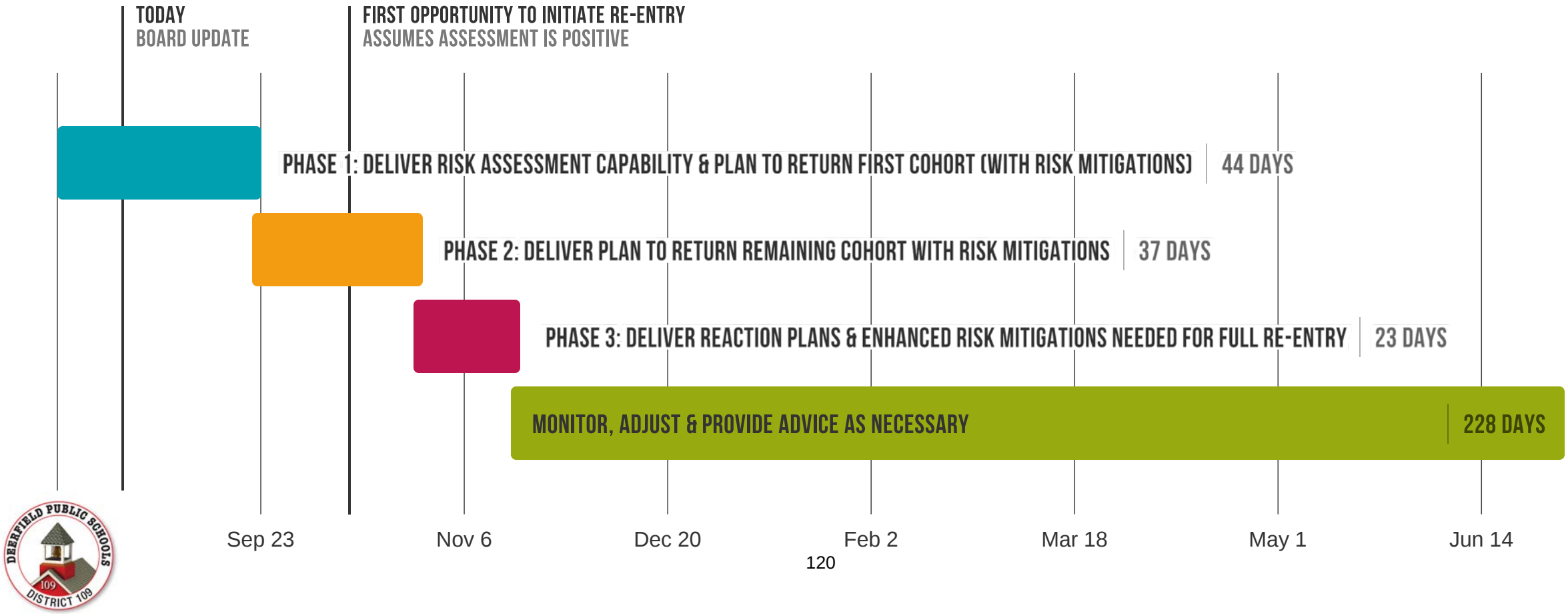
4. CRITERIA TO RETURN TO NORMAL OPERATIONS (5-DAY IN PERSON)

Utilizing the risk assessment approach, the recommended risk mitigations (if any) that can allow DPS109 to FULLY Re-open schools **prior to effective vaccines or therapeutics**

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

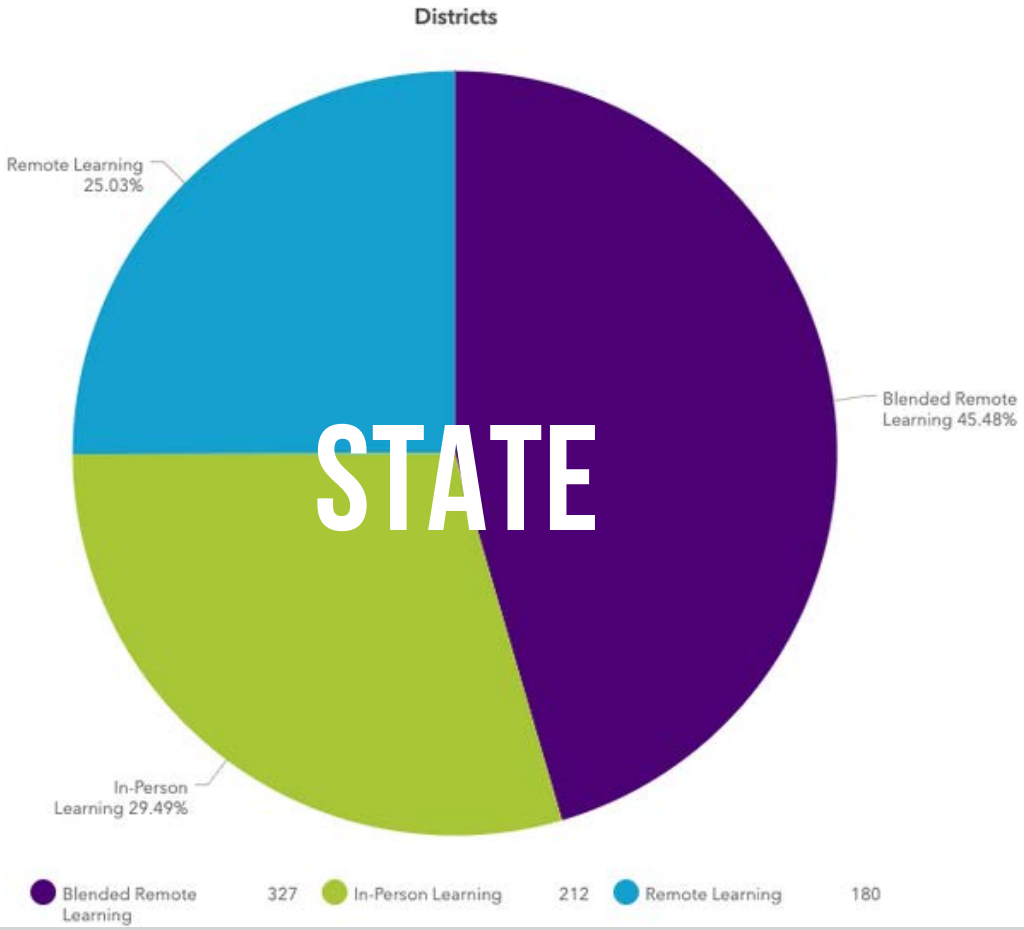
PHASES OF THE TASK FORCE

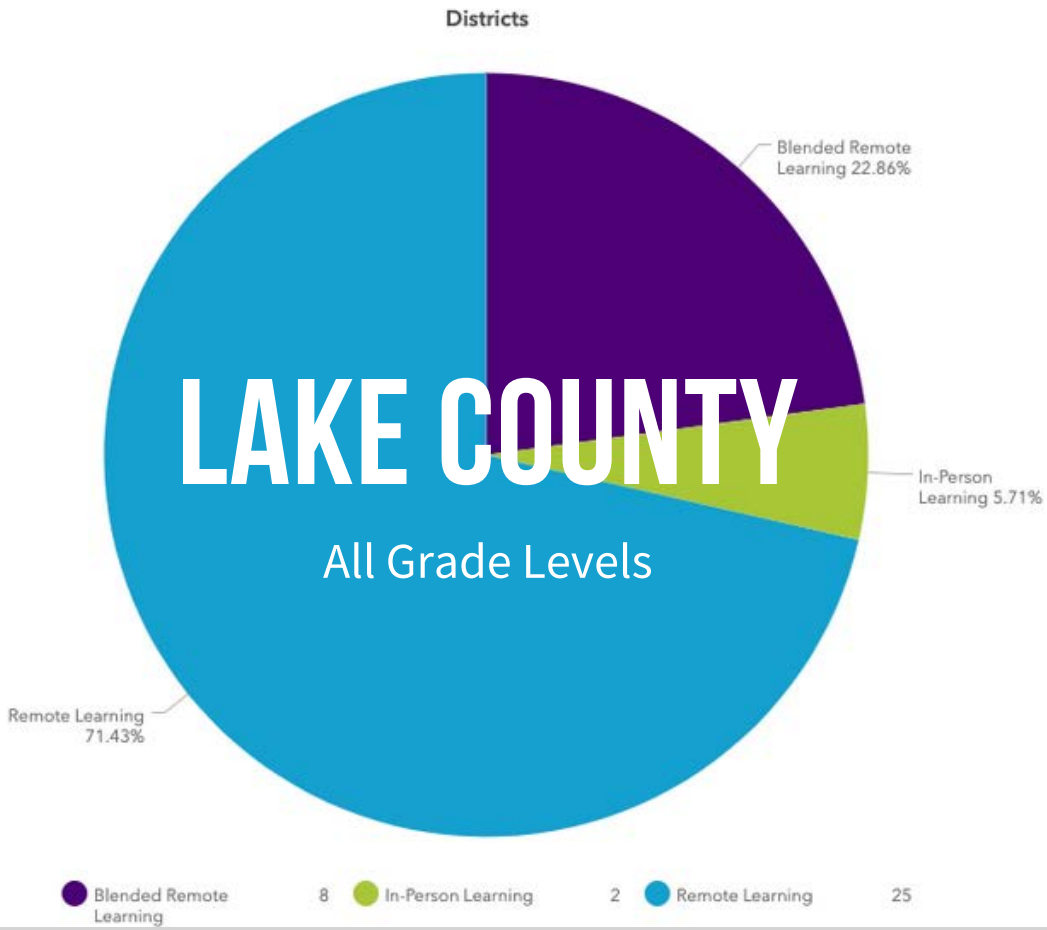
Phase End Dates are based on Scheduled Regular Board Meetings
Efforts to accelerate these dates of recommendations & may require Special Board Meetings to approve



WHO'S DOING WHAT??

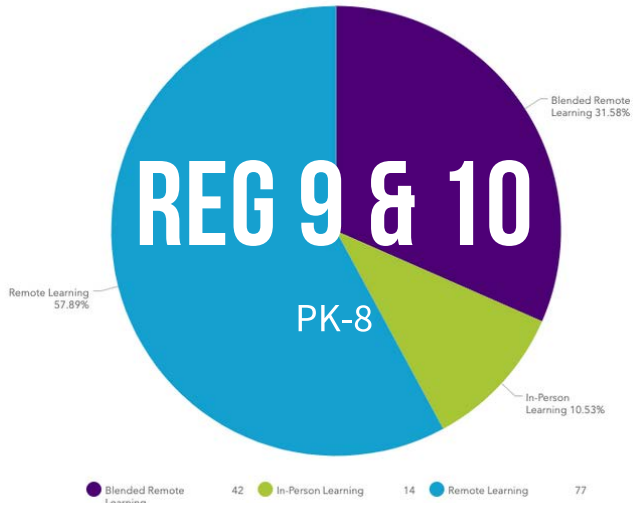
ISBE Dashboard: https://isp.maps.arcgis.com/apps/opsdashboard
Data is incomplete (does not include all districts) & not real-time updated (dependent on Districts updating)
Manual Survey of Districts resulted in >80% of Lake County PK-8 in Remote (unknown in Cook & McHenry)





PK-8 SCHOOL DISTRICTS IN PROXIMITY

Districts to watch for successful re-openings



112

Northshore District

BLENDED

Delayed Opening until 9/3

28

Northbrook District

BLENDED (displayed as In-Person)

Opens 8/24

27

Northbrook ESD

BLENDED

Opens 8/24

35

Glencoe District

BLENDED

Opens 8/31

DELIVERABLE #1

A CLEAR & ACTIONABLE RISK ASSESSMENT APPROACH

Board Preview for Feedback

RECOMMENDATION NOT FINAL, NOR APPROVED

GUIDING PRINCIPLES

Risk CANNOT be eliminated, but it CAN be minimized

- **PRIORITIZING PHYSICAL HEALTH & SAFETY IN BALANCE WITH SOCIAL-EMOTIONAL CONCERNS**

  Will consider the known risks to Social Emotional Health related to an extended Remote environment. Effectiveness of Remote Learning from an educational perspective is a Board level separate scope.

- **FOCUS FIRST ON CURRENTLY EXECUTABLE RISK MITIGATIONS WHILE BEING INFORMED OF COVID-19 BASED METRICS & INFORMATION**

  No matter how low the metrics are, a lack of appropriate Risk Mitigations will result in an outbreak. With the right Risk Mitigations, even high metrics may allow for a Re-Entry version

- **QUICKLY ENHANCE THE RISK MITIGATIONS & METRICS TO SOLIDIFY & REDUCE POTENTIAL FOR REVERSALS**

  Initial recommendations will be based on current & near-in capabilities, but future enhancements will be part of the recommendation to avoid the potential for reversals back to e-Learning

- **LEVERAGE EXISTING WORK FROM SUMMER RE-OPENING COMMITTEE**

  Utilize existing work as the basis, with minor executable modifications as related to new guidance/information to ensure an accelerated capability to re-enter

124

MITIGATIONS > METRICS

Even a high level of risk can be mitigated for an acceptable Re-Entry Risk DEPENDING ON WHAT WE DO

RISK MITIGATIONS CURRENTLY HAVE MORE DATA & INFORMATION

MONTHS OF SUCCESSFUL USE OF PPE

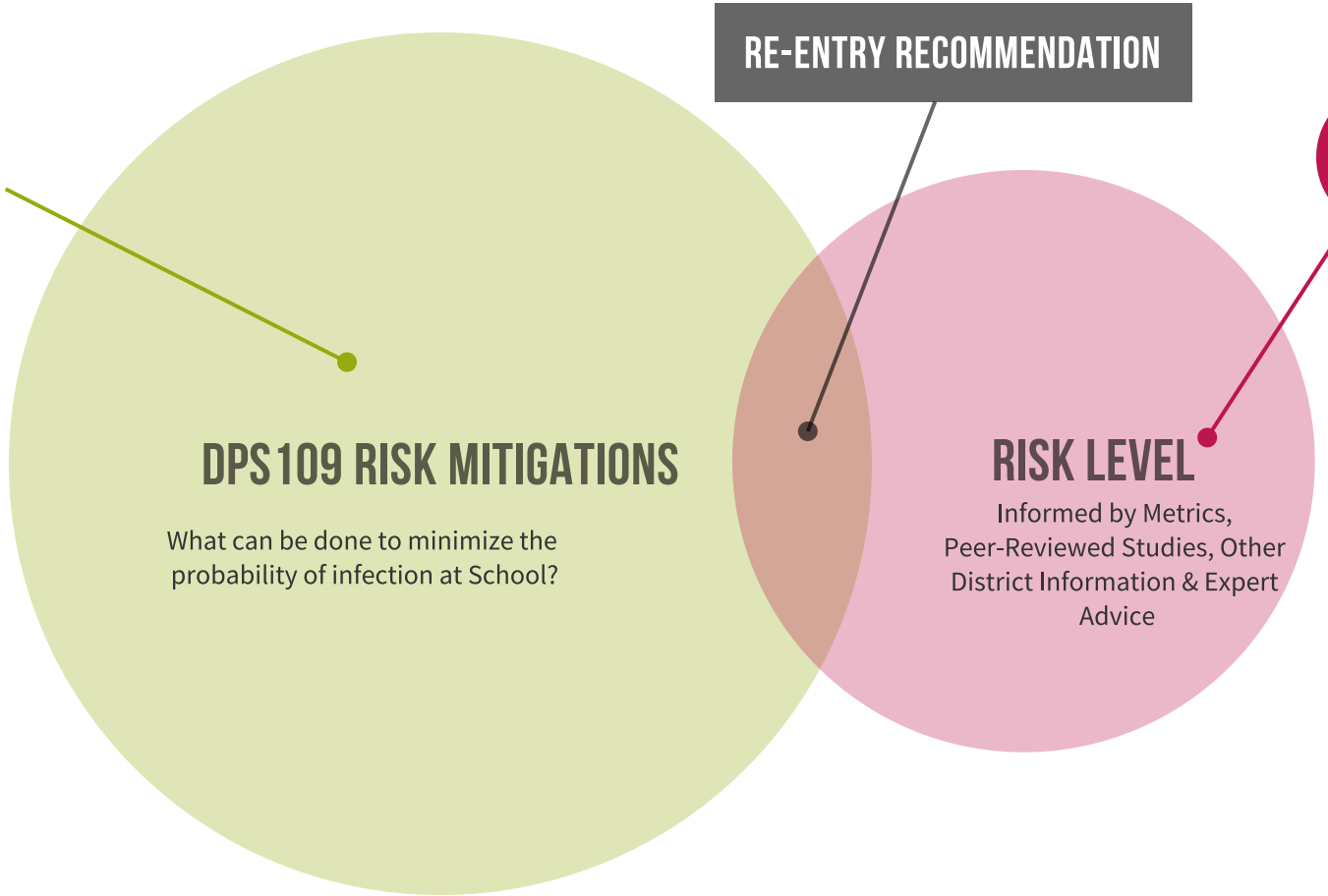
Masks, Hygiene, Physical Distancing

BETTER KNOWN IMPACTS OF SPREAD & VENTILATION

Primarily spread through Droplets with some Aerosols, and very little from objects

OTHER SCHOOLS ARE OPENING ALLOWING US TO OBSERVE SUCCESSES

Controls are similar to what DPS109 identified



CURRENT METRICS LACK ENOUGH DATA FOR COMPLETE RELIANCE TO DECIDE

TIMELINESS

State metrics are currently published 1-2 weeks delayed

DETAILED SEGMENTATION

Current metrics aggregates <20 years old & Zip Code level data is minimal

STUDIES ARE INITIAL & LACK ADEQUATE SAMPLE SIZES

Age based ability to transmit studies are mostly IN PROGRESS

SCHOOL SPECIFIC STUDIES ARE JUST STARTING

Schools are just returning in various approaches

125

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

RISK LEVEL

Current iteration of metrics & information to assess the Risk Level

RISK LEVEL
A Subjective Assessment based on the below inputs

1. METRICS

NEW CASES PER 100K
Provided by NIPHC*

POSITIVITY RATE
Provided by State

COVID-19 LIKE ADMISSIONS
Provided by NIPHC*

TEST TURN-AROUND-TIME
Provided by NIPHC*

2. PUBLISHED MATERIALS

SCHOOL AGED CHILDREN STUDIES
Transmission Rates, Risk levels, etc.

NEW INFORMATION
Monitor for pertinent info (i.e., long term risks of infection)

FEDERAL & STATE GUIDANCE
CDC, IDPH, NIPHC, ISBE

3. EXPERT ADVICE

TASK FORCE MEMBERS
Leverage the Expertise that exists in the TF

TASK FORCE ADVISORS
3 Experts Identified, will add as needed

4. OTHER DISTRICTS

440 JOINT COMMITTEE
Districts 113, 112, and 106

NATIONAL & STATE SCHOOL DISTRICTS
Their successes & failures

DISTRICTS IN PROXIMITY
Special focus on the Northbrook/Glenview & 112 progress

*NIPHC - Northern Illinois Public Health Consortium

126

RISK LEVEL - ENHANCEMENTS IDENTIFIED

These Enhancements have been identified & efforts are underway to gain them
Not a complete list - still under discussion

1 DEFINING THE METRICS & OBTAINING THE DATA TO BE MORE APPLICABLE TO DPS109

Geographic scope, detailed age breakdowns, specific metrics within a School environment

2 REAL-TIME METRIC REPORTING

NIPHC has committed to this, but not currently available

3 SELF-GENERATED SURVEILLANCE DATA & METRICS

On-site testing capabilities, cost and feasibility to be determined

4 VALIDATION OF TRANSMISSION PROBABILITY BY AGE

Additional studies to close gaps in the quality of the Korean published study (small data set, not school environment specific)

5 UNDERSTANDING OF LONG TERM IMPACTS OF INFECTION

Better understanding of the MIS-C risk for children, and long term impacts to both Adults & School Aged Children

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

RISK MITIGATIONS

A science & data based approach while allowing for input of new & evolving information over time.

RISK MITIGATION ACTIONS

How to minimize the risks identified?

INDIVIDUAL LEVEL CONTROLS

Based on the guidances provided by the CDC, IDPH, as well as expert input & successes of others

FACILITY LEVEL CONTROLS

Enabling physical distancing, limiting exposure risks, capital improvements & sanitation

SCENARIO ACTIONS & PLANS

What to do when an infection is suspected or identified in a Staff member or Student

RE-ENTRY APPROACH & STEPS

Pacing & Educational Programming

PRIOR TO ENTERING BUILDINGS

Screening, Following State Guidelines

CLASS LEVEL CONTROLS

Based on classroom sizes, class instruction requirements, etc.

SUSPECTED INFECTION/EXPOSURE

HYBRID EDUCATIONAL MODEL

By Grade Levels & Special Needs

WHILE IN BUILDINGS

Hygiene, Masks, Physical Distancing

BUILDING LEVEL CONTROLS

Ventilation, Sanitation, Entering/Leaving, Mvmt Flows

CONFIRMED INFECTION/EXPOSURE

STEPPED PACING OF RE-ENTRY

How to initiate & complete Hybrid

STUDENT & STAFF SPECIFIC CONSIDERATIONS

DISTRICT LEVEL CONTROLS

District wide policies, Capital Project Mgt

OTHER SCENARIOS

ADD'L HYBRID ITERATIONS

Adding in-person hrs over time

128

RISK MITIGATIONS - ENHANCEMENTS IDENTIFIED

These Enhancements have been identified & efforts are underway to gain them
Not a complete list - still under discussion

1 CONTRACT WITH LOCAL LAB FOR TESTING CAPABILITIES

Speed Turn-Around time to less than 24 hours

Reduce potentials for education interruptions related to SUSPECTED infections

2 MODIFICATIONS OF THE HYBRID APPROACH AS CURRENTLY DESIGNED

Assess needed changes related to other districts, and assessments of lower age group controls capabilities over time

3 ADDITIONAL PPE & EQUIPMENT

Eye protection being worn in hospitals & at Northbrook/Glenview schools

4 ADDITIONAL VENTILATION IMPROVEMENTS

Sourcing of higher level filters, etc.

5 MORE CREATIVE USE OF FACILITIES AND OUTDOOR SPACES

Under evaluation, but limited opportunities exist as they were reviewed during Summer Committee work

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ACTION ITEM: DIRECTION TO ADMINISTRATION TO EXPLORE THE DEVELOPMENT OF DISTRICT TESTING CAPABILITIES

We will direct the Admin exploring a contract with a Testing Lab for <24 hour turn around time testing

- **ALREADY IN PROGRESS - LABS IDENTIFIED & IN DISCUSSION**
  Our vote to direct will create sponsorship & prioritization for the Superintendents to execute
- **MUST ALLOW THEM TO CONTRACT BEFORE ALL DETAILS ARE WORKED OUT ON USE CASES DUE TO HIGH DEMAND**
  Labs are being contracted daily by literally thousands of organizations - must get in NOW!
- **ACTUAL USE WILL BE DEPENDENT ON A BUDGET & PLAN PROVIDED TO THE BOARD**
  The Administration will provide the Board with costing, use cases, and the potential budget required to execute
- **SCHOOL DISTRICTS ACROSS THE COUNTRY ARE IMPLEMENTING AS BEST PRACTICE**
  To include our neighboring District 112

130

RETURN TO FULL IN-PERSON NORMAL EDUCATION

The Task Force is committed to identifying a Re-Entry Recommendation that allows for a Full Return without a widely available vaccine or therapeutic. The feasibility to deliver said Recommendation is currently UNKNOWN.

NIPHC GUIDANCE (SENT ON 8.18.20)

1. Schools are advised to first transition to hybrid learning from virtual learning before transitioning to full in-person learning
2. Schools are advised to be in the previous phase for at least ten (10) days before transitioning to the next
3. Schools are advised to meet all three [interim] measures (see metrics discussion) before transitioning to the next phase
4. Local Health Departments will work closely with schools to monitor absenteeism, disease activity, and other indicators to further inform the transition between learning models

131

UPDATE AS OF 8.20.20

CURRENT DATA ON RISK LEVELS

DISCLAIMERS

- MATERIAL IN THIS PRESENTATION IS INTENDED TO BE AN UPDATE TO THE BOARD - AND SHOULD NOT BE CONSTRUED AS APPROVED OR DIRECTION TO THE ADMINISTRATION
- THE INFORMATION CONTAINED IN THE FOLLOWING SLIDES RELATED TO METRICS ARE INFORMATIONAL ONLY & DO NOT REFLECT TASK FORCE RECOMMENDATIONS

Selection of Metrics and thresholds are still under discussion

133

METRICS ONLY VS. SUBJECTIVE RISK LEVEL ASSESSMENT

Consensus exists on the Task Force that ***the evaluation of risk will be Subjective informed by metrics & other information***. This is a critical distinction as current metrics are evaluated to be incomplete, somewhat inaccurate, delayed and lack detail to make a fully metrics only based decision.

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

CURRENT STANDARD PREDICTIVE METRICS

CDC, IDPH, NIPHC (Includes promised real-time information from NIPHC)
Metrics are commonly used for School Districts nationwide with minor variation & differing threshold levels

NIPHC IDENTIFIED METRICS FOR SCHOOLS

NEW CASES PER 100K

NOT MET*

Indicates how widespread COVID-19 Infections are in a given Geography

TEST TURN AROUND TIME

NOT AVAILABLE*

Indicates capability to identify the New Cases with some level of fidelity & accuracy

COVID-LIKE ILLNESS (CLI) ADMISSIONS

Identifies potential misses in testing to supplement the New Cases per 100K

UNDER DISCUSSION TO BE ADDED BY TF

TEST POSITIVITY RATE

Indicates both how widespread infections are **& if the # of Tests conducted are enough to provide a level of accuracy to that indication**

RISK RANGES & TRENDS OF EACH METRIC

Provides context for single point metrics & additional information for a subjective decision

WILL RELY ON NIPHC & IDPH DATA WITH AN EFFORT TO ENHANCE OVER TIME

135

* per NIPHC 8/14 interim guidance & latest available IDPH data

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

OPEN TOPICS TO ENSURE METRICS ARE AS INFORMATIVE AS POSSIBLE

Dimensions of the Data & Metrics still under discussion

ACTION:
Gain locational data of Staff & Parents

GEOGRAPHIC SCOPE

While Students are limited to the DPS109 geographical boundaries, some Parents and most Staff are NOT. Still unsure what level of data the NIPHC will provide.

THRESHOLDS

While metrics won't individually disqualify a Re-Entry start, levels must be identified to evaluate, understand and inform

DETAILED AGE BREAKDOWNS

Segmented data is not currently available, but understanding these metrics at a more granular level could be helpful, but are under discussion

Contents are intended as an UPDATE to the Board of Eduction and should not be construed as approved.

NEW CASES PER 100K

Current Information as of 8.20.20
No ZIP Code (Deerfield) data available

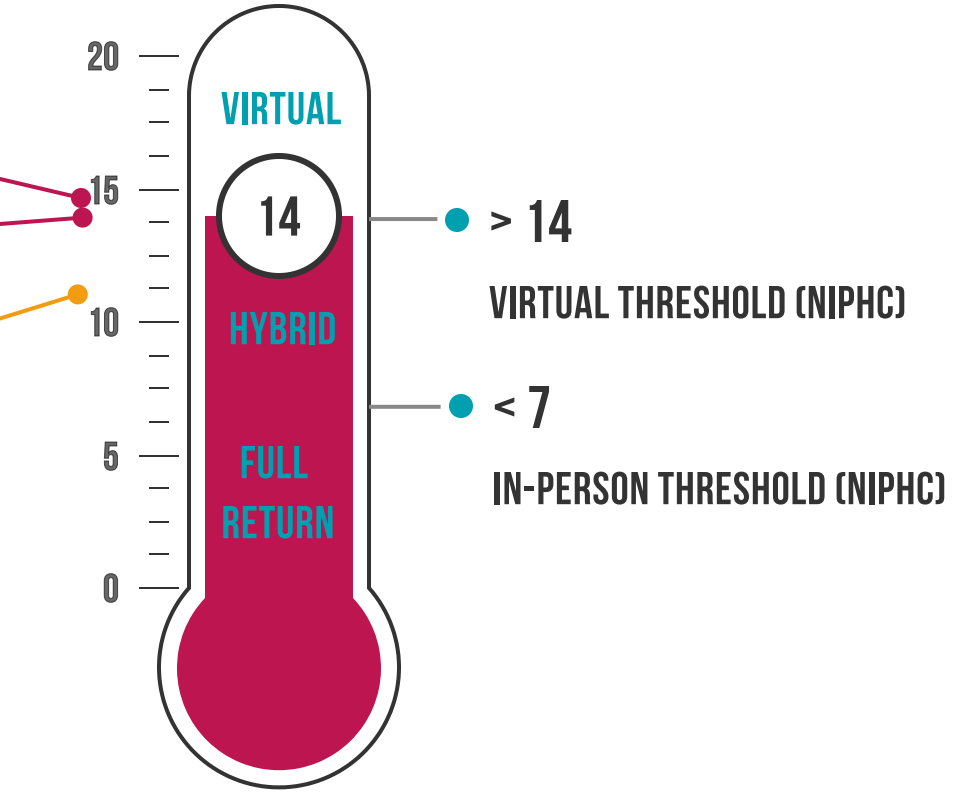
CURRENT LEVELS VIOLATE GUIDANCE #3 FROM NIPHC

"Schools are advised to ***meet all three measures*** before transitioning to the next phase"

14.14
Cook County
Week of 8/2 to 8/8

14.0
Lake County
Week of 8/2 to 8/8

11.4
McHenry County
Week of 8/2 to 8/8



Sources: IDPH County Metrics Dashboard, New Cases per 100,000 (divided by 7 to normalize) & NIPHC (return to School Metrics pub. 8.14.20)

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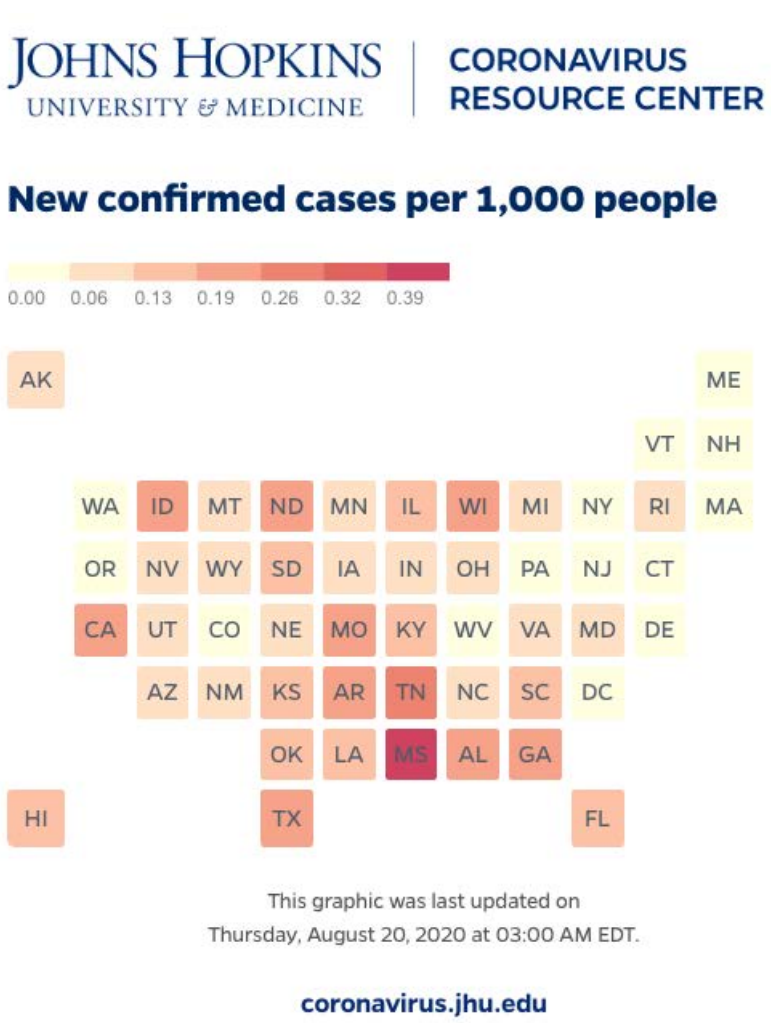
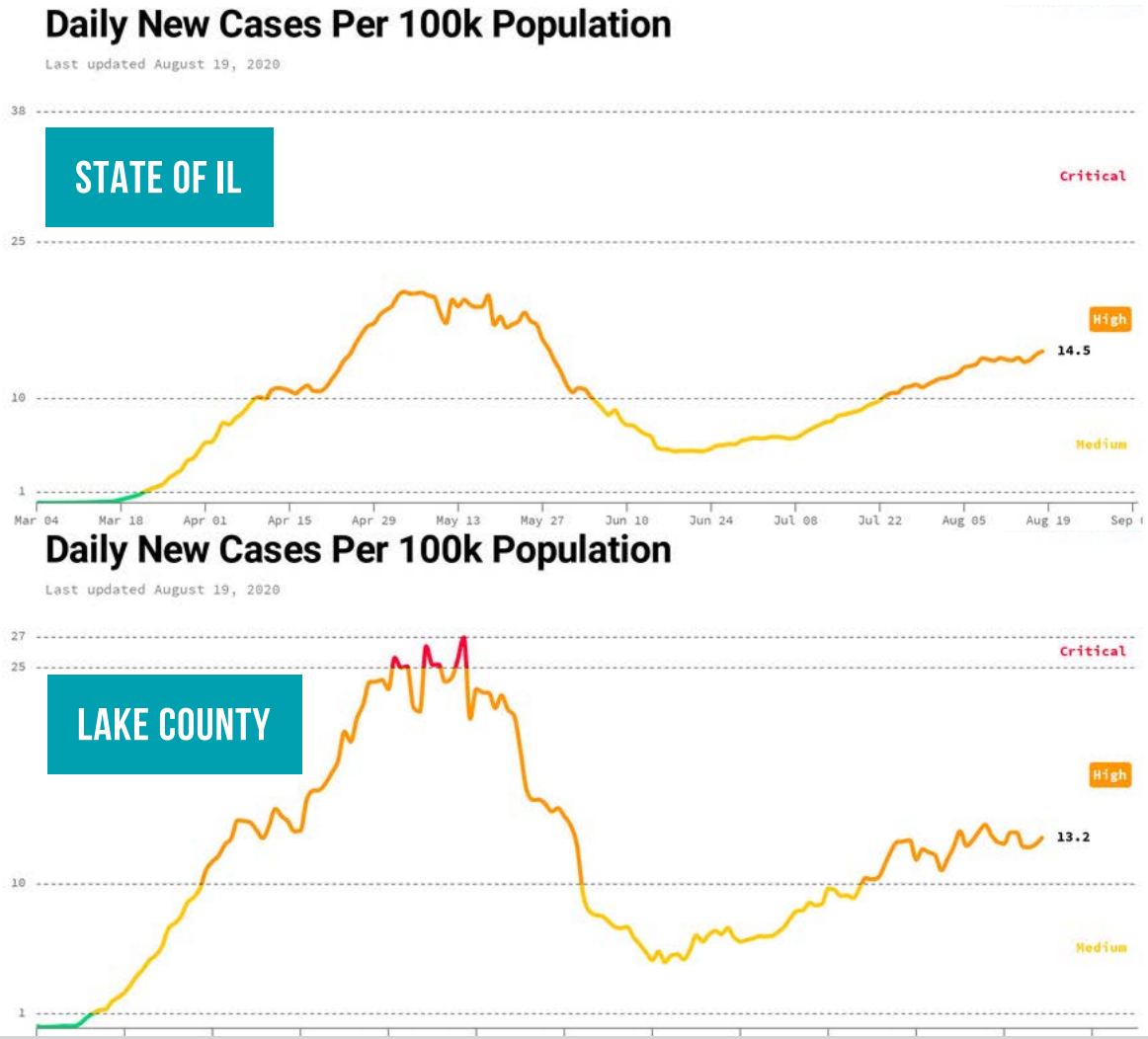
TRENDS & COMPARISONS - NEW CASES PER 100K

Sources: Johns Hopkins & Covid Act Now Dashboards





COVID-LIKE ILLNESS ADMISSIONS

Current Information as of 8.20.20
No ZIP Code (Deerfield) data available

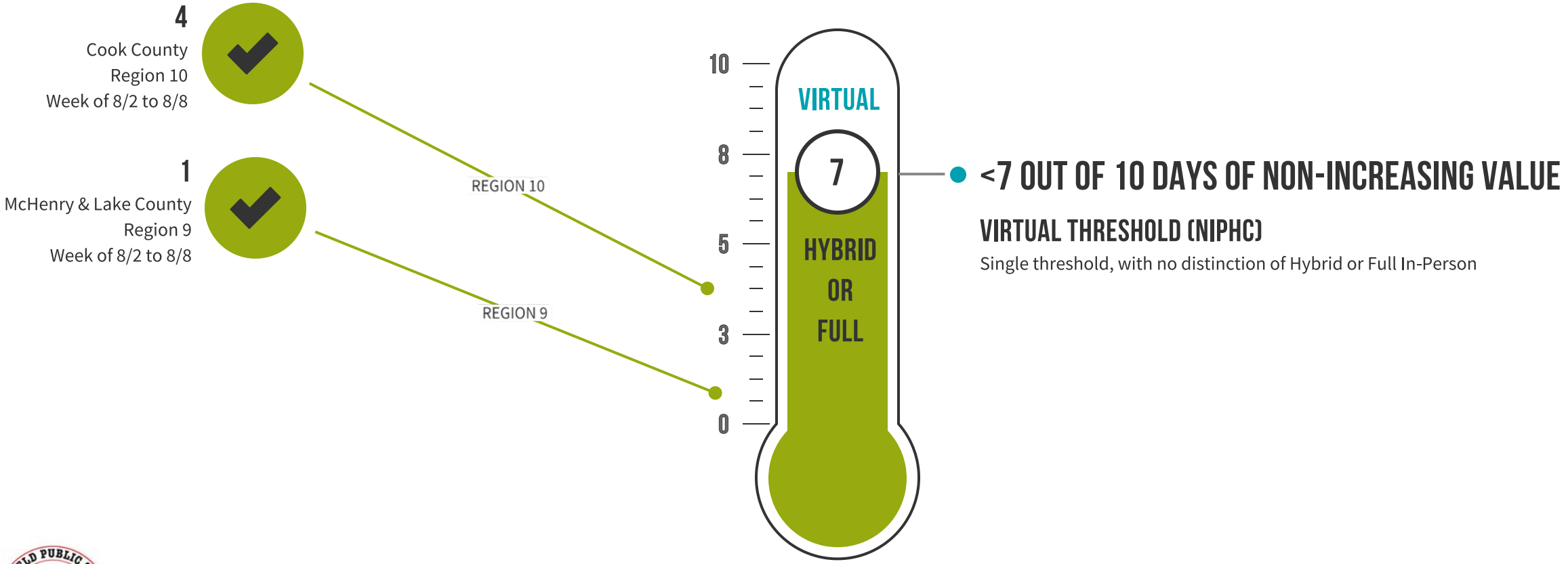
CURRENT LEVELS VIOLATE GUIDANCE #3 FROM NIPHC

While this metric is Green, the others are not

"Schools are advised to ***meet all three measures*** before transitioning to the next phase"

4
Cook County
Region 10
Week of 8/2 to 8/8

1
McHenry & Lake County
Region 9
Week of 8/2 to 8/8



<7 OUT OF 10 DAYS OF NON-INCREASING VALUE

VIRTUAL THRESHOLD (NIPHC)

Single threshold, with no distinction of Hybrid or Full In-Person

Sources: IDPH Region Metrics Dashboard & NIPHC (return to School Metrics pub. 8.14.20)

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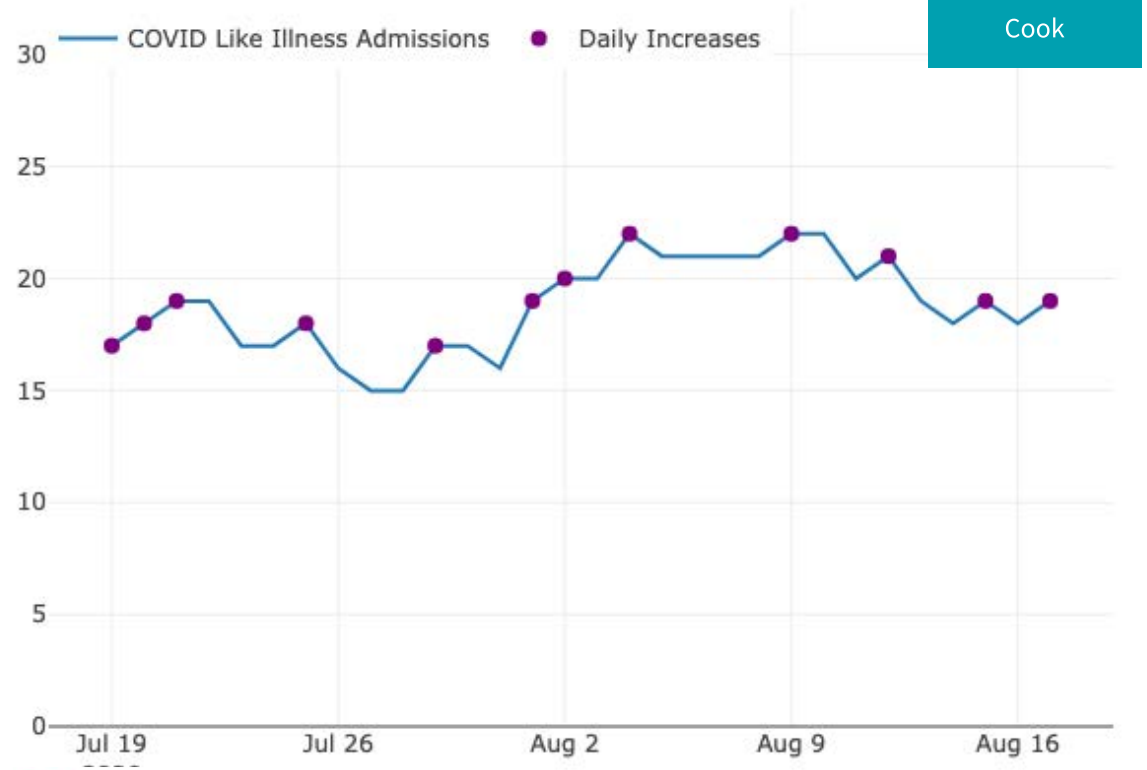
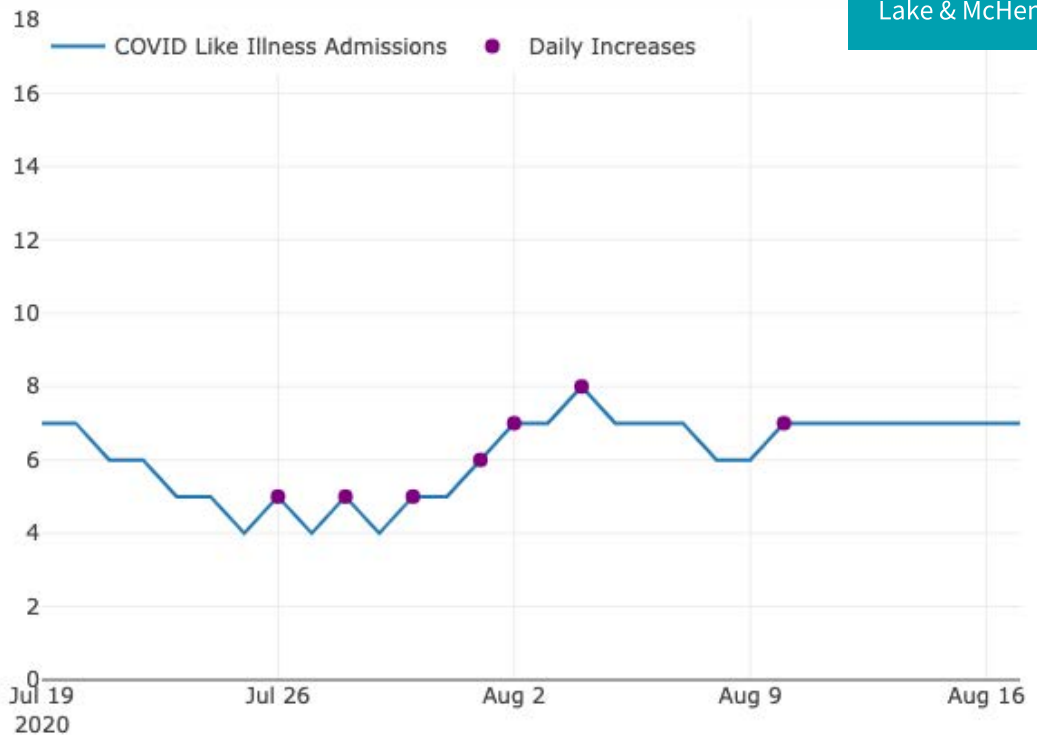
TRENDS - COVID-LIKE ILLNESS ADMISSIONS

Source: IDPH COVID Dashboard

REGION 10
Cook



REGION 9
Lake & McHenry



140

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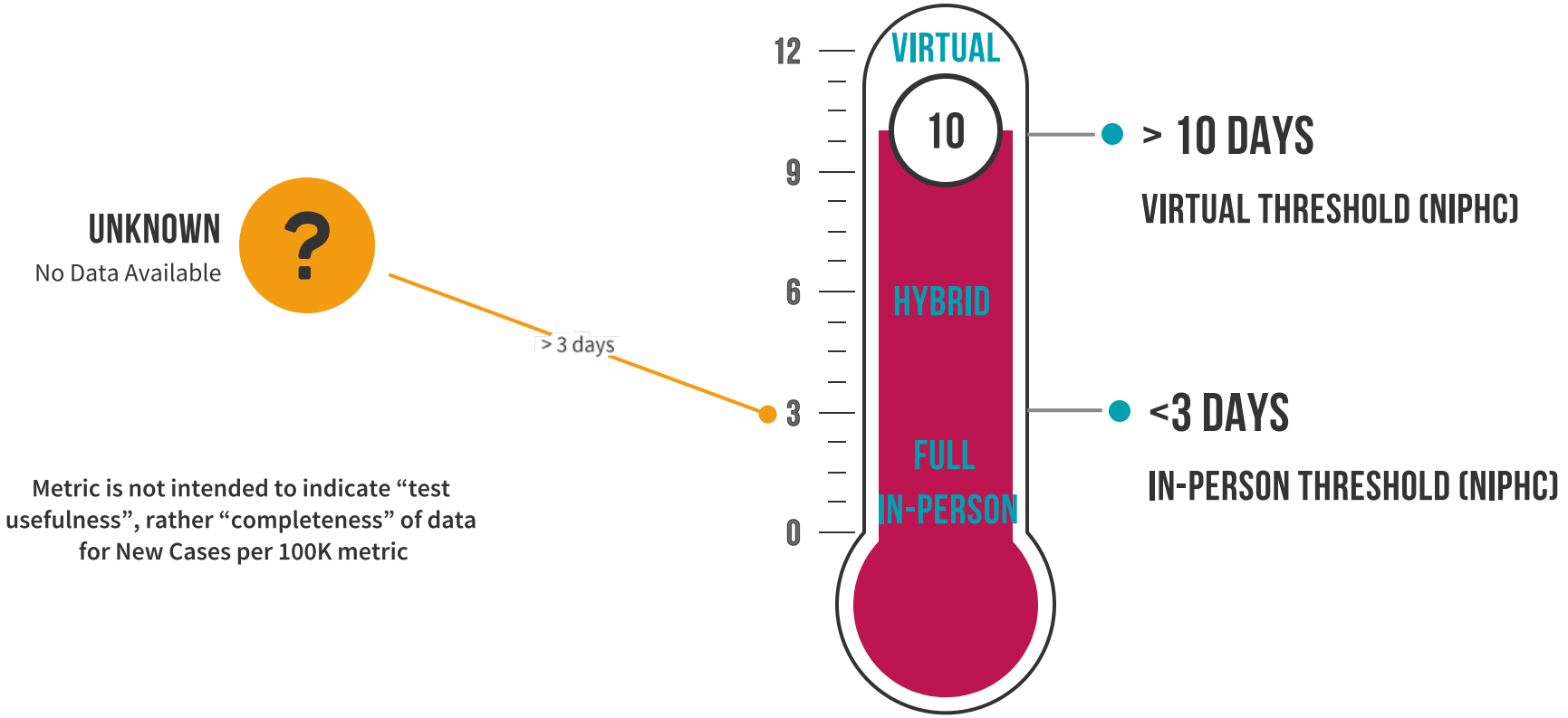
TEST TURN-AROUND-TIME

Current Information as of 8.20.20
No Data Available

CURRENTLY VIOLATES GUIDANCE #3 FROM NIPHC

NO DATA IS YET AVAILABLE OR PUBLUSHED

"Schools are advised to ***meet all three measures*** before transitioning to the next phase"



Metric is not intended to indicate "test usefulness", rather "completeness" of data for New Cases per 100K metric

Sources: NIPHC (return to School Metrics pub. 8.14.20)

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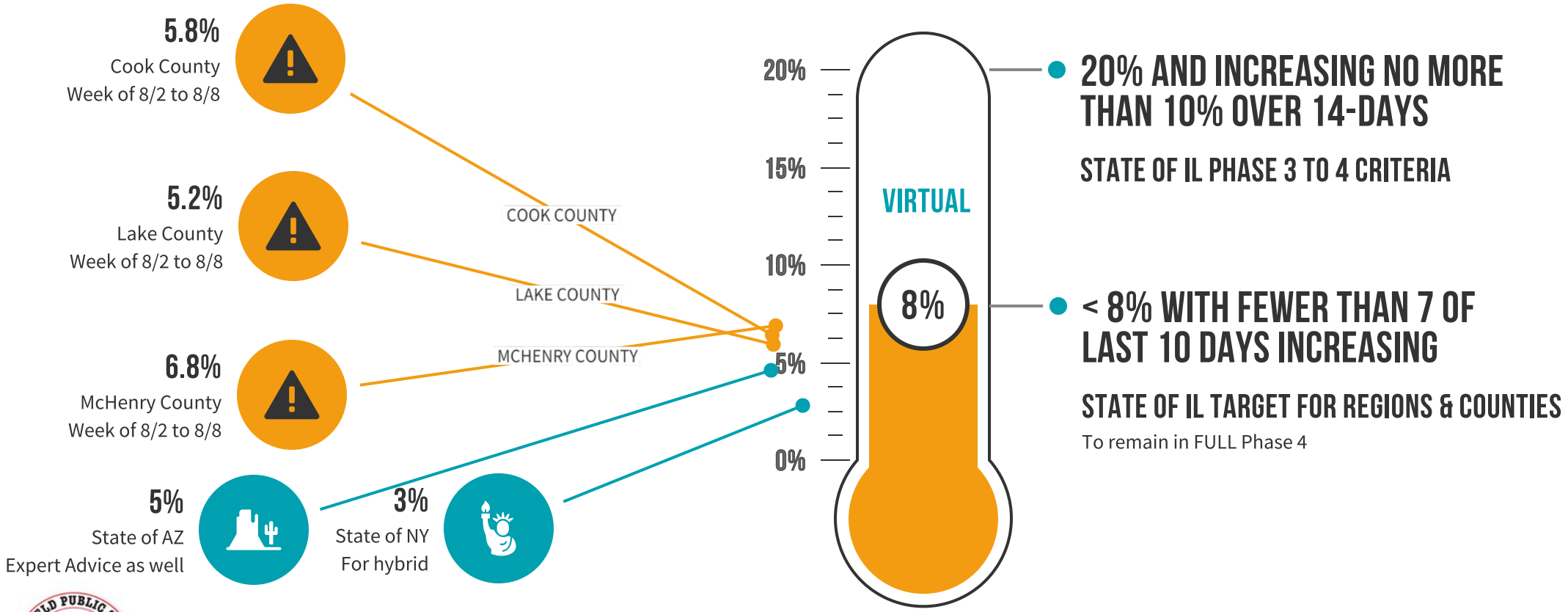
CASE POSITIVITY RATE

Current Information as of 8.20.20
No ZIP Code (Deerfield) data available

USED BY STATE TO DEFINE RESTORE ILLINOIS PHASE 4
In Warning Areas due to Trending
"There is a **continued decline in the rate of infection** in new COVID019 cases"



142

Sources: IDPH County Metrics Dashboard & Restore Illinois Plan

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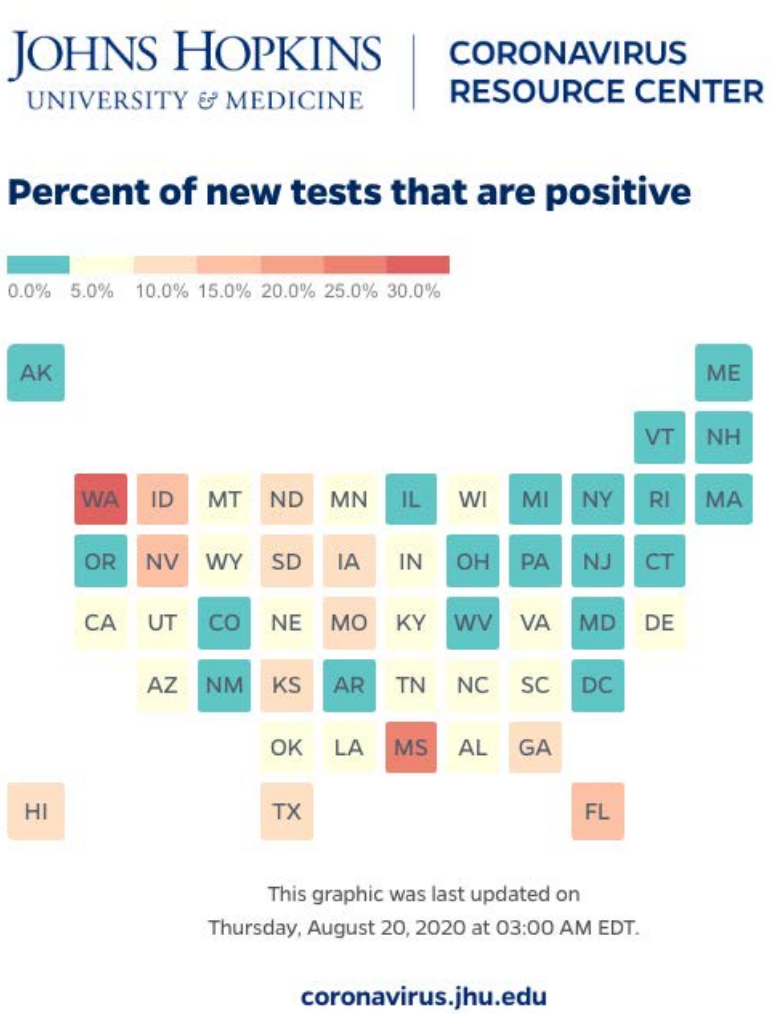
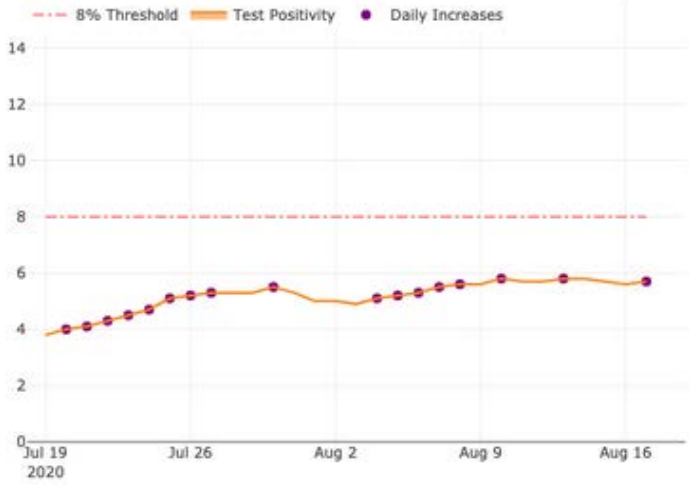
TRENDS & COMPARISONS - TEST POSITIVITY RATE

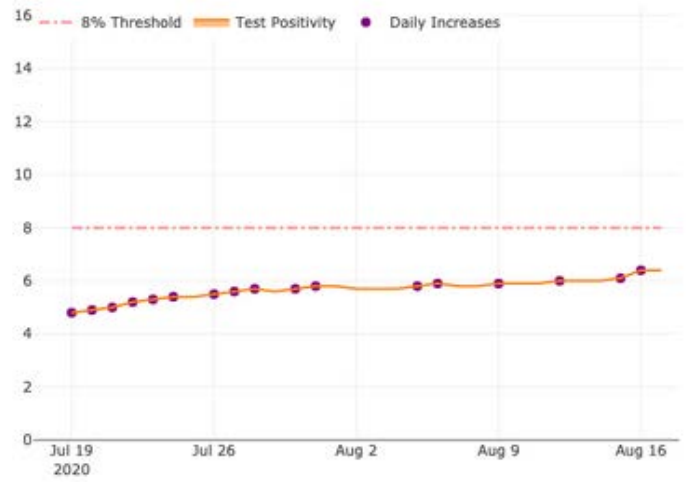
Sources: John Hopkins COVID Dashboard,



REGION 9



REGION 10



RE-ENTRY TASK FORCE

NEXT STEPS

NEXT ~30 DAYS

PROVIDE A FIRST OPPORTUNITY TO DIRECT A RE-ENTRY OF STUDENTS TO A HYBRID APPROACH

Deliver Options for a Risk Level Framework with thresholds/details, as well as a First Step for Re-Entry before or on September 21st

145

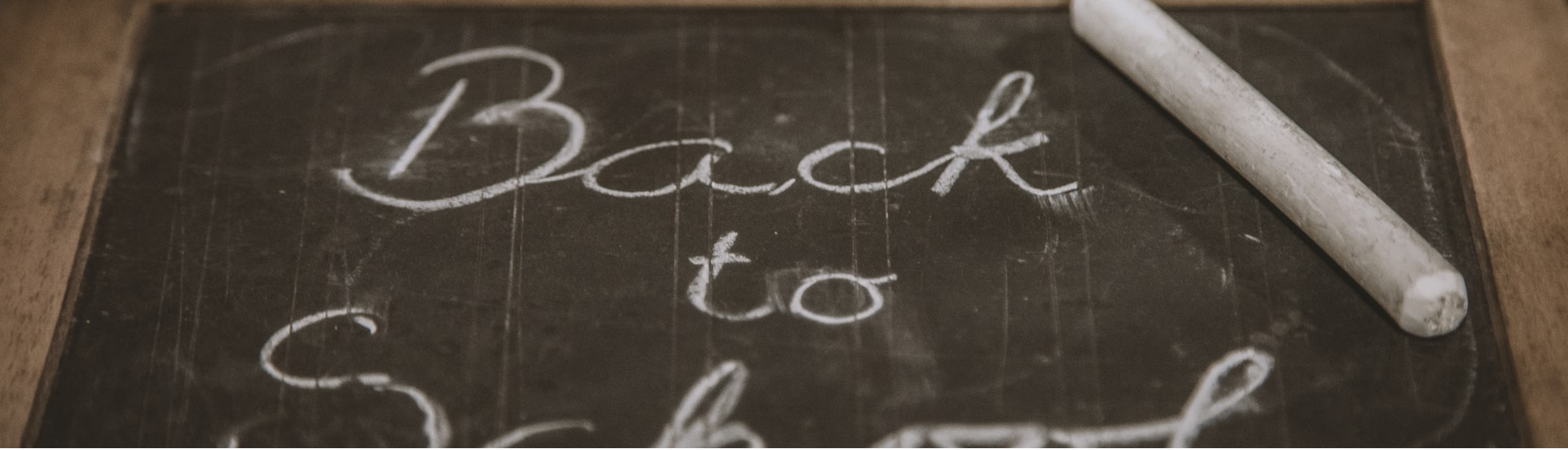
QUESTIONS?

146

NORTHERN ILLINOIS RETURN TO SCHOOL METRICS

Drafted by the Northern Illinois Public Health Consortium Return to School Metrics Workgroup

Last Updated August 14, 2020



Getting back to school is critical

Besides a child's home, no other setting has more impact on a child's health and wellbeing than their school. But returning to school in the fall presents challenges amidst COVID-19. The Local Health Departments across the northern Illinois region are committed to bringing children back to school as soon as it is safe to do so.

In the absence of any benchmarks from the Illinois Department of Public Health (IDPH), this document contains guidance for school officials to use when considering a change in learning models. Schools will need to work closely with their Local Health Department to determine when the time is right to transition to different learning modes.

Our Method

Research

Reviewed all relevant academic material and guidance from other jurisdictions

Choose Framework

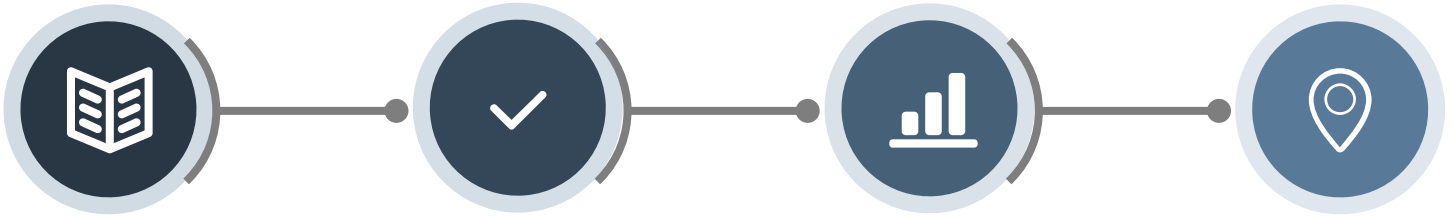
Reached consensus on a research-informed framework

Determined Metrics

Agreed on metrics that provided the greatest relevance to school re-opening

Set Thresholds

Evidence-based thresholds to guide the decision of return to transition learning models



Prerequisites

ISBE School Guidance

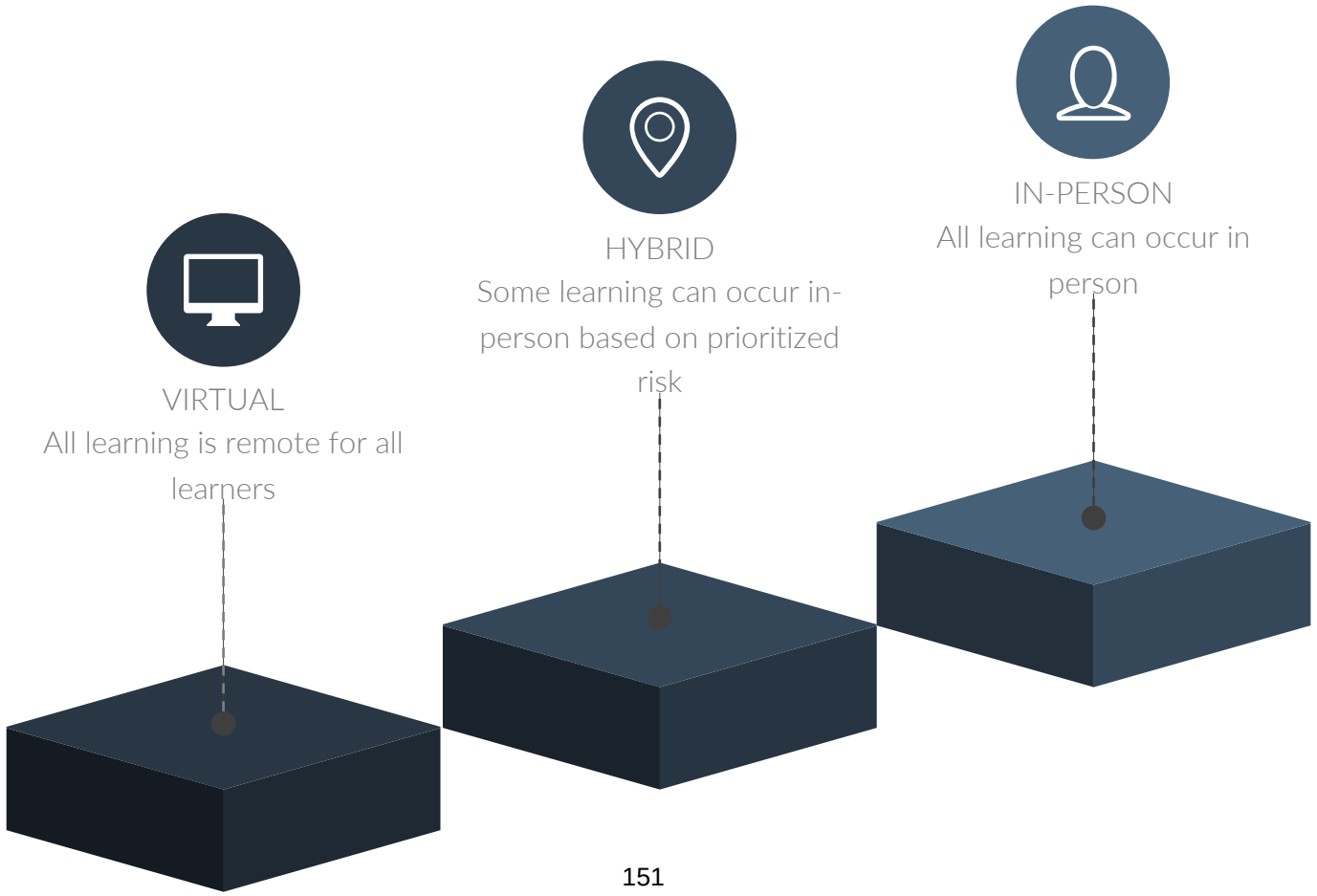
Be able to meet all IDPH School Checklist items to prevent the spread of COVID-19

IDPH School Guidance

Be able to meet all IDPH School Checklist items to prevent the spread of COVID-19

The Framework

Path to In-Person Learning



Interim Measures

When Will We Know the Time Is Right?

Schools are advised to first transition to hybrid learning from virtual learning before transitioning to full in-person learning.
Schools are advised to be in the previous phase for at least ten days before transitioning to the next.
Schools are advised to meet all three measures before transitioning to the next phase.
Local Health Departments will work closely with schools to monitor absenteeism, disease activity, and other indicators to further inform the transition between learning models

Measurement	Virtual All learning is remote for all learners	Hybrid Some learning can occur in-person based on prioritized risk	In-Person All learning can occur in person
Incidence Rate*	> 14 per 100,000 Population	7 – 14 per 100,000 Population	< 7 per 100,000 Population
COVID-19 Like Illness Admissions	< 7 out of 10 Days of Non-Increasing Value	7 out of 10 Days of Non-Increasing Value	7 out of 10 Days of Non-Increasing Value
Diagnostic Testing Turn-Around Time	> 10 Days	3 - 10 Days	< 3 Days

*Should be used together with other relevant epidemiological factors (e.g. rapid increase in cases, outbreaks, or significant shift in demographics of cases.

Incidence Rate

Community Tranmission

Calculation

This measure is calculated by dividing the total number of new confirmed cases each day by the total county population, then multiplying it by 100,000. This measure uses the 2019 U.S. Census estimate of population for each unit of analysis. New cases are reported on the date they are received by the Local Health Department.

Unit of Analysis

This measure will be analyzed at the county level. School districts that cross county borders will have specific instructions on which county to use.

Time Period

This measure will be assessed using a 7-day rolling average, rounded to the nearest whole number. A school district will be able to transition to the next learning phase once this rate has been below the threshold for at least seven consecutive days. To remain consistent with the Illinois Department of Public Health (IDPH), this measure will be reported with a three-day lag.

1. Arizona Department of Health (2020). *Safely Returning to In-Person Instruction*. https://www.azdhs.gov/documents/preparedness/epidemiology-disease-control/infectious-disease-epidemiology/novel-coronavirus/covid-19-safely-return-to-in-person-instruction.pdf
2. Illinois Department of Public Health (2020). *County Level Risk Metrics*. http://www.dph.illinois.gov/countymetrics

> 14[1]

Per 100,000 Population

7 - 14

Per 100,000 Population

< 7[2]

Per 100,000

COVID-19 Like Illness Admissions

Health System Capacity

Calculation

This measure will be the number of admissions for COVID-Like Illness across all ages, as reported through the National Syndromic Surveillance Program.

Unit of Analysis

This measure will be analyzed at the county level. School districts that cross county boarders will have specific instructions on which county to use.

Time Period

Released each week, this measure will be evaluated as the number of days of non-increasing value out of 10.

1. Illinois Department of Public Health (2020). *County Level Risk Metrics*. http://www.dph.illinois.gov/countymetrics

<7

Days out Of Ten Of Non-Increasing Value

7[1]

Days out Of Ten Of Non-Increasing Value

7[1]

Days out Of Ten Of Non-Increasing Value

Diagnostic Testing Turn-Around Time (TAT)

Public Health System Capacity

Calculation

This measure is calculated by taking the average number of days between when a diagnostic test sample is collected and when that test result is entered into the Electronic Lab Reporting System.

Unit of Analysis

This measure will be analyzed at the county level. School districts that cross county boarders will have specific instructions on which county to use.

Time Period

This measure will be assessed using a 7-day rolling average, rounded to the nearest whole number.. To remain consistent with the Illinois Department of Public Health (IDPH), this measure will be reported with a three-day lag.

1. Based on Northern Illinois Region's case investigation times, any tests results received ten days after specimen collection would likely result in a very low chance for intervention.
2. Ramdas, K., Darzi, A. & Jain, S. 'Test, re-test, re-test': using inaccurate tests to greatly increase the accuracy of COVID-19 testing. Nat Med 26, 810–811 (2020). https://doi.org/10.1038/s41591-020-0891-7
3. U.S. Health And Human Services (2020). *Senior Leader Briefing*.
4. Resolve to Save Lives (2020). *COVID-19 Resolve to Save Lives Report*. https://resolvetosavelives.org/

> 10[1]

Days

3 - 10

Days

< 3[2-4]

Days

Frequently Asked Questions

Frequently Asked Questions

Why did we choose the county as our unit of analysis rather than smaller aggregations? Using county level metrics aligns with established IDPH-reported county-level risk metrics, particularly with orange-to-blue triggers for warning levels of COVID-19 activity and severity. It is also representative of local activity in the community, since no individual, family, or school community lives in a "bubble" or silo from their broader surrounding community. Choosing the county aggregation makes providing the identified metrics doable, using data that is readily accessible to or already collected, analyzed, and reported by the Local Health Department. Data presented at county level in deidentified, aggregate form likely wouldn't warrant data sensitivity concerns that may need to be addressed with smaller units of analysis (e.g., school district).

Why did we choose COVID-19 Like Illness Admissions? COVID-19-like admissions was chosen as metric for two reasons. First, it is an indicator of COVID-19 severity that is available to all Local Health Departments in the region through CDC's BioSense Platform. Second, the metric is used by IDPH as part of the "County Level COVID-19 Risk Metrics" and "Illinois Regional COVId-19 Resurgence Criteria" to gauge the spread of COVID-19 in Illinois.

Frequently Asked Questions

Why did we choose a 7-day rolling average instead of a point in time measure for Incidence Rate and TAT? A 7-day rolling average was chosen for incidence rate and diagnostic testing turn-around time (TAT) to account for small fluctuations occurring in the data due to factors such as lower testing and reporting on weekends. A point in time measure would provide a distorted representation of COVID-19 activity if any anomalous activity were to occur. A 7-day rolling average therefore provides a more representative view of trend in time of COVID-19 activity in the community.

Why did we choose weekly as our time period for CLI instead of using another granularity? CLI hospital admissions will be evaluated on a weekly basis to align with current IDPH reported metrics for counties. The purpose of evaluating over a 10-day period rather than daily is the address day-to-day variations in admissions and provide a more stable evaluation period. We are recommending that increases in 7 of the 10 days of data warrant escalation. Monitoring CLI hospital admissions serves as a balance to the incidence rate and allows for evaluation of how many individuals with COVID-like illness require evaluation and care in a hospital setting.

FALL 2020 LEARNING RECOMMENDATIONS

JULY 23, 2020

Illinois State Board of Education

Table of Contents

Acknowledgements 3

Introduction 5

Overarching Recommendations 12

- **Grading** 24
- **Classroom Setup for In-Person Learning** 26
- **What is Blended Instruction?** 27

Multilingual Education 32

- **General Recommendations for Multilingual Learners** 34
- **In-Person Learning** 39
- **Blended Learning** 41
- **Remote Learning** 42
- **Grading** 43
- **Classroom Resources** 44

Special Education & Related Services 45

- **General Recommendations** 45
- **In-Person Learning** 50
- **Blended Learning** 51
- **Remote Learning** 52
- **Collective Responsibilities** 56

Early Childhood (Birth through 2nd Grade) 58

- **General Recommendations for Early Childhood Educators** 58
- **Developmentally Appropriate Practices and Technology in Early Childhood (Birth – 2nd Grade)** 61
- **Birth to Age 3** 62
  - **In-Person Learning** 62
  - **Blended Learning** 64
  - **Remote Learning** 65
- **Pre-K & Kindergarten** 65
  - **In-Person Learning** 66
  - **Blended Learning** 68
  - **Remote Learning** 68
- **Grades 1 & 2** 70

In-Person Learning 70
Blended Learning....72
Remote Learning....72
Elementary School (3rd-5th Grade) 74
General Recommendations for Elementary Educators 74
In-Person Learning....76
Blended Learning 77
Remote Learning 77
Communication 78
Middle School (6th - 8th Grade) 79
General Recommendations for Middle School Educators 79
In-Person Learning....80
Blended & Remote Learning....81
High School (9th - 12th Grade)....82
General Recommendations for High School Educators....82
In-Person Learning....83
Blended Learning 85
Remote Learning 87
Collective Responsibilities 89
Recommendations Specific to Career and Technical Education,(CTE), Dual Credit, and Advanced Placement (AP) 91
Course Considerations for Physical Education (PE) & Elective Classes....94
Grading 97
High School Resources 98
References 100

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Introduction

> *Hope is a compass needed to navigate us in these troubled times. By understanding hope as a cognitive function rather than an emotional response, new opportunities present themselves in ways that were previously unimaginable. The science of HOPE has revealed its "DNA." HOPE is made up of GOALS, PATHWAYS to those goals, and AGENCY required to pursue goals. (Rick Miller, Kids@Hope)*

Educating our children takes on a whole new meaning during these unprecedented times, when two traumatic national crises have converged to impact all of us in unimaginable ways. Our students, families, and communities are looking to educators to lead the way as we prepare for our new normal in education. Educators are coming back to uncertainty, the possibility of both in-person and remote learning or a novel combination of the two, and children who need additional supports to mitigate the negative impacts of COVID-19, stay-at-home orders, and widespread protests and unrest in the wake of the death of George Floyd. This collaborative document created by a diverse group of *hopeful* educators from all over our state is our attempt to provide instructional recommendations for a unique fall Instructional learning environment. In the absence of hope, we will fail. Our collective hope is that these recommendations will help mitigate the learning loss suffered by our students and support educators in creating new learning opportunities for students in the fall. Our aim is not only to help students recover unfinished learning from spring 2020, but also to support the development of innovative instructional practices that will reduce or eliminate future learning loss.

While both the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) agree that in-person learning is the goal, it may not be safe or feasible to fully resume in-person learning in every school community. As such, the purpose of this document is to provide recommendations to educators for implementing in-person, blended, and/or remote learning during the 2020-21 school year. Unfinished learning and learning loss are likely to be significant due to an extended period of remote learning in spring 2020 and summer break; these recommendations are to support teachers as they attempt to address these challenging realties and get students caught up and back on track. These recommendations honor local control and acknowledge that each school community is unique. The goal is to support educators in minimizing, to the extent possible, any negative impact these circumstances have had on our students, staff, and communities and maximizing recovery and learning for all.

For the purposes of these recommendations, in-person learning refers to learning that occurs when a teacher and student are in the same physical space; remote learning occurs when students and teachers are separated physically; and blended remote learning is defined as an instructional program involving both in-person learning and remote learning. All instructional programs, whatever their form, for fall 2020 must be designed with an emphasis on continuity of learning despite the impacts of our national health crises and social unrest.

ISBE strongly recommends in-person learning but understands that during this unmitigated crisis intermittent closures may be unavoidable. ISBE also recognizes the importance of

partnering closely with caregivers to provide flexibility and choices to best meet the needs of every family and child. Even if a district reopens for in-person learning there will be some students who cannot attend, and districts must be prepared to meet the needs of those students through remote learning. The nature of the pandemic changes every day; public health experts are continuously tracking data and new developments. All reopening guidance will continue to rely on what IDPH experts tell us is best for the safety and well-being of our students and will be developed in partnership with IDPH.

We strongly encourage prioritizing in-person learning for students with Individualized Education Programs (IEPs), English Learners (ELs), and students under the age of 13. Depending on what is occurring in your community, districts may decide to take a blended learning approach, wherein some students are in class while other students are working from home remotely. Other districts may determine. in collaboration with the local health department, that fully remote learning is best given the data. All districts need to plan for the possibility that some or all students may need to transition quickly from in-person to remote learning due to individual coronavirus exposure or local community outbreaks. It is also important that all districts have plans for students who many need to receive full-time remote instruction due to a caregiver request, pre-existing health conditions, or living with individuals with pre-existing health conditions that deem them high-risk for COVID-19-related complications, even if the district is officially back to in-person learning. We respect and support each district and caregiver in determining what is best for each student.

ISBE strongly recommends that districts should strive to provide all their students with at least 2.5 hours of synchronous learning with real-time instruction and interaction between students and their teachers.

These recommendations will assist educators as they develop an approach that is inclusive of, and equitable to, all students, regardless of their race, age, location, background, and available resources. This recommendation document accomplishes these goals by:

- Providing transparent access to information for all education stakeholders (families, districts, students, and others);
- Ensuring all parties have a common understanding of terminology and best practices necessary to provide all students with equitable and continued access to high-quality education, while acknowledging the diversity of contexts for schools/families/students throughout the state;
- Providing suggestions on how to recover some of the learning loss experienced by all students and especially our most vulnerable students;
- Providing specific recommendations to address the trauma suffered by students, families, faculty members, and the community;
- Suggesting what should be offered for all students from an equity standpoint;
- Promoting innovation and outside-of-the-box thinking; and
- Providing examples of success and possibilities to serve as models and catalysts for districts/teachers to prepare and implement an appropriate learning model.

Commitment to Local Control

These recommendations are grounded in a commitment to local control. The information presented is meant to support districts and schools in making decisions that honor their local needs. Districts should weigh these recommendations in light of the reality of their local contexts, such as the opportunity for professional development, access to technology, and the needs of their unique student populations, in addition to public health information and regulations.

This document should not be interpreted to override the existing mutual obligations of the educational employer and the representative of the educational employees to plan at reasonable times and bargain in good faith with respect to wages, hours, and other terms and conditions of employment that may need to be addressed in order to effectuate an appropriate learning model.

Role of Advisory Group

These recommendations were initially developed by ISBE's Remote Learning Advisory Group and have been revised in light of the current context by a second advisory group. Both groups consisted of students, teachers, paraprofessionals, related service personnel, principals, district superintendents, regional superintendents, and educational advocates and experts. The role of the advisory groups was to bring diverse voices from across the state to create a document that provides a clear path forward for all school districts and caregivers. The advisory workgroups were intentionally created to represent geographic, role, experience, and content expertise diversity. Given the unprecedented nature of this moment, the advisory groups were tasked with synthesizing best practice around how to maximize learning for the students of Illinois.

Addressing Unfinished Learning and Learning Loss

The current devastating effects of the COVID-19 pandemic, and social unrest accelerated by the murder of Mr. Floyd have provided us with an opportunity to demonstrate American ingenuity and commitment to our children and to display our creative problem-solving skills in the face of these unprecedented life-altering events. *The New York Times* stated that this generation could be identified as the "COVID generation," which exemplifies the profound effect this pandemic is expected to have on our youth. The unfinished learning and learning loss from the 2019-20 school year may not be resolved in one academic year. Instead, as educators, we should consider developing a multiyear plan that is purposeful, comprehensive, and rooted in data, and which positively impacts the learning and recovery of the whole child. This inclusive plan may include aligning before- and after-school programs focused on increasing core academic and developmental skills, where possible.

This is a great time to reconsider the best ways to reach and educate our students. We often watch in amazement and marvel at how students can do multiple things at one time. Our children at home play videogames on their computers while watching sports highlights, Facebook Live, or YouTube on their phones, or using Snapchat as they watch their favorite shows on television-- all while interacting with family and even while doing chores. We have heard similar stories from family, friends, and colleagues: Many students are multitasking with

multiple devices at one time. These same students will be coming to a school near you soon and will require a different type of engagement to learn in meaningful ways. Jal Mehta posits in *A Pernicious Myth: Basic before Deeper Learning,* **"If there is one prevalent assumption that stands in the way of deeper learning, it is that you have to do 'the basics' before you can engage in deeper learning."** We strongly encourage all educators to go deeper now and challenge your students, while effectively differentiating and scaffolding their learning. We do not need to go "back to basics" to meet student needs; in fact, we need to do the opposite. This is a time for master teachers to display their full array of exceptional strategies and for newer teachers to learn and try new techniques for every student to go deeper and achieve higher.

The public health emergency and suspension of in-person learning are different in every community and, in fact, for every child. Still, some researchers have weighed in to attempt to project aggregate quantifiable impacts. NWEA, for example, projects that students will return with 70 percent of the learning gains in reading relative to a typical school year. This means that students will return to school with 30 percent unfinished or lost learning in reading as they begin the 2020-21 school year. The projections are more startling for math, in which students in some grades are likely to return with less than 50 percent of the expected learning gains; in other grades, they will be nearly a full year behind what we would observe in normal conditions (Kuhfeld & Tarasawa, 2020).

The series of events that has unfolded these past several months across our country and world are truly unprecedented in scale, but there are some historical events that can shed light on the most promising practices for addressing learning loss following trauma and disruption. For example, several scholars have closely reviewed educational recovery in New Orleans after Hurricane Katrina. Paul Hill, the founder of the Center on Reinventing Public Education and a research professor at the University of Washington Bothell, recently wrote an article, "What post-Katrina New Orleans can teach schools about addressing COVID learning loss," that provides some insights into what was tried by schools in Louisiana post-Katrina. Among the most significant lessons learned were the following:

- Elementary schools that emphasized skill recovery found that students scored poorly on state accountability tests — poorly enough to threaten charter schools' existence.
- A consequent re-emphasis on grade-level instruction improved score performance.
- High schools found that spiraling[1] greatly improved students' persistence in school and graduation.

Other researchers and policymakers have released COVID-19-specific recovery recommendations as well. For example, in May 2020, Chiefs for Change, in collaboration with the Johns Hopkins University Institute for Education Policy, released "The Return: How Should Education Leaders Prepare for Reentry and Beyond?" It provided the following recommendations:

[1] **Addressing learning standards strategically and repeatedly throughout the year providing multiple opportunities for success, as opposed to in stand-alone units or "chunks"**

- Base all learning on **high-quality instructional materials** and **curriculum-based assessments.**
- **Curriculum matters** -- The research record on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing, and the COVID-19 pandemic has brought the message home. As leaders prepare their school communities for the challenge of restarting face-to-face learning -- as well as considering hybrid models -- students and teachers need access to high-quality, sequenced, and knowledge-rich materials in every subject.
- School systems need **curriculum-based formative and summative assessments** that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve. Assessments should be tied to specific curricula; teachers should receive timely and actionable data on not only about students' skills but also conceptual and specific knowledge that reflects classroom content.

Another recent research article from Brookings Institute provides statistics and graphs on projected learning loss and links to other data/research. The Brookings Institute provided these additional recommendations:

- Students may start school substantially behind, especially in mathematics. Thus, teachers of different grade levels may wish to coordinate in order to determine where to start instruction. Educators will also need to find ways to assess students early, either formally or informally, to understand exactly where students are academically.
- Students are likely to enter school with more variability in their academic skills than under normal circumstances. Therefore, educators may need to consider ways to further differentiate instruction or provide opportunities for individualized learning.
- Students who lose the most during the summer tend to gain the most when back in school, but this may not hold for this school year. Regardless, the ground that students have to make up during the 2020-21 academic year will probably be greater due to the COVID-19 pandemic. Therefore, educators may want to work with students to determine growth rates needed to catch up and set learning goals for the year that are ambitious yet obtainable.

ISBE strongly recommends the following:

1. **Utilize Instructional Leadership Teams (ILT) --** Utilize your ILT to ensure the selection of high-quality curriculum and assessments and develop schoolwide systems and structures specifically designed to recover lost learning. Use your ILT to consistently monitor data that informs if strategies are working to improve student learning.
2. **Leverage Vertical Planning Teams --** Teachers of a given set of students in 2019-20 should meet (remotely) with teachers who will teach those same students in 2020-21. During summer planning time, teachers should discuss the standards covered and mastered in the past year and how the suspension of in-person learning impacted their plans. This will help all teachers have an idea of where their incoming students were when remote learning began and what their unfinished learning may look like.
3. **Assess Students for Unfinished Learning/Learning Loss --** Schools should utilize locally determined diagnostic assessments to determine where students are

academically when they return in the fall. This will need to happen as soon as possible, during the first couple weeks of school at the latest, to understand where students are academically in time to inform planning.

4. **Develop a Process for Data-Informed Instruction --** It is imperative that schools, departments, or grade levels develop a data-driven instruction process. A clear process will help all educators understand progress being made toward goals and plan for any necessary adjustments. This process may also help teachers put students together for flexible cooperative groupings that best meet student needs and accelerate learning.
5. **Support Teachers with Differentiation --** Teachers will have to plan for greater differentiation in instruction than ever before and will need clear strategies to individualize learning.
6. **Create Individualized Student Growth Goals --** Just as students have been impacted individually, they will recover individually. Take the time to set individual goals with students and families and build in regular monitoring check-ins and encouragement.
7. **Engage in Cycles of Inquiry --** Teams of educators should work together to ensure that instructional strategies are being implemented with fidelity across classrooms.
8. **Go Deeper into the Standards --** Resist the urge to get back to basics. Instead take more time to develop lasting student proficiency in authentic contexts. Go deeper into your standards, taking more time to develop lasting student proficiency in authentic contexts.
9. **Accelerate Student Exposure to Prioritized Grade Level Content --** Identify the priorities of grade-level content collaboratively and hold one another accountable for keeping the standards high and the instruction focused.
10. **Provide Social-Emotional Supports --** Teachers, staff, students, and caregivers may all have additional needs during this time, be attentive and supportive.
11. **Assume the Best --** Students, educators, and caregivers all have valuable perspectives that need to be understood and heard.

This document is intended to provide recommendations/resources/strategies to help implement the important activities outlined above. We are hopeful that if each of our communities of educators across Illinois unites for the sole purpose of providing the highest quality and most equitable education possible for our students, we will address unfinished learning and learning loss resulting from the COVID-19 pandemic and prepare students for the successful continuation of their educational journey.

Ultimate Aim

The ultimate goals of these recommendations are to provide direction, information, and resources to ensure that:

- All students have opportunities for continued learning that focuses on high-leverage Illinois Learning Standards;
- Additional instructional loss is minimized;
- We align after-school activities to support specific strategies to gaps in learning; and
- Students are given routines and structures to ensure they stay connected to schools and are provided opportunities to learn regardless of the delivery model.

To accomplish these goals, we uphold the following principles in this document:

- All students and caregivers should have access to quality educational materials and to the supports needed to successfully access those materials.
- All remote learning, including implementation of quality remote learning tools, must comply with existing children's privacy laws (e.g., Family Educational Rights and Privacy Act and the Children's Online Privacy Protection Act). Implement high-quality remote learning tools that to not invade privacy and comply with children's privacy laws.
- Given the reality of the digital divide, schools may need to provide students and families with digital and non-digital access to content, and to their teachers.
- It is still possible and imperative that students access meaningful and high-quality educational materials that align to the most critical standards.
- It is essential that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.).
- Simplicity is best during this time -- simplicity of the framework, of communication structures, of expectations.
- We must all support the whole child -- their mental health, nutritional needs, and safety needs.
- Caregivers need access to clear information and ample resources.
- Educators need support, encouragement, and compassion to ensure their success and resilience.

Finally, consider:

- All means all. Districts must seek to implement an appropriate learning model that addresses the needs of all students and caregivers by taking into consideration language, diverse learning needs, home living situations, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
- Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that each and every student continues to grow personally, academically, and linguistically.

It is suggested that readers of this document examine closely the Overarching, Multilingual, and Special Education & Related Services sections before moving on to the segments directly pertinent to the ages or grade level they serve as these later sections build off the ideas presented in earlier sections.

Overarching Recommendations

This section provides a general overview of instructional considerations to assist districts, schools, and educators in developing a flexible learning framework to implement as we recover from the COVID-19 public health emergency. This framework will include a locally determined mixture of in-person, remote, and blended learning, depending on school capacities and individual student needs. At the core of all considerations is the goal of maximizing student learning while ensuring equity for all students during the 2020-21 school year and beyond.

The Illinois student population is diverse. This diversity is what makes Illinois a unique, vibrant, and innovative state in which to teach and learn. When designing and implementing flexible learning, educators must be especially attentive to the diversity within their community to ensure that all students have access to high-quality educational opportunities tailored to their needs. Proactive decisions made by carefully considering the students' needs will make learning a more equitable and engaging experience through which all students can flourish.

Establishing Consistency During Flexible Learning

A school community can be connected and thriving even if the physical school building is operating under modified conditions. As we transition to the new school year, however, it is structured, flexible learning that emphasizes interaction and authentic and differentiated learning opportunities that will help students stay connected to teachers and classmates. Developing consistency for flexible learning in the 2020-21 school year, which will likely include further remote learning as well as modified in-person learning, is key as students and their caregivers adapt to continuous unprecedented changes in education and society. The transition from in-person learning to remote learning, whenever and however it occurs, should be as seamless as possible.

Thoughtful, consistent flexible learning includes:

- Clearly articulated goals centered on equity, accommodation of all students' needs, community collaboration, and local best practices;
- Cross-curricular collaboration to focus instruction and optimize student learning;
- Options for students that tap into students' interests, readiness levels, and learning styles while providing caregivers flexibility;
- A mix of real-time, flexibly timed, technological, and non-technological options to meet student needs;
- A common platform where students can access work and find support and resources (for both online and non-online work);
- A clear plan of communication and student engagement, with multiple methods of communication to reach as many caregivers as possible, involving the school, teachers, students, and caregivers;
- Genuine interest and effort in supporting students' social, emotional, and academic growth; and
- Continuity between and clear communication regarding in-person and remote instruction.

Family Engagement

Continued family engagement remains a priority during in-person and remote learning contexts. The following section provides guidelines for practitioners to use in their planning. At times it may be helpful to reach out to community-based service organizations to assist in supporting caregivers with social, emotional, physical, or other needs in the home.

Considerations for Home Context

When remote and/or blended remote learning occurs, home is an extension of the classroom. In order to support students' academic and emotional well-being, teachers and staff should seek to better understand what may be occurring in the home. This is especially relevant in this time of rapidly changing public health, economic uncertainty, and heightened awareness of racial injustice and systemic inequities.

Districts must take into consideration the following:

- Students may be home alone while caregivers are working;
- Students may be caretakers for siblings or ill family members;
- Students may be working extra hours to help support their family;
- Students may be coping with the illness or loss of a family member;
- Students may suffer from anxiety and/or depression;
- Caregivers may not be available to supervise school work for a myriad of reasons; and
- Multilingual families may need to communicate in a language other than English.

We recommend that districts and educators respond to the myriad situations experienced by students with empathy, flexibility, and creativity to help mitigate challenges and maximize learning. The recommendations in this document provide ideas for how to get started.

Communication

Districts, schools, and teachers must have a reciprocal, clear, consistent, concise, and accessible communication plan that prioritizes student connection to school personnel. Caregiver access to information is also especially important in a flexible learning context. The guidelines below provide considerations that schools should review in communicating with caregivers during in-person learning, remote learning, or blended learning. All expectations for staff communication with students during times of blended learning should be established in accordance with local policies and agreements. Remember that electronic messages or communications, whether they are sent by email, instant messaging, text messaging, multimedia messaging, chat messaging, social networking, or any other current or future electronic messaging technology or device, may be subject to the provisions of the Local Records Act regardless of the media the information is maintained in or on. Such information that fits the definition of a public record under the Illinois Local Records Act can only be deleted if it is listed on the Application for Authority to Dispose of Local Records subject to approval by the Local Records Commission.

General Guidelines

- Use communication platforms that stakeholders are already familiar with and that currently exist in the system (applications, websites, email, telephone, letter, face-to-face with social distancing as much as possible);
- Communicate important information in multiple modalities to ensure that every family receives the information;
- Be clear, consistent, and concise, using clearly defined terms/ideas to avoid miscommunication; and
- Utilize paraprofessionals, multilingual staff, translation services, and other resources to communicate with multilingual families in their home language to minimize language barriers.

Communicating with Students

- Establish regular communication and set a minimum threshold for contact and clear procedures to follow in cases of unresponsiveness (e.g. text message, live call, letter, home visit), ~~i~~in accordance with district policies;
- Frequent check-ins by teachers or other school staff are highly recommended;
- Ensure all students have access to information through at least one form of communication (mail, packets, phone, video, email);
- Maintain classroom customs and norms as much as possible;
- Develop video tutorials for students on how to best communicate with teachers and properly use technology;
- Encourage positive peer-to-peer communication to support cooperative learning and social-emotional well-being; and
- Support students in navigating live video usage due to concerns regarding oversharing their home life.

Communicating with Caregivers

- Establish two-way communication with caregivers to ensure students' academic and social emotional support;
- Provide timely information;
- Conduct regular wellness check-ins;
- Avoid educational jargon and define terms to ensure understanding; graphics and visually-accessible information are always helpful;
- Survey caregivers to identify needs and follow through to provide support;
- Share recommendations on how to support the whole child;
- Establish a process to follow up with caregivers/students who become disconnected with school;
- Communicate with multilingual families in the home language, whenever possible;
- Regularly verify correct contact information and preferred mode of communication, as economic changes may require families to switch phone plans/numbers or physical addresses; and
- Provide caregivers with supplemental material resources, when possible, for students to complete projects (paper, school books, supplies etc.)

Communicating With and Among Staff

- Develop a communication plan that addresses educational issues and provides for professional support;
- Establish norms for communication;
- Maintain a regular schedule of meetings with colleagues;
- Access ongoing virtual professional learning opportunities;
- Provide a system to quickly prioritize any issues or events that are out of the ordinary or may need immediate support; and
- Include all relevant staff members, especially paraprofessionals, itinerant teachers, visiting specialists, related service providers, and substitute teachers, as infection among staff may require increased need for substitutes. Increased communication will contribute to smoother transitions between teachers.

Social-Emotional Learning and Relationships

It is imperative during this time that districts create in-person, remote, and blended learning environments that attend to students' well-being, safety, social-emotional, and behavioral health needs. Some ideas to ensure that students stay connected and feel included in all learning environments are below:

- Establish a behavioral health model for remote and blended learning settings that includes virtual small group and individualized counseling sessions, if allowable locally;
- Establish daily check-in routines with students to recognize and respond to at-risk student behaviors;
- Encourage ongoing communication among caregivers and teachers;
- Establish predictable routines to help students maintain a sense of psychological safety;
- Provide opportunities for positive feedback/connection between students and teachers;
- Acknowledge students' current situation and context, and help all students feel valued and welcomed regardless of their background or identity;
- Provide students with appropriate strategies to help them process events, such as providing them factual information and explanations, assigning journaling, facilitating healing circles, etc.;
- Place students in small groups to work on projects and encourage students to work together using web-based conferencing and/or phone communication;
- Introduce mindfulness exercises to help quell student anxiety;
- Utilize school and community resources to provide mental health supports;
- Offer resources and support to caregivers;
- Contact each caregiver regularly to check up on students. If there has been no contact from caregivers for a certain amount of time -- for instance, after one week -- schools are encouraged to conduct home visits to ensure student well-being; and
- Provide additional wrap-around services to students with higher risk, such as:
    - Students with a history of anxiety, depression, or suicidal ideation;
    - Students who have learning and attention disorders;
    - Students whose families have lost jobs or income;
    - Students who have loved ones with underlying health conditions that make them particularly at-risk to COVID-19;

    - Students who have caregivers who are health care or essential workers; and
    - Students with food or housing insecurity.

The social and emotional health of staff members should also be prioritized during these unprecedented times. Some ideas to support them are below:

- Set up predictable work routines with clear boundaries that include turning off the computer, scheduling time for meals, etc.;
- Encourage staff to maintain a daily journal of thoughts, feelings, and needs;
- Set up a daily or weekly staff, grade level, department or course team virtual or safe in-person check-in to allow staff members to share professional and personal challenges and receive support and encouragement from their colleagues;
- Make individual phone or video conferencing calls to check in on and offer support to staff members with 1) underlying health conditions, 2) loved ones in the health care industry, 3) a history of anxiety or depression, 4) working remotely while simultaneously providing care for their own families and young children, and 5) technological challenges;
- Confer with individual staff members when planning for a transition to in-person learning to ensure that their needs and concerns are addressed; and
- Use self-care routines throughout the day that might include mindfulness, deep-breathing exercises, yoga, and other strategies that support emotional and physical well-being.

Professional Learning

Blended and remote instruction are new for many teachers, staff, administrators, students, and caregivers, so ongoing support should be provided to develop everyone's capacity to meet the remote and blended learning goals for each school. This can be accomplished in myriad ways to support development on the essential skills needed for daily instructional success. Remember, we are in this together. Our best resource is each other! Below you will find some ideas to get started:

- Redesign teacher induction programs that focus on providing equitable instructional opportunities to all students, regardless of instructional setting;
- Deliver professional development aligned to student survey responses gauging student experiences with last year's remote learning and, subsequently, tiered, small group, virtual professional development workshops to build the capacity and meet the needs that surfaced;
- Utilize annotated hyperlinked bibliographies of accessible, free resources to help everyone shift from a fully face-to-face teaching model to blended and remote models;
- Update acceptable use communication guidelines and re-educate caregivers, students, and staff on them;
- Provide training opportunities on the impact of trauma and stress to educate everyone on the signs of stress, anxiety, and depression;
- Consultation or collaboration with other educators to provide professional development on remote and blended learning best practices;

- Develop teacher leader-created podcasts, videos, and other materials that demonstrate ways in which teachers can develop effective and engaging remote learning lessons that engage all learners. Teacher leaders can also host virtual professional development workshops and virtual Q&As, and offer other supportive strategies to engage and develop staff capacity to accomplish each district's remote learning goals;
- Provide video examples of model remote learning lessons at varying grade levels for the spectrum of learners in a school (e.g., English Learners, children with IEPs, gifted and talented students), and across disciplines;
- Collaborate for alignment of digital and non-digital resources and work for students; and
- Offer extra supports for classroom management for the virtual and blended learning environment as well as in the return to in-person learning.

Content Selection/Prioritization

We want to acknowledge that students have undoubtedly missed learning content and skills as a result of the sudden shift to remote learning in spring 2020. To mitigate that, ISBE recommends that prior to the start of the school year, wherever possible, content-specific, vertical teams should work collaboratively to make recommendations regarding what critical/essential standards should be prioritized for the new school year. They should take into account material that may not have been addressed in its entirety due to last year's school closures. To support these efforts, ISBE will release a set of educator-developed Essential Illinois State Learning Standards as a starting point for local conversation. In whatever context they find themselves in this coming school year, teachers are encouraged to teach to those grade-level, critical standards, while spiraling in/strategically revisiting what students may have missed.

Considering Knowledge and Skills

Research has shown that background knowledge can play a greater role in students' ability to perform well on standardized tests than skill acquisition. Along this line, flexible learning can present an opportunity for teachers to build students' background knowledge through more thematic, interdisciplinary project- and inquiry-based learning that may present more choice, as well as a more authentic learning experience. This could contribute greatly to more intrinsic motivation on the part of students as it would engage them more authentically. Along those same lines, using materials (e.g., movies, videos, stories, articles) that represent a diversity of culture and language can also be more engaging for students. These alternative types of learning scenarios present a unique opportunity to build students' background knowledge through multi-day or multi-week projects that can incorporate new content/skills as well as reference content/skills that need review due to last year's shift to remote learning.

Content Delivery

ISBE understands that remote and blended content delivery is still a new and challenging endeavor for districts and their educators, and that it involves more than just printing non-digital materials, uploading files, and sharing links to media content. Delivering remote and blended content and moving seamlessly between in-person and remote instruction is a skill that must be

developed, and districts should provide the support, resources, and professional development needed for educators to accomplish effective learning in these new conditions. The content delivery recommendations that follow provide ideas across the continuum from printed instructional materials to fully online curricula.

Content Delivery Best Practices

- Be as present and fully engaged as possible regardless of the content delivery model and try new methods to connect meaningfully with, reassure, and provide students with encouragement and psychological safety, while maintaining high academic expectations.
- Work within grade-level and or content-specific teams to support the development of remote and blended learning. Remote and blended teaching, if not done collaboratively, can become burdensome and tedious. Teachers should be encouraged to leverage the expertise, insight and respective strengths of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners (e.g., advanced and gifted, twice-exceptional, Multilingual Learners, etc.).
- Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. When planning for remote learning, incorporate mixed media content, such as interactive videos, television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and challenged while not in the physical classroom.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and flexibility within clearly defined parameters (e.g., posting all assignments at the beginning of the week that are due by the end of the week or before the start of the next week). Meaningful and substantive long-term projects with weekly benchmarks and personalized feedback are also recommended for the blended/remote learning environment.

Non-Digital Learning (in all contexts)

- Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g., text, diagrams, graphic organizers, large print, manipulatives, maps, and illustrations) -- in color whenever possible -- that will help students grasp content. Expectations should include multiple ways for children to demonstrate their developing understandings.
- Manipulatives and other materials that students might use to support learning can be included with non-digital materials, such as paper, colored pencils, scissors, and other supplies. Math manipulatives and similar materials for other subjects (e.g., science) can also be shared with caregivers.
- Instructions for projects and activities should be provided in clear, age-appropriate language, free of jargon, that addresses students as directly as possible without having to rely on caregivers as they attempt to support their children at home.

- Districts are encouraged to leverage their mass communication resources to text students and caregivers with links to content that is accessible by cell phone, when possible.

Digital Learning (in all contexts)

- If fully digital learning is viable within your district for intermittent or scheduled remote learning days, provide the various resources, with video tutorials and explanations (for both students and caregivers) on when and how to use those resources.
- Resources should help teachers use a combination of technology and media in the creation and delivery of content. The selection of digital platforms and tools is a local decision dependent on local acceptable use policies. During periods of fully remote learning, educators are encouraged to consider ways to use available technologies to increase the number of virtual homogeneous and heterogeneous discussion groups in which students can collaborate and respond to one another's ideas. Teachers can monitor, prompt, and cue the students' work and provide ongoing feedback virtually as well. Teachers may want to seek professional development opportunities to enhance their use of instructional technology.
- Teachers should be mindful of the subjects in which caregivers may have the least skill, such as middle- and high school-level mathematics and science or languages that are not the home language. They should ensure digital tools and classroom interactions adequately support students' knowledge development in areas where caregivers may not be able to provide student support at home.
- When expecting fully digital learning, districts and educators must ensure that all students have access to the necessary devices and levels of connectivity required to meet expectations. Alternative learning opportunities that do not require the use of digital resources must be provided if students do not have access to the resources they need to succeed in a fully digital learning space. It is important to remember that even within a single class, student access to the right technology and connectivity to engage in digital learning at home may vary widely. It is recommended that educators regularly connect with or survey students and/or caregivers to make sure they have the technology and access they need to engage in remote digital learning.
- Most schools or districts already have processes in place for evaluating vendor contracts for privacy and security considerations. Use these established procedures to evaluate proposed online educational services. It is particularly important that teachers and staff not bypass internal controls in the acquisition process when deciding to use free online educational services.
- Educators must be mindful of the extent to which there is student interaction with third-party digital platforms to prevent possible disclosure of personally identifiable student information.

Supporting Student Engagement During Flexible Learning

New opportunities to maximize student learning through innovative and engaging teaching methods are emerging as we continue to grapple with the COVID-19 public health emergency and practice more flexible instructional approaches. Careful consideration should be given to the best methods to engage students, especially during periods of remote and blended learning.

Schools should also make whatever efforts they can to ensure that students are connected to other students, in order to prevent isolation and encourage students to continue learning. Teachers can use online shared interactive tools to help students support one another and collaboratively create presentations, particularly in areas that have readily available internet access for all students. Students should be assigned projects that encourage safe collaboration even in areas without consistent internet access.

When in-person learning and/or collaboration are not possible, continuity of learning can still be encouraged when students are working independently by:

- Ensuring that directions are presented so that the student can understand them without assistance;
- Using visuals, video modeling, headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow;
- Utilizing virtual platform for grouping purposes; and
- Considering the following questions:
    - How will a student know where/how to start?
    - How will a student know what to do next?
    - How will a student know when the work is successfully completed?
    - How will I know a student completed an activity?

ISBE recognizes that developing school scheduling options that maximize in-person learning time is a challenge while following the current public health requirements necessary to keep students safe. ISBE encourages educators to make the most out of every instructional minute, both in-person and remote, through thoughtful and creative planning.

The State Superintendent has determined that Remote and Blended Remote Learning Plans must ensure at least five clock hours per day of a combination of instruction and school work for each student who would normally receive a full day of instruction any time remote or blended remote learning days occur. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the five clock hour expectation. Nevertheless, ISBE strongly recommends that on any Remote learning day that at least 2.5 hours per day of synchronous learning with real-time instruction and live interaction between students and their teachers take place.

For students who would normally receive a half day of instruction, a minimum of 2[2] total clock hours per day is required. ISBE strongly recommends for half-day students that on any Remote

[2] Please note that the instructional time required for Preschool For All (PFA) programs remains 2.5 hours.

learning day that at least 1.5 hours per day of synchronous learning with real-time instruction and live interaction between students and their teachers take place.

All learning activities may include, but are not limited to, in-person learning, the teacher delivering instruction via recorded video or synchronous (live) platform, remote small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check-ins. If using non-interactive platforms, students must have means to confer with an educator and receive feedback before assignments are graded or assessments are administered. Suggestions for developmentally appropriate learning activities are presented in the sections that follow.

Students in any district learning environment must continue to have equitable access to extracurricular activities. Students in blended or remote learning environments must not be denied normal access to in-person extracurricular activities the district or school provides to students learning in-person.

Subsequently, districts should consider outlining district, school, teacher, student, and caregiver responsibilities to further support student learning that must occur away from the school. Sharing these responsibilities with the school community will create stability and relieve anxiety as everyone is aware of their role within the larger context.

Example Responsibilities This is not an inclusive list of recommended responsibilities. Responsibilities should be appropriate for the context.	
District Responsibilities	● Review board policies to ensure they do not prohibit remote/blended learning. ● Develop thoughtful, accessible blended remote learning day plans using stakeholder input, when possible. ● Support schools in planning and implementing remote learning plans. ● Help schools identify needed resources in the community (academic, health, social, emotional). ● Develop a district wide social-emotional learning plan.
School Responsibilities	● Implement blended remote learning day plans. ● Communicate regularly with all caregivers and stakeholders. ● Support teachers in planning and implementing remote learning plans. ● Help caregivers develop skills necessary to support remote/blended learning and find needed resources in the community (academic, health, social). ● Develop a plan to check on students' well-being.
Teaching Faculty Responsibilities	● Plan for modified in-person and/or blended remote learning, as applicable. ● Be available at scheduled times to answer student/caregiver questions. ● Provide timely feedback on student work.

	● Communicate regularly with students and caregivers. Make sure to ask questions that will provide information as to a student's mental and physical well-being. ● Uphold your duties as a mandated reporter, even when teaching remotely. ● Regularly ask your students if they have questions or need help and demonstrate that you are a trusted adult supporter. ● Provide a range of meaningful, differentiated learning opportunities that meet the needs of all learners during the period of remote or blended learning. ● Provide regular feedback to students on progress related to learning activities.
Non-Teaching Faculty & Staff Responsibilities	● Conduct regular wellness checks via phone and in-person, when possible, on teacher-identified groups of disengaged students. ● Deliver instructional materials, digital devices, etc. to students and caregivers who do not have transportation. ● Form support groups to encourage social interactions for students struggling with the change in learning environment. ● Uphold your duties as a mandated reporter, even when working remotely. ● Conduct small group, research-based counseling sessions to support students' social, emotional, and behavioral health. ● Form parent support groups to help caregivers navigate remote and blended learning expectations, technological challenges, employment challenges, etc. ● Provide academic and emotional support to students before, during, and after class sessions. ● Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.). ● Participate in virtual/remote classrooms to better assist students during class times or online availability. ● Collaborate with classroom teacher(s) on content and delivery systems.
Student Responsibilities	● Review assigned work. ● Complete assigned work by the due date. ● Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically. ● Be respectful to yourself, teachers, and peers. ● Comply with new health and safety policies ● Take care to get enough rest and commit to self-care.
Caregiver Responsibilities	● Review syllabi, digital learning platform expectations, deadlines, etc. ● Reserve a space for students to complete remote learning work. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Set a schedule to help students establish and follow regular daily routines.

	• Request technological support, as needed. • Encourage students to follow the school's/teacher's behavioral expectations while engaged in learning.

Specials Recommendations

Art	• Follow all state and district guidelines, especially those on social distancing and students' transition procedures between classrooms, as much as possible. • When planning remote or blended lessons, try to be cognizant of access to supplies and technology variables. • When possible, provide students with their own art supplies that can be used at school and taken home in the event of remote learning. Adhere to all sanitary practices with consumables. • Provide students with examples of how art can be integrated into instruction (visual note-taking, diagrams, and illustrations to introduce concepts, simulations, etc.) and assessment (student-created audio and video recordings, graphic representations, concept webs, content raps, etc.) will invite more students to show what they have learned. • Consider having blended art lessons and online art resources for flexible learning transitions.
Gym/PE	• Follow state and district guidelines on social distancing and students' transition procedures between classrooms, as much as possible. See page 42 of Part 3 – Transition Planning for more details. • When planning remote or blended lessons, try to be cognizant of supplies and technology variables of caregivers. • Encourage structured activities that are physical and focus on social-emotional engagement. • Consider having blended gym lessons and online physical educational resources for flexible learning transitions. • Consider adjusting in-person activities to accommodate face covering requirements. For example, move PE outdoors so coverings can be removed while distance is maintained
Music	• Follow state and district guidelines on social distancing and students' transition procedures between classrooms, as much as possible. See page 37 of Part 3 – Transition Planning for more details. • When planning remote or blended lessons, try to be cognizant of access to supplies and technology variables. • When possible, all students should have their own musical instrument or instruments that they can take home. Make instrument consumables available to student: reeds, slide oil, etc.

	● Sheet music will be needed at home and the ability to interact with students (QR codes embedded, smart music software, or teacher demonstration/exemplar and student playback). ● Consider student small group virtual lessons, if possible. ● Consider utilizing composers through virtual classroom/webinar visits. ● Consider virtual ensembles. ● Consider having blended music lessons and online music resources for flexible learning transitions.
Media	● Follow state and district guidelines on social distancing and students' transition procedures between classrooms, as much as possible. ● Follow ISBE and Centers for Disease Control and Prevention suggestions when circulating books. ● Consider pulling and displaying books for students to view and have easy access for checkout. ● Consider not allowing self-checkout or self-use computers in the media center. ● Consider, if technology allows, for students to search the automated library system while at home or in the classroom, reserve item(s) for checkout, and have the librarian deliver or have the item ready upon the student's arrival. ● Consider having a plan for a mobile library system. ● Consider having blended library lessons and online reading resources for flexible learning transitions.

Grading

ISBE's original guidance on grading considered the sudden and unexpected impacts of COVID-19 on all students, beginning with "Act of God" days. The original guidance provided students and districts every available flexibility regarding grading to ensure that grading "did no harm" to students.

Grading policies are ultimately a local decision. We recommend that districts reconsider their regular grading policies and procedures and implement or modify them to best meet the needs of their students.

We prioritize the connectedness and care for our students and one another during these unprecedented times as we maintain continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning, and communicating this to students, caregivers, and teachers in the form of grades.

We strongly recommend that you focus on providing feedback in a timely manner to your students. We strongly believe that providing specific feedback in a timely manner will help improve student learning. Feedback consistently ranks as one of the most powerful drivers of student achievement, according to research (Hattie, 2012). Some have even speculated that

effective feedback is equivalent to eight additional months of learning per school year.

Teacher feedback must be actionable and specific. Feedback that is actionable provides students with something they can do to improve their assignment or project toward deeper attainment of the aligned standards. Specific feedback helps students to know in detail what improvement is needed. Keeping your feedback to the goal of mastering a standard or content will encourage and motivate the students to apply themselves.

Our primary focus remains on keeping children emotionally and physically safe, fed, and engaged in learning. We encourage educators to understand the unique circumstances each student is experiencing and consider those when giving assignments and grading. It is imperative that we focus our collective attention on educating the whole child.

For the purposes of this document, assessment is what teachers do to collect evidence about student learning to help provide them with feedback and inform instructional design. Grading is defined as the evaluation of student work and academic performance reported on an ongoing and summative basis. Grading is the result of the documentation of ongoing assessment of student performance. Grading and assessment provide meaningful and ongoing feedback to students and caregivers in a confidential manner. **It is important to keep in mind that students can learn without grades, yet they cannot learn without formative assessment and feedback.** Meaningful, differentiated grading and assessment practices encourage dialogue among practitioners and students in individual and collaborative settings. Grading and assessment are ongoing and related to student learning and growth. The advisory group, in collaboration with ISBE, emphasizes flexibility and responsiveness to students' needs as a priority. The chart below provides characteristics and some examples of monitoring student learning in both the remote and blended contexts.

Formative **Assessment for Learning**	**Summative** **Assessment of Learning**
● Standards-based grading ● Portfolio (digital, hard copy) ● Performance-based ● Benchmark assessment ● Coaching, cueing, prompting, questioning ● Supportive, purposeful ● Focused on student growth ● Curriculum- and classroom-based instructional assessment ● Part of the learning process ● Student/teacher partnership ● Dialogue journals, learning logs ● Self-assessment ● Collaborative ● Reflective	● Criteria for work and expectations (exemplars) ● Benchmark ● Portfolio (digital, hard copy) ● End of unit interviews, conversations, presentations, ● Products, performances, projects with rubrics ● Self-assessment ● Writing reflections ● Recorded presentations, explanations ● Collaborative ● Practice in online platforms

Blended and remote learning during this pandemic may be formatively and summatively assessed to support student learning and continuity of education. Grading and assessment are meant to provide feedback and communication to students and caregivers with the focus on learning, growth, and progress. Meaningful grading and assessment provide students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.

All Illinois students are expected to continue with the learning activities assigned during remote and blended contexts. We call on educators to be mindful of the impact of time on task, time on screens, and time on reflection during this pandemic. We strongly recommend that to support the return to regular grading policies, districts should ensure that students have all the necessary tools to complete assignments, take assessments online or on paper, and complete projects in a timely manner. In addition, we must take into account the technological resources at students' disposal to complete learning activities. This may mean ensuring that all students have devices and connectivity opportunities at their homes or at another location. Grading and assessment can provide ample opportunities for coaching and implement specific intervention to support students to make progress. Note that during any remote learning period, a district or school is not required to maintain a hard copy (i.e., analog record) of grades and assessment upon creation of a digital record unless the district's *Application for Authority to Dispose of Local Record*s states otherwise.

This recommendation document includes commentary, suggestions, and ready-to-use ideas for different age bands and students (e.g., grades 1-2, grades 3-5, middle school grades 6-8, special education, multilingual students, high school grades 9-12, and birth through age 5) for both formative and summative grading and assessment.

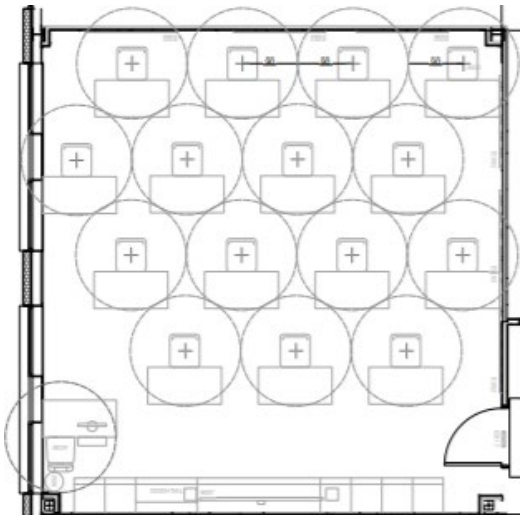
Classroom Setup for In-Person Learning

The organization of the classroom when students return is vital to creating an environment that is safe and optimal for learning. The classroom setup also will allow for the foundation to be set for relationships within the classroom. Classroom sizes and layouts differ and vary from school to school. Teachers should work to ensure that desks are distanced six feet apart in all directions to the extent possible. Social distancing efforts should provide ease for the teacher and students to travel through the classroom. Planning your setup around a collaborative model will allow for students to understand working with different students and prepare for this possibility during remote instruction.

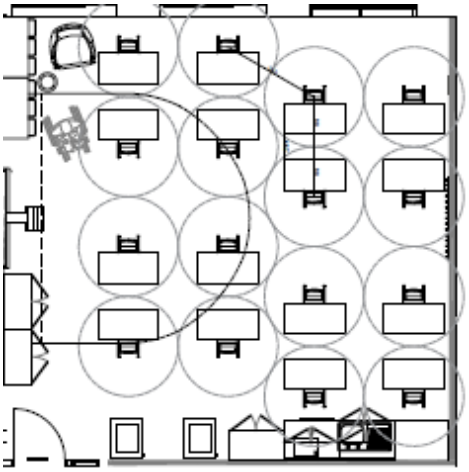
Helpful hints to use within your own room:

- Use floor tiles to help with layout.
- Use ceiling tiles to help with layout.
- Utilize different color tape to mark out a variety of layouts.

Traditional Setup - Approximately 600 square foot classroom



Collaborative Setup - Approximately 600 square foot classroom



What is Blended Instruction?

Both ISBE and IDPH agree that in-person learning is the goal, but it may not be safe or feasible to fully resume in-person learning in every school community. In some instances, individual districts will have autonomy and responsibility for determining the best methods to reopening their schools and may choose to adopt a blended learning program. When designing the best blended learning model to suit their communities, schools will combine some aspects of in-person learning with some aspects of remote learning in order to meet the unique needs of their students while adhering to the reopening requirements set forth by IDPH. Recommendations for the structure and scheduling of blended learning programs are available in the ISBE and IDPH

Joint Guidance for Starting the 2020-21 School Year. Uniformity is not the expectation, as no two districts will have identical paths forward in returning to in-person learning, but district leaders are encouraged to collaborate with others in their regions, as well as consult with their local public health department, to compare plans, share ideas, and brainstorm possibilities.

Elements to Consider about Blended Learning

There is no single blended learning model. Blended learning means combining traditional, in-person teaching with remote experiences, conducted through technological or non-technological means. Blended learning offers the opportunity to merge the strengths of both in-person and remote learning methods to create a cohesive learning experience.

Planning

1. Select what needs to or should be done in person and what can be achieved remotely. What can be completed remotely to make in-person classroom time even more productive?
2. The instructor may consider providing pre-recorded presentations/lectures/material, followed by in-class exercises. Students might first view multiple presentations of ideally five to seven minutes each. An advantage to this approach is that it puts the use of video and other pre-recorded media/presentations/lectures under the control of the students: They can watch, replay, and fast-forward as needed. By contrast, in a traditional class presentation, students often try to write down notes at the same time the instructor is speaking. Trying to transcribe the instructor's presentation may make it hard to capture significant points.
3. The in-person classroom could be turned into a workshop where students do higher order thinking learning activities like creating, collaborating, and applying what they learned from the remote material.
4. Transition between classroom and remote learning should be as seamless as possible; both modalities (in-person and remote) should inform, build upon, and support the other.
5. Getting the right balance of in-person and remote instruction to best meet the needs of each student is important. Consider the following variables when designing the balance:
    a. Analyze Your Students' Circumstances
        i. What is each student's availability of technology? Do students have the one-on-one tools, connectivity, space, etc. to learn remotely in digital formats? Until barriers to technology access are very low or removed, it will be difficult to rely too heavily on a fully digital remote portion of the class. Planning meaningful non-digital remote learning experiences/lessons for all students, including those with barriers to technology, is essential.
        ii. Is each student equally able to attend in-person (has access to transportation and is not medically high risk)? If not, they may need to rely almost entirely on digital and non-digital learning materials or other remote learning experiences. Tools like online meetings and discussion boards become more important to facilitate real-time interaction if classroom time is unlikely or intermittent.

iii. How many students will be involved in each learning experience? The larger the group, the more important it is to factor in small group and one-on-one activities both remotely and in-person.
iv. How comfortable is each learner with online tools? Are they used to communicating and collaborating online? A student/caregiver survey of familiarity and comfort may be helpful.

b. Analyze Your Content
   i. What do you want students to know? For example, background information that's important to know is often best sent home to students or placed online prior to the in-person session. Students can examine articles, videos, interactive scenarios, and demonstrations on their own remotely or synchronically with the expectation that this information will be applied during in-person activities.
   ii. What do you want students to be able to do individually and collectively? For example, group activities like discussions, brainstorming, or hands-on activities will likely be better accomplished during the in-person session.
   iii. How do you want students to demonstrate what they know, understand, or are able to do? How can students show what they know, have mastered, and can apply?

c. Build on the Strengths of Each Modality/Format
   i. Ask yourself: How does each modality contribute to the other? What does each format do best? The point is that in a blended class both modalities are equally credible, and neither is secondary in importance. Typically, it is helpful to first examine the standards and objectives to be taught, then determine which format or combination of formats is best for those objectives.

The following are three important considerations for blended learning course design:

1. Provide unique material in each format. That is, you don't want students to see and experience the exact same materials and activities in both in-person and in the remote learning components of the course. They should supplement one another.
2. Be sure there is coherence between online and in-person modes. There should be no disconnect between in-person and remote modes within a blended course. Neither should stand alone. When students do not see the connection between the two modes, they may tend to participate less.
3. In planning a blended course, teachers should take into account the differences between remote and in-person modes and not attempt a direct conversion from one mode to another. When teachers try to simply convert their in-person presentations/lectures to the online format, the material is likely to be less effective. ***It's not about conversion; it's about translation.***

Delivery

Getting the right balance of in-person and remote learning is important. The following are variables to consider when delivering blended instruction:

1. Balance Time Between the Modalities
    a. How can students be engaged in a relevant and meaningful blend of in-person and remote instruction for a total of at least 5 hours per day?
    b. Devoting class time to application of concepts might give teachers a better opportunity to assess understanding and detect misconceptions, particularly those that are widespread in a class.
    c. In-person class time could be prioritized for collaborative projects and developing a learning community among students.
2. Building Student Engagement
    a. Student engagement is threefold: cognitive, affective, and behavioral — which means intentionally structuring activities to engage students intellectually, emotionally, and behaviorally. Learning should be challenging, relevant, and developmentally appropriate.
    b. Regardless of context, students should be engaged in active learning, constructing knowledge, and building skills as they collaborate with their classmates. There can still be opportunities for cooperative learning even when students must work remotely.
    c. Stress student *doing*. Ask yourself: Is there a way for students to be more active in what they are thinking or doing?
    d. Pairing students can be helpful when creating an “active learning” environment in which students are highly engaged. Students can be paired during in-person or remote sessions. Small remote groups (two-three students) can work very effectively.
3. Presentation Sequencing
    a. It's good practice to frontload material that you want students to learn. In other words, the first 10 minutes of either an in-person or remote presentation can situate the important *facts or important concepts* that students need to know (Routman, 2018).
    b. Don’t overload students with new material in either of the modalities. Remember, the two modes need to strategically reinforce each other in support of maximum student learning.
    c. Chunk the material students need to learn in a way that allows them to transition from one modality to the next.
    d. Make sure you “close the loop” of every lesson or unit of study by providing opportunities for reflection or other means of processing the new knowledge or skill that has been learned.
4. Use of Different Techniques
    a. Whether in-person or remote, alternating the mode of presentation will help to maintain attention and sustain memory. For example, lecture for 10 minutes, then switch to a small group (if in-person) assignment. If remote, have students read an excerpt from a text, then watch a video related to the subject of the text.

Students can also be remotely paired to prepare a response to the material that they will then present to the class during the following in-person session.

b. During a blended class, the remote session can be synchronous or asynchronous with an in-person session. Synchronous or live/real-time can still involve small groups. If synchronous, the teacher may not be able to be present to the whole group at the same time, so a level of student independence with the task may be necessary. When the teacher is present it should be for a purpose; it may not be a good use of the time if the teacher is simply watching students work. Asynchronous or self-paced learning should be used to provide information that supports the ability of the students to apply the learning. (Think of Bloom's higher order taxonomy elements.)

Feedback & Assessment

Consider the following regarding planning for meaningful feedback and assessment in remote and in-person modalities:

1. Remote instruction can productively provide multiple opportunities for formative assessments. The in-person session may likewise be more appropriate for summative assessments.
2. Technology-supported assessments may offer grading automation, provided that products do not disclose personally identifiable student information.
3. Use the remote session to administer quizzes, polls, short answers, answers to factual questions, or replies to prompts that prepare the students to dig deeper when attending the in-person session.
4. Assign a "One-Minute Paper." In the remote session, ask students two questions: What was the most important thing you learned? What big question do you still have about the subject? The student's answers to the second question can be further developed during the in-person session.
5. Create pro/con, advantage/disadvantage, and cost/benefit exercises and assessments.
6. Use ungraded formative assessments, such as polls, surveys, quick writes, audio/video explanations or reflections, interviews, mini-conferences, and learning logs, to help students synthesize learning and help teachers get valuable information related to student progress.

Multilingual Education

Multilingual Learners are children and youth who are, or have been, consistently exposed to multiple languages. Multilingual Learners include students known as English Language Learners, English Learners, or Dual Language Learners, as well as heritage language learners, students who speak varieties of English, and learners who speak indigenous languages.[3]

Multilingual Learners come from a broad range of cultural and linguistic backgrounds and include students with varying levels of proficiency in English and in their home language. They may have recently arrived from other countries or have been born in the United States. This section aims to provide educators with recommendations on how to build on families' cultural and linguistic strengths and resources by providing students with authentic language activities that allow them to participate and access material in both English and their home language during this time of flexible learning.

Existing Guidelines

It is worth reiterating highlights of the guidelines previously issued from ISBE regarding English Learner instruction:[4]

- First, teachers need access to students' ACCESS or screener scores so that they can differentiate instruction.[5] Teachers need to know what students can do at various levels of language development, so they can differentiate the English they are expecting their students to use.
- Buildings with Transitional Bilingual Education (TBE) programs need to ensure that students are receiving instruction from teachers who have bilingual endorsements. Those teachers should provide instruction in both English and the language other than English so that students continue to learn in both languages.
- Buildings with Transitional Programs of Instruction (TPI) need to ensure that English Learners are being taught by teachers with English as a Second Language (ESL) endorsements. Those teachers should provide differentiation and supports in such a way that students gain access to grade-level content while the language expectations are differentiated for their level of English language development.
- Districts need to screen potential English Learners with the prescribed screener or screening process at the beginning of the 2020-21 school year. Students who were provisionally screened in the 2019-20 school year during school closures will also have to be screened. (See Phase 4 Screening Recommendations.)

Schools should use these guidelines to provide the bilingual and language supports and resources that students need to successfully participate in the academic curriculum.

[3] https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf
[4] https://www.isbe.net/Documents/228ARK.pdf
[5] https://wida.wisc.edu/teach/can-do/descriptors

Schools should honor and build on Multilingual Learners' background knowledge, experiences, and strengths. Development of multiple languages contributes to students' intellectual, social, and emotional development. WIDA's Guiding Principles speak to the strengths and advantages multilingual, multicultural students bring to their learning.

Honoring and Engaging Caregivers and Community

In addition to providing instructional activities appropriate to students' language proficiency levels, it is recommended that educators consider how to leverage the culturally and linguistically diverse backgrounds of their families during this time. To the extent possible, communication with caregivers of multilingual students should take place in the home language as well as English.

There are immense funds of knowledge[6] within multilingual families and communities that are often overlooked or undervalued as sources to inspire and support learning. We have the opportunity to highlight the skills and knowledge that already exist within students' homes – particularly language practices and cultural understandings – as valuable and enriching to their education. With this in mind, educators can:

- Encourage and affirm caregivers in their roles as children's first and most important teachers, but without creating undue pressure. Families should recognize the intrinsic educational worth of their home experience without trying to re-create a classroom experience at home or take on the role of a classroom teacher.
- Encourage families to spend time together to bond and talk. Teachers can create prompts that help elicit conversations within the home through storytelling (e.g., generational lore, family history) or making meaning of stories together (e.g., watching and discussing movies or favorite shows).
- Remind families that language practices in the home are rich and worthy. All opportunities to use, make meaning through, and play with language – ANY language – are valuable to students' cognitive growth and language development.
- Encourage finding meaning in real-life experiences in the home together with family, while integrating necessary tasks with learning opportunities. Teachers can prompt student inquiry, observation, and reflection around everyday activities (e.g., making meals, collaborating on chores, problem solving, fixing things together, reducing waste by reusing and recycling).
- Take the lead on setting up "mutual aid" groups. These are networks in which families can both say what they need and say what they can offer, provide support to each other, or set up swaps (e.g., exchange recipes, books, games).

Collective Responsibility

Of primary importance when it comes to the education of Multilingual Learners is that educators are mindful of students' essential needs when engaging them in instructional activities. These essential needs include physical safety, nutrition, and emotional care. Educators should ensure

[6] http://blog.tesol.org/tap-into-funds-of-knowledge/

that students are physically and emotionally ready to engage in learning activities as part of their interactions with students.

Collective Responsibilities	
Administrators	As the primary decision-makers, we encourage administrators to ensure that the above-mentioned existing guidelines are met and, optimally, exceeded throughout the school. “Compliance is the floor, not the ceiling.” (ISBE document: Equitable Access to Educational Excellence) Ensure that there are systems in place that honor caregiver preferences and needs in terms of instructional delivery methodologies. Some students may need remote instruction even if in-person or blended learning is happening for other students.
Teachers	As the instructional experts, teachers are encouraged to prioritize engaging their multilingual learners with ample opportunities for “live” interactions (e.g., using internet-based platforms, phone calls, etc.) and not to rely on caregivers for facilitating learning when it needs to be happening at home.
Caregivers	Caregivers are essential in the home/school partnership that is necessary for our students to excel academically and socially.
Students	Multilingual students need the support of caregivers and teachers to flourish at school.

General Recommendations for Multilingual Learners

In this section, we would like to take the time to document and outline some general instructional options and opportunities in connection with a number of topics. More specifically, this section will address planning, delivery, assessment, research-informed instructional frameworks, authentic learning, language of instruction, educational needs, and content knowledge that are all relative to the Multilingual Learner.

Planning, Delivery, & Assessment

It is understood that planning, delivering, and assessing instruction/learning during this unprecedented time of change in the educational field will bring about feelings of uncertainty. Whether the method of delivery is remote, in-person, or blended (a hybrid of the two), the ways in which we plan, deliver, and assess instruction/learning will certainly look different than times of past. Therefore, it is important to keep in mind that the chosen design should be flexible to ensure a more seamless approach to teaching and learning. Planning for all three models of

learning will be elucidated in subsequent sections; however, in this section we will outline general planning, delivery, and assessment practices for English Learners.

When planning, educators should focus on the essential content for their grade level or content area with an included emphasis on language objectives. Language objectives outline the demand on language the content objective carries. For example, a content objective might be: Students will find the lowest common denominator of two or more numbers. A related language objective could be: Students will explain orally the process they used to find the lowest common denominator of two or more numbers. When it comes to general learning and language assessment, educators can create broad rubrics that can be used across grade-level and content areas.

Other suggestions include:

- Provide options of multiple tasks or projects for students to meet the unit objectives.
- Describe criteria broadly so that it can be demonstrated in multiple ways.
- Use flexible structures and rubrics that allow for a huge variety of experiences and resources. Rubrics do not have to be task- or language-specific.
- Place student reflection and self-assessment at the center of feedback by using assessment practices that promote engagement.
    - For example, students (with caregivers) take the time to organize and design their learning portfolio (digital and/or paper), creating bilingual books, family interviews, journals, learning logs, identity text creation, etc.
- Apply a Universal Design for Learning as an overarching approach for planning and assessing student learning/progress.
- Engage all four language domains (reading, writing, listening, speaking) in planning for instruction of English Learners.

Taking a Purposeful, Research-Informed Approach to Instructional Planning

As educators, we are accustomed to a certain amount of conformity in how learning takes place in our classrooms; however, there can be fewer expectations for conformity while students are at home. Therefore, if a blended or remote learning model is adopted, teachers may take the opportunity to re-embrace research-informed planning frameworks[7], such as Backward Design, Universal Design for Learning, the 5E model, or the Accelerated Learning Cycle. Using a research-informed planning framework can improve and optimize teaching and learning for all students by providing tight alignment between desired learning outcomes and activities; inclusive cultures for learning; and multiple ways for students to access, engage with, and demonstrate their learning. With this in mind, educators can:

- Take the opportunity to make time and space to get to know students even better. Connecting with students is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be more

[7]For more information about research-informed learning frameworks: https://poorvucenter.yale.edu/BackwardDesign

culturally and linguistically responsive and to be able to design more meaningful learning experiences.

- Create collaborative, online learning toolkits that contain resources in multiple formats and languages and/or prompt students to choose a format and language for their work product.
- Create modules that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them.

Authentic Learning

Many of our school schedules are compartmentalized around educator specialization. Students who may need to continue with some form of remote learning might not be able to adhere to comparable schedules. Learning modules that integrate various kinds of content and learning can make organizing students' at-home schedules more feasible, while aligning to strong pedagogy for Multilingual Learners. Keeping this in mind, educators who are teaching in any of the three learning contexts can:

- Tap into the extensive funds of knowledge students and their families possess as sources to inspire and support learning as outlined in the "Honoring and Engaging Caregivers and Community" section on page 33.
- Use thematic approaches to make connections across content. Multilingual Learners will benefit from learning that is integrated around a theme, rather than disparate topics that each require specific vocabulary, disciplinary language, or background knowledge (Freeman, 2016).
- Encourage the arts as much as possible. Music, song, storytelling, drama, crafts, textile arts, and visual arts all provide enormous cognitive, emotional, and cultural benefits and can happen in any language.
- Embrace inquiry, problem, and project-based learning. Prompt students to brainstorm the questions they genuinely want to pursue and prompt them to engage in authentic inquiry-based learning in the context of their everyday life. Invite students to find ways to address the problems they identify as needing their attention. The experiences they are having or creating for themselves in this current context can become part of the inquiry process. The more we ground learning expectations in questions and actions that are relevant to their lives, the more they will feel engaged and empowered by the experience leading to an increased level of intrinsic motivation (Paris, 2017; Peirce, 1995; Herrera, 2015).

Student Needs

It is important that educators seek to meet Multilingual Learners' essential needs prior to asking them to engage in instructional activities. These essential needs include physical safety, nutrition, and emotional care. Educators should work with their school leaders to ensure that students are physically and emotionally able to engage in the designed learning activities prior to assigning them to students.

Once students' basic social-emotional needs are met, educators can then take language needs into consideration throughout the planning, instructional, and assessment processes (Goldenberg, 2008). Therefore, below is a non-exhaustive list of guidelines to help navigate planning to best meet the needs of Multilingual Learners, as well as articulate what may be common practice but is not considered best practice.

Best Practices for Instruction of Multilingual Learners	***What Research does NOT Support***
Auditory language activities with visual support (such as illustrations or graphic organizers) in a contextualized setting (Cope & Kalantzis, 2009; Kervin & Derewianka, 2011)	An abundance of worksheets in a decontextualized setting
Inquiry-based and authentic learning opportunities	Rote memorization of facts
Kinesthetic learning opportunities such as Total Physical Response to introduce concepts and build content area schema (Choi & Yi, 2015; Zwiers & Crawford, 2011)	Lecture-driven instruction
Activation of background knowledge in both English and home language(s) (Swain, Kinnear, & Steinman, 2015; Vygotsky, 1978)	Teaching/learning new content without reference to previous learning experiences
Differentiated instruction/assessment based on proficiency levels	A one-size-fits-all approach to teaching and learning
Utilization of the WIDA Can Do descriptors for planning and instruction and learning	Lessons planned without considering students' language proficiency levels
Lessons planned through a sheltered instructional approach that incorporate language objectives (Short & Echevarria, 1999)	Lessons planned that focus solely on content objectives and are not differentiated for language
Modeling of expectations (Hill & Flynn, 2006)	Written or oral instructions only
High expectations of English Learners along with levels of support necessary for students' learning of grade-level content	Lowered expectations with or without language supports for access to grade-level content
Fluid use of the home language as needed by the student (García, Johnson, & Seltzer, 2017; Hornberger & Link, 2012)	Banning the use of the home language in learning situations
Lessons that incorporate all four language domains (reading, writing, listening, and	One-dimensional lessons that focus solely on literacy

speaking) (Choi & Yi, 2015; Zwiers & Crawford, 2011)	

Language of Instruction

Educators must be thoughtful and explicit about the language of instructional activities in which students are being asked to engage. Multilingual Learners should be provided with opportunities to utilize their home language, whenever possible. Multilingual Learners (both typically developing and Multilingual Learners with special education needs) should also have daily opportunities to engage in activities in both English and/or the home language within the four language domains of reading, writing, speaking, and listening. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students, both in English and the home language.

We recognize that there are times when English needs to be the language of instruction/assessment, especially in Transitional Programs of Instruction. However, we also recommend that the home language be invited into the learning environment and utilized by teachers and students in order to activate prior background knowledge as well as new learning in the content areas. Use of the home language provides students with increased access to the content of a lesson, emphasizes the importance of student multilingualism, and aids in the preservation of a positive cultural and linguistic identity. Inviting students to use their home language(s) when conversing with other students can provide them the opportunity to process their learning and self-advocate while clarifying key concepts. It should also be reiterated that concepts and skills learned or acquired in the home language can transfer to the language of instruction and vice versa, even between languages with different writing systems.

Home languages of students can be supported even in multilingual settings, such as Transitional Programs of Instruction models. Schools can engage bilingual or multilingual paraprofessionals/instructional assistants to promote students' multilingual journeys. Educators can consider how support staff might be able to help students with remote learning activities and also act as a resource when communicating with caregivers.

Additionally, local school districts can connect with institutions of higher education or other community organizations to create collaborative and mutually beneficial relationships. Multilingual college students and others could provide tutoring opportunities – whether via phone, internet, or other means. Home language tutoring is an opportunity for students to build deeper content knowledge without language barriers. Use of online multilingual books and resources to preview and support understanding is another way for all educators to invite students' home languages into instruction and demonstrate to families that they honor and value these languages.

Content Knowledge

The use of various methodologies, strategies, and modalities, such as inquiry-based learning and performance-based assessments, described in previous sections and in more detail below become more salient in the effort to increase student choice, student engagement, and motivation. We advocate for Multilingual Learners to be given every opportunity to access and showcase the knowledge they possess in the content areas. Educators can create assessments that allow students to demonstrate their understanding of content-area knowledge and skills separate from their level of English language development. See WIDA's Can Do Descriptors Key Uses at https://wida.wisc.edu/teach/can-do/descriptors for more information on how to differentiate instruction for language.

The planning, delivery, and assessment for the three modes of learning (in-person, blended, and remote) will be expounded upon in the subsequent sections.

In-Person Learning

Planning

When planning for in-person learning, multilingual/bilingual/ESL teachers should be included in grade-level teams or curriculum teams to determine which content standards and language development standards must be integrated into a unit or lesson. Collaborating on the development of multidisciplinary units of study is an efficient way to address as many content and language standards as possible while multilingual students are physically in school and then continue this practice during periods of blended and remote learning. Another benefit of this collaboration with multilingual/bilingual/ESL teachers is that all teachers can begin to incorporate supports and scaffolds into their units and lessons that give Multilingual Learners access to the curriculum no matter the context. These elements of universal design that support Multilingual Learners can also support all learners' access to the academic content, language, and literacy of a unit or lesson.

Delivery

The delivery of instruction for in-person learning is much the same as pre-pandemic. However, social distancing guidelines as well as the social emotional effects of the pandemic require the educator to reflect and revise what were once viewed as "normal" delivery of instruction to what will now be the "new" normal delivery of instruction. Instruction on topics such as self-care, hygiene routines, and adjusted behavior expectations should utilize scaffolded instruction in English and in students' home languages. Educators should check that students are physically and emotionally able to engage in the designed learning activities prior to assigning them to students.

When delivering instruction to Multilingual Learners in this environment, expectations must be targeted and authentic and activities should be meaningful for students to ensure linguistic and academic growth. The use of cloth face coverings means that facial expressions and cues are absent. Losing this layer of contextual cues makes it more difficult to make oral language in English comprehensible to learners. Consider providing Multilingual Learners and their teachers

with clear face coverings. In the absence of clear face coverings, it is important that teachers consider using images with different facial expressions or colors to help convey emotions, social norms, and feelings. The use of pre-recorded demonstrations or mini-lessons can help mitigate some of these barriers. Other scaffolds for English or native language instruction may include an extension of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, or other technological supports that can be used by all learners while in class.

Feedback & Assessment

Grading policies are the exclusive responsibility of local districts, but educators should take into account the following when assessing the progress of Multilingual Learners in content knowledge as well as language development.

Students' home and community language practices are a natural and essential part of how they make meaning and are thus an important vehicle to demonstrate learning and knowledge.

- Validate and give credit for student work using a combination of English and the home language(s);
- When possible, assess language development in both English and the student's home language; and
- Invite students to develop bilingual products, projects, or performances as summative assessments.

Distinguish between assessment of academic language development and assessment of content knowledge (in all of the students' languages):

- Use two different assessment tools for a single student work product – one to examine demonstration of content and another to give feedback and support on language use;
- Separate language from content objectives in rubrics; and
- Use content assessment methods differentiated for students' English proficiency levels that give students the opportunity to demonstrate their knowledge.

Develop digital and/or non-digital student portfolios to document content and language development over time.

- Students and caregivers can collect/self-select writing samples, recordings of themselves speaking and explaining an idea in home language and/or English, as well as photos of artistic projects, science projects, posters, and diagrams.

Develop teacher-student and individual learning goals.

- Provide opportunities for teachers and students to check in to set goals and action steps for a particular timeframe, then continue these individual meetings via phone, email, online platform, and/or text in times of remote or blended learning.

Use assessment practices that promote engagement and allow students to show what they know, understand, and can do:

- Create bilingual books, family interviews, journaling, learning logs, and identity text creation;
- Develop a consistent process for giving feedback and assessing student learning/progress; and
- Offer students multiple modalities and means for expressing/demonstrating learning.

Establish community among staff and between staff, students/families, and peer-to-peer groups with the emphasis on documenting and processing learning, reflection, and self-assessment.

- Teachers can guide and collaborate on rubrics or criteria and offer feedback.

**It should be noted that the 2020 ACCESS scores can be used for English Learner placement because the ACCESS testing was completed prior to the implementation of remote learning.

Blended Learning

Planning

Engaging and effective blended learning for Multilingual Learners in all programs (TBE, TPI, dual, etc.) includes a combination of appropriate activities from both in-person and remote learning. When planning for Multilingual Learners, particular attention should be made to incorporate opportunities for oracy and literacy development within thematically designed units of study. Building upon in-person thematic instruction allows students to continue learning when they are at home in a more cohesive manner. Offering ample opportunities for language development, incorporating educational games and play, as well as other tech and non-tech engaging ways for students to explore academic content, can make the blended learning experience more successful.

Delivery

School districts may create their own blended learning format in consultation with their local public health department and based on their capacity for 1:1 student device distribution, internet connectivity in student homes and community, and other factors that may prove relevant in their abilities to reach all of their Multilingual Learners during the remote component of blended learning in all programs (TBE, TPI, dual, etc.).

School districts must also consider the disparity in resources that may exist within some communities where immigrant, refugee, and other multilingual families may live. A technology and materials survey of families/guardians may help plan for delivery of instruction during blended learning. In addition to improving access to school-distributed laptop computers and academic lessons online, high-quality hard copy materials (e.g., books, art materials, paper, pencils, pens, educational magazine subscriptions, apps) should be distributed to homes.

Assessment

Assessment practices for blended learning will be a combination of the assessment practices found in in-person and remote learning. Along with developing and delivering engaging, multidisciplinary units of study that include content, language, and literacy instruction,

assessment practices must follow suit. Teams should prioritize, model, and record (audio or video) assessment practices during in-person learning that will then support learners during the remote component of instruction. Assessment that is differentiated and reflective of the high-quality instructional strategies used during lessons will provide more accurate assessment information for teachers about what Multilingual Learners know and understand. Formats such as multiple choice or true/false may be easier to administer but will not provide reliable information on what students are learning. Further still, if any assessment is administered in English that is not differentiated, then the results will provide a picture of the students' English proficiency at that time but not of their knowledge and understanding of academic content.

A Note on ACCESS 2.0 for English Learners

Multilingual Learners are tested annually on the ACCESS 2.0 for English Learners. This tool scores students' English proficiency in listening, speaking, reading, and writing, as well as their proficiency in social and academic English. The last administration of ACCESS 2.0 occurred in January of 2020, but English proficiency scores should still be used (by teachers) to guide instruction and assessment for Multilingual Learners in the coming school year. ACCESS 2.0 scores can provide valuable information to support the development of equitable assessment practices for students at a range of English proficiency levels.

Any Multilingual Learners who are new to Illinois schools for the 2020-21 academic year may be also subject to the Provisional Identification & Placement Procedures recently put forth by ISBE if normal language screening at intake is not feasible.

Remote Learning

Planning

Educators should always include appropriate scaffolds and supports when designing[8] instructional activities for Multilingual Learners. Regardless of domain, activities for online platforms always include deliberate and explicit instruction (August & Shanahan, 2006). Resources like video recording apps can help educators with these activities. Incorporating literacy activities can be an opportunity for the students to share stories, discoveries, and lived experiences in several languages. Free online libraries with books in many different languages are useful to support students at home to practice reading and writing. Designing activities around thematically based topics is recommended for Multilingual Learners. Encouraging students and families to use all of their linguistic abilities for learning is optimal (Goldenberg, 2008). Planning content-based projects and performance-based learning activities is more engaging for Multilingual Learners than planning to use materials that focus primarily on decontextualized skill work.

[8] **https://voice21.org/oracy/**

Delivery

Oracy-based activities can be delivered using media resources like videos, audio files, or video games. Literacy instruction during remote learning is a good opportunity to teach students how to use word processors or any other writing program. Most of these programs include grammar and spelling checking that can be used to guide the students using different languages or English.

Make certain to provide students a reasonable timeframe to complete their work as well as multiple accessible avenues for them to ask questions and share their progress. Students should be encouraged to use their home language(s) and English for the activities. Teachers and administrators should ensure that any platforms or apps used are available and applicable in their students' language(s).

Using games to advance learning is another way to engage multilingual students in a remote learning setting. Games can be open-ended and universal enough to work for families who speak various languages other than English. "Gamifying" learning can lend an element of fun that may be helpful during these times. This includes word games in various languages, math games, science investigations, and the like. For instance, students who speak Spanish at home would benefit from games where cognates (words in other languages similar to English words) and Latin-based academic language are featured since those are words that are prevalent in academic English. Other activities with words, such as sorting and vocabulary investigations, can also elevate students' learning. This is a time when students can increase confidence in their ability to understand and use words in various contexts, especially in academic terms.

Assessment

Following the recommendations listed for in-person learning for multilingual students is important during remote learning. Additionally, teachers can create oracy-based assessments for students to submit bilingual videos or audio files. Capturing student learning, regardless of language, is most important during remote learning periods. The same is true for capturing students' literacy and biliteracy development. Invite students to show what they can do with literacy in as many modalities as possible. Keeping students engaged during remote learning periods is challenging, so it is important that educators focus on formative instructional assessment that is closely connected to instructional strategies they have seen before. Summative assessments can sometimes be delivered via online quizzes, surveys, inventories; however, as much as possible, direct Multilingual Learners to show what they know through projects, products, and performances that highlight content and language objectives.

Grading

Specific grading procedures are left to the discretion of the local districts. Report cards for English Learners should reflect students' progress in their language development as well as their learning of content. The report card must also indicate when the student achieves English proficiency and transitions out of the TBE/TPI program unless that information is provided

separately in writing to caregivers. Dual language programs also measure students' progress towards language proficiency in both languages of instruction.

Classroom Resources

Educators seeking additional resources and guidance for working with Multilingual Learners can access the following resources:

- https://www.isbe.net/Pages/Multilingual-Services.aspx
- https://irc.thecenterweb.org/resources
- https://www.isbe.net/keeplearning
- https://elhandbook.org/

Special Education & Related Services

General Recommendations

Planning

Students with special education needs are particularly vulnerable during times of disruption and change. To promote ongoing growth and progress, districts should focus their planning efforts on how to continue serving these students in all possible learning platforms, including in-person, blended, and remote learning and make certain all formats provide educational benefits to students with special education needs. All decisions regarding special education must comply with guidance from the U.S. Department of Education.

The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting (in-person or virtually).
- Students with IEPs may have other unique learning needs, such as twice or thrice exceptional (gifted or gifted and English Learners) that should be addressed appropriately through any learning platform.
- Adhere to local procedures and leverage local leadership.
- Emphasize structure, consistency, and cohesion for students with special needs.
- Students with special education needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, community support, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities can occur in a multitude of settings and should be tracked, when applicable.
- Acknowledge, validate, and plan around social-emotional challenges faced by students prior to and as a result of current environmental factors.
- Provide caregivers with opportunities to give input into the structure/format of their children's education during this unprecedented period. The adults who care for our most vulnerable children have a unique and important perspective that must be considered when determining whether remote, blended, or in-person instruction is best for their child in fall 2020.

Additionally, as learning plans are developed, be aware that some students may struggle to re-acclimate to in-person learning experiences. Plan to incorporate appropriate re-introduction of ready-learner expectations and school/classroom structures.

Training, Development, and Supporting Staff

It is essential that training, development, and support continue for staff who serve students with IEPs and 504 Plans. Districts may want to consider the following when providing support to special education staff:

- Provide frequent opportunities and spaces (either virtual or in-person depending on the context) for collaboration among staff to develop learning activities aligned to the curriculum and IEP goals.
- Provide additional professional development related to best practices in blended and remote learning.

- Create and share inventories of what technology and educational material resources are available to students/caregivers with special needs.
- Identify what technology platforms will best serve the various needs of the special education population, including assessment of the platform's accessibility features.
- If available, utilize resources, such as those created by hospitals and professional organizations, to support the needs outlined in the student's IEP.

Additionally, districts may want to consider the following supports to assist caregivers:
- Systems and supports for technology problem solving;
- Training/ support on how to maximize student engagement especially during remote learning periods;
- Consultative support for caregivers especially during remote learning periods;
- Tutorials on how to use assigned or recommended technology tools. Tutorials should use clear, simple language, include visuals, and be available in families' home language(s); and
- Training/support to establish home structure, routines, and behavior expectations consistent with the in-person learning environment.

Communication Processes and Structures Needed to Support This Work
Educators should take care in planning their messaging and communication to ensure that it can be understood by all students. The standard methods of communication may include district webpages, district social media, automatic calls, utilizing community organizations groups/shelters, news media outlets, and internal school data platforms that can allow daily and weekly updates regarding academic progress. All efforts should be made to provide communication in language(s) that students and caregivers understand. Further explanations and recommendations may be needed to guarantee everyone responsible for the efficacy of the IEP is receiving correct and ongoing information. Scaffolding, communication, and dividing assignments into more manageable parts could be helpful in this regard. We encourage direct communication from trusted and known faculty members for delivery. The following are considerations for caregiver and student communication:
- Special education listserv-targeted emails and/or letters to caregivers of special needs students;
- Use of appropriate staff to overcome need and language barriers and provide access;
- Use of school-approved communication platforms; and
- Communication made available in both English and caregivers' home languages.

Accessibility

Communication

Regardless of setting or modality, it is important that students have appropriate access to instruction and services. Some students need support for communication access (both receptive and expressive), which is often required by the IEP.

Consider the following for students who require communication supports while accessing remote and/or blended learning:
- Use of remote interpreting;
- Use of remote captioning services and technologies;
- Provision of in-home audiological and tactile technologies; and
- Student and caregiver access to devices and quality internet connection.

When deciding which interpreting or captioning services you will provide, consider factors such as accuracy and quality; size of the student's screen; the ability to "pin" and maintain access to the interpreter during instruction; and regular access to technology, such as assistive listening devices and refreshable braille displays. Remote interpreting can be provided by district or school interpreting staff by integrating them into the blended and remote learning platform.

Additionally, students who use Augmentative and Alternative Communication (AAC) devices or methods must have consistent access to such devices in all learning environments. AAC can be updated to include vocabulary for various learning environments, and new concepts introduced by current health and societal contexts and can be provided multilingually. Students and caregivers may need access to additional batteries, charging cords, sanitization materials, or other elements, as AAC may now travel more frequently between learning environments. Information or training may also need to be provided to caregivers on use of AAC in their home languages.

Assistive Technology

Assistive technology (AT) required by the student's IEP must be provided to the student in both in-person and at-home settings. Assistive technology includes "high" and "low" tech devices and tools the IEP team has determined the student needs to support learning. It may be necessary to revisit AT needs for a student if additional supports are needed in the blended or remote learning environment. AT for some students may also include assistive listening devices and related audiological technology. In the case of blended learning schedules, create plans with staff and caregivers regarding the safe transport of the devices to and from school as well as proper cleaning and sanitation routines. Schools and caregivers can reach out to the Illinois Assistive Technology Program at www.iltech.org for AT support. Information or training may need to be provided to caregivers on use of AT in their home languages.

Accessible Educational Materials

Some students, such as those with visual impairments or print disabilities, require instructional and assessment materials presented in accessible formats (e.g., braille, large print, etc.). Work with your school/district/entity to determine how accessible educational materials will be prepared and supplied to students, as needed. For more information on securing accessible materials, please visit https://www.isbe.net/Pages/Special-Education-NIMAS-NIMAC-Information.aspx.

Transition Planning and Services

Coordinate with any outside agencies or organizations that provide transition or pre-employment services to students to ensure services are provided in a way that adheres to COVID-19 health and safety standards. Services like job coaching and in-person employment experience opportunities may need adjustment and careful planning with input from school staff, students, caregivers, vocational rehabilitation counselors, job coaches, and employers.

Twice-Exceptional Students

Special consideration should be given to students who are twice exceptional. Twice-exceptional students have the characteristics of gifted students with the potential for high achievement and

give evidence of one or more disabilities as defined by federal or state eligibility criteria.[9] Twice-exceptional children may struggle with executive functioning skills, such as organization, participation, frustration tolerance, and long-term planning in the school environment. These difficulties may be exacerbated by uncertainty and transitions to new learning formats (remote, blended, in-person), requiring extra support from the school, teachers, and caregivers. It is also important to keep in mind that anxiety and worry often surface when there are fewer intellectual pursuits available, so twice-exceptional students will benefit from having opportunities and resources to extend their learning and explore intellectual interests.

Delivery

Assisting students in accessing the curriculum during this flexible learning time should be a collaborative effort, just as it is in a typical school environment. Districts should share resources and ideas with each other as much as possible.

The focus of instruction should be individualized and based on students' IEPs, goals, modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, teacher assistants, itinerant teachers, visiting specialists, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.

Districts and educators should also make certain that the curriculum is accessible and multi-sensory in its nature to support all learning styles and language proficiency levels for Multilingual Learners.

Any changes to programs or goals should be made conforming to state and federal regulations. See https://www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have counseling or social work services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other social-emotional learning activities. Other social-emotional topics to consider include internet safety, online etiquette, self-advocacy or speaking up to make sure one's own needs are met, safe community involvement, and personal care routines.

Once plans for instruction have been created, communicated, and established, delivery of instruction should be clear and consistent. Educators, service providers, and paraprofessionals must work collaboratively so that the instruction provided matches the plan set forth by the school or district and key stakeholders are aware of said plan. As plans for learning are enacted, educators may identify hardships or challenges that cause the team to return to the planning phase and make changes as necessary.

[9] https://www.nagc.org/resources-publications/resources-parents/twice-exceptional-students

Feedback & Assessment

All directives from the U.S. Department of Education for students with special education needs should be followed in relation to in-person, blended, and remote learning during the COVID-19 pandemic.

The IEP team must convene before any changes to students' IEP required assessments are made for the duration of the pandemic. It is important to note that districts have local control in guiding staff to meet the needs of their school community and students' IEP needs. When grading/assessing student work, the priority is to assess in a manner that supports motivation and participation in this flexible learning environment.

Every effort should be made for collaboration among case managers, service providers, caregivers, and general education staff when determining a summative grade that will include a range of both in-person and instructional experiences. Assessments should be as inclusive as possible and allow students multiple avenues to show what they know, understand, and can do. Suggestions for assessments and grading practices that most benefit students with special education needs include:

- Rubrics;
- Standards-based grading;
- IEP goals and objectives-based grading;
- Competency-based grading;
- Evidenced-based grading;
- Portfolio-based grading;
- Contract/negotiation-based grading (effort to improve current assignment to raise letter grade);
- Narrative feedback for video observations or caregiver anecdotal reports;
- Narrative feedback for written work or projects; and
- Pass/incomplete (although usually not recommended for students with special education needs, it may be appropriate during flexible learning).

When developing individualized grading/assessment practices for students with special education needs, the following factors should be considered:

- Student needs and present levels of performance;
- IEP goals and objectives;
- Required accommodations/modifications/services;
- Capacity of support in this flexible learning environment;
- Social-emotional response to the COVID-19 crisis;
- Self-advocacy and social justice;
- Access to needed resources to participate in learning;
- Student's past performance;
- Current grades and performance; and
- Transition and postsecondary goals.

In-Person Learning

Planning

When returning to a model of in-person learning following the period of remote learning during the 2019-20 school year, educators should be mindful of the barriers that may exist for students. Students, especially those with special education needs, have often gone several months without the typical structure and supports they were accustomed to prior to remote learning. Due to this, students were required to adjust to alternate schedules, activities, and expectations in relation to their education. The return to an in-person education will be another change in students' daily structure and should include practices that best support the transition. Students who may experience added stressors upon returning to in-person learning include:

- Students with physical limitations who rely on others for daily living activities;
- Students with sensory sensitivities who may reject personal protective equipment (PPE);
- Students who are deaf/hard of hearing who rely on reading lips and facial expressions, which may now be covered with PPE;
- Students who experience anxiety or other related disorders due to their disability; and
- Students with underlying health concerns that are more susceptible to infection.

Teachers and staff should refer to the recommendations outlined in the ISBE and IDPH joint transition guidance when considering the return to in-person learning. Instruction and physical classroom setup should be tailored to meet these requirements. If you are using barriers to create defined areas or for health and safety reasons in your classroom, be mindful of students who need sustained lines of sight to teachers and other support staff. If you are an itinerant teacher or service provider, coordinate with the teacher and school to establish a safe pull-out space, when needed. For services that include "hands-on" or close contact interventions (e.g.,. occupational therapy, physical therapy, orientation, and mobility), evaluate safety measures, alternate means of service delivery, and/or re-prioritization of skill areas.

This is a period in which building relationships with students is crucial for future success. It is inevitable that students have regressed some in academic, social, and emotional skills over this prolonged break from in-person learning; districts should be prepared to adjust curriculum and instruction to meet these needs. This becomes especially important for students with special education needs who already face a gap between performance level and grade level. Re-teaching of previously mastered skills may be necessary to make up for this regression. This includes academics as well as school/classroom expectations, personal boundaries, and self-advocacy.

Collaboration and feedback from the caregivers of students should always be considered when planning for in-person learning. Ongoing communication regarding the successes and challenges of in-person learning will be beneficial for reflection and future planning.

Delivery

In-person learning may include traditional practices that were used prior to the statewide school closures and may also include training for students on how to access online learning in the

event that a remote or blended learning format becomes necessary. ISBE recommends that schools prioritize in-person learning for students with special education needs to the greatest extent possible.

Teachers may consider the use of technology within the classroom to provide instruction and support while maintaining social distancing guidelines as much as possible.

In addition to academic and social-emotional instruction, guidelines regarding social distancing, proper sanitation, and use of PPE should be communicated and practiced with students during in-person learning. Possible modes of teaching these concepts include social stories, modeling (video and in-person), role playing, task analyses, and accessible visual or tactile aids. Students should be offered opportunities to generalize these skills within the school setting.

Feedback & Assessment

During in-person learning time, it is important to take advantage of the strong relationship between educators and students to gather as much instructional and social-emotional assessment information as possible. In-person feedback is very important for students, especially as they have been isolated from this type of interaction during remote learning in spring 2020. Providing examples and practice for students using different assessments, such as student interviews, well-being self-assessments, reading and writing conferences, and development of projects, performances, and products, can be started during in-person learning and continued during blended and remote learning times. Take the time during in-person learning to explain and practice the process for any assessment that will occur when students are not in the school building.

Using in-person time to model exemplars with accompanying rubrics for what students will be assessed on helps clarify expectations and reduce stress. Giving students this preview and practice will allow them to self-assess as they work on their own projects, as well as guide all professionals and caregivers who support each student.

Blended Learning

Planning

Blended learning plans must address the unique needs of the students eligible for special education services.

Blended learning in conjunction with technology and in-person learning allows students with special education needs to control the time, pace, and place of their learning. When in-person learning and/or collaboration are not possible, continuity of learning can still be encouraged when students are working independently by:

- Ensuring that directions are presented so students can understand without assistance;
- Using visuals, video modeling, headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow;
- Utilizing virtual platforms for grouping purposes;
- Considering the following questions:

1. How will a student know where / how to start?
2. How will a student know what to do next?
3. How will a student know when the work is completed?
4. How will I know when a student has completed an activity?

- Establishing a consistent schedule for how and when students will receive and return work for a range of access to connectivity and in all learning platforms; and
- Preparing instructional materials in other formats (flash drives, project packets, etc.).

Delivery

The incorporation of activities that help familiarize students with the technology, devices, and programs they will be utilizing both during direct instruction and remote learning times is critical. Suggestions for instruction include:

- Provide specific instruction and mini-deadlines/ benchmarks for assignments, especially those with multiple tasks;
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals;
- Use student interest profiles to inform lessons and activities;
- Provide alternative options for participating in virtual class discussions;
- Create video modeling of how you expect something to be done or what has been successful;
- Provide pre-recorded instruction for students to access; and
- Make certain students with limited connectivity have sufficient and adequate resources to complete assignments in other formats.

Feedback & Assessment

Consistency and cohesion should guide assessment practices in blended learning. Thematic units of study that incorporate project and performance-based instruction also can provide some of the needed cohesion in assessment. Practitioners should take full advantage of the in-person learning time to prioritize assessment of IEP goals in an authentic and meaningful way.

Remote Learning

During remote learning, school teams, administrators, and educators can build on the relationships, practices, and infrastructure created during in-person and blended learning to support students with special education needs. The following section addresses considerations and recommendations that should be taken into account in planning, delivery, and assessment for learners with special education needs during times they may be away from school, teachers, and peers. Keeping these considerations and recommendations in mind before, during, and after planning -- as opposed to retrofitting already-planned instruction -- will maximize the effectiveness of remote learning for students with special education needs.

Planning

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.

- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Use technology resources to provide comprehensible instructions to students. Provide two-three step directions, record (audio or visual) yourself reading directions, and either link to or embed the recording in your lesson.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- When possible, use technology tools that allow for students to communicate through multiple modalities. If that is not possible, plan alternative communication options for students.
    - Do not require students to show their video during video conferences and/or allow them to listen without the expectation of having to talk.
    - Use captions, when possible.
    - Offer the option of communicating through a different modality (e.g., using the chat box during a video call or posting a link to an audio or video response in a discussion board).
- Give students various ways to access information because students are more likely to remember information that is presented in various formats.
- Think about how movement, arts, nature, and social activities can be incorporated into instruction.
- Encourage caregivers to use high- and low-tech devices around the house to establish and maintain schedules and routines. Egg timers, microwave timers, alarm clocks, and cell phone timers are examples of supplies that can be used as auditory, visual, or tactile (vibration) alerts to keep students on task.
- Provide a sample schedule for caregivers to model how to move from task to task and take breaks.
- Provide or help caregivers create visual or tactile supports (e.g., schedules, cues) that are consistent with the school environment.
- Be prepared to support students as they continue to learn the social nuances of working remotely. Explicit instruction or scaffolded directions may be necessary to teach students how to use and interact with others on various technology platforms.
- Remote learning environments often require students to multitask and filter through layers of incoming sensory information. Be proactive in providing support for students to either direct or redirect their attention to the most salient aspects of instruction.
- Prepare and provide materials for students with visual impairments or print disabilities in braille or other formats required by the student's IEP.
- Consider the following for students who are deaf or hard of hearing or have visual impairments when planning for and engaging in online meetings:
    - Use a neutral background and use appropriate lighting.
    - Prepare for your and the student's use of assistive listening and/or braille technology.
    - Avoid eating or chewing gum.
    - Reduce background noise and mute participants, when appropriate.

    - Speak at a normal pace and be mindful of remote interpreters and captioning.
    - Announce who is speaking and pre-warn students if you are sharing your screen or content that causes your face to not be visible.
    - Ensure any visuals are easily seen by using color contrast, manipulating text size, or sharing the visual with the student so they can manipulate the image, as needed.
    - Prepare and supply materials or visuals in braille or tactile formats, when possible.
    - Prepare notes to provide to students after the meeting or video.
    - Check in with the students privately to determine their understanding.
    - Be aware that students may be navigating multiple devices and assistive technology.

Delivery

To make remote learning as accessible as possible to students with special education needs, the following considerations may support educators and related professionals as well as students and caregivers:

- Have clear procedures and expectations for every technology tool or platform used with students.
- Maintain regular communication with students. Use school-approved messaging, discussion board, and videoconferencing tools to communicate regularly with students.
- Encourage social interaction among students by scheduling times for students to interact without the pressure of learning content at the same time. Have students talk about events in their lives, tell jokes, or share good news.
- Provide opportunities for students to practice listening, speaking, reading, and writing skills in content areas
- Incorporate arts into instruction to allow students to learn content and express information through various media.
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Provide repetition of content using multiple modalities during and after instruction.
- Students with disabilities may not have the stamina, patience, or ability to attend to instruction or interact with others for long periods of time in a remote learning environment. Chunk information or interaction into smaller sections for students to process. For example:
    - Rather than giving students a 10-minute video to watch, break it into 2- or 3-minute sections so students can process what they have seen before moving on.
    - Instead of directing students to read an entire news article on a news website where the amount of text and visual noise may be overwhelming, copy and paste paragraphs onto a blank document so that the information is broken up into manageable sections free of distractions.
    - Allow a student to discuss a topic with one other partner in a video call rather than in a group of four so their attention can be better focused on the task at hand.

- Utilize technology resources to visually illustrate concepts for students. If you are recording yourself, show realia or use a small whiteboard or pieces of paper to draw and write. Search for images on the internet to illustrate key concepts. There are many online repositories of art, images, and videos from museums around the world. See ISBE's Continuing Education Resources page for links to these and other resources.
- Provide text at different levels. When looking for texts to share with students, try to use websites that provide leveled texts with audio and visual support. If that is not possible, create your own leveled text with audio and visual support. (See example.)
- Be aware of the impact that limited physical mobility, both gross and fine motor activity, might have on the student's ability to fully participate in remote instruction.
- If possible, provide questions or prompts to students before online group discussions if they need extra time to process the questions, formulate responses, or to relieve anxiety.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need. For example:
    - Use heading styles that allow screen reading software to navigate from section to section.
    - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
    - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
    - Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
    - Enable captioning if accurate auto-captions are an option in the online platform
- Provide transcripts of any pre-recorded audio or video used with students. Use accurate closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like "click here" or "read more" without additional descriptors.
- Allow for flexibility and extended time for students to process and respond to content.

Hands-On or Offline Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager, school leadership team, and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, chores, cleaning, hygiene, social conversations, and problem-solving, etc.
- Have students track activities with photos, artistic or musical representation, or videos and submit to teachers.
- Keep meditation logs and provide links to meditation apps and online media.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.

- Plan lessons around resources that are available to caregivers at home and in the community (e.g., public television, library, parks, community centers).
- Utilize games, toys, or household items to which the students and caregivers may have access.
- Provide a wide array of books that pertain to a student's particular interests (e.g., audio, apps, hard/soft cover books, educational science magazines, etc.).

Feedback & Assessment

Assessment practices that reflect the instructional activities and strategies used during remote and in-person learning are most effective for students with special needs and Multilingual Learners with special education needs. These practices are familiar and relevant to students, thus reducing their anxiety and allowing them to more readily show what they know and can do. Relying too much on decontextualized, multiple choice, true/false tests/quizzes, while easy to administer in the remote learning environment, puts too much emphasis on academic language and literacy required of the tests than on authentic assessment of students' content knowledge and skill levels.

Collective Responsibilities

As districts and schools navigate the change of instructional settings, it is imperative that ALL students, including those students who have a disability, are provided the opportunity to continue with learning that is consistent and as cohesive as possible. Instruction then becomes a culture of collective responsibility that creates an environment where students are engaged, supported, and thriving in learning. From district-level actions that will support learners at home and in a blended environment to related service professionals and paraprofessionals supporting and providing instruction of students with IEPs, individuals should be working in collaboration with other educators to meet the needs of all learners, including students with special education needs.

Collective Responsibilities	
District Leadership	Develop in-person, blended, and remote learning day plans.
School Leadership	Implement in-person, blended, or remote learning day plans for all learners.
Teaching Faculty	Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of flexible learning environment.

Non-Teaching Faculty, Clinicians, Itinerant Staff, Related Services Providers	Provide all instruction and services per the students' IEP.
Paraprofessional	Participate in virtual/remote classrooms to better assist students during class times or online availability.
Student	Complete your assigned work by the due date.
Caregiver	Reserve a space for students to complete remote learning work.

Early Childhood (Birth through 2nd Grade)

General Recommendations for Early Childhood Educators

Collaboration between home and school is key whether children participate in in-person, blended, or remote learning. Building relationships should be the priority to support early learning students. Learning environments may fluctuate between in-person, blended, and remote learning during this pandemic, but districts must keep in the forefront that, whenever possible, the youngest learners (along with English Learners and students with IEPs) should be the first priority for in-person learning, when possible. At the same time, as educators, we must provide caregivers with opportunities to provide input into the structure/format of their children's education during this unprecedented period. Caregivers are critical collaborators for educating our youngest learners. They have a unique and important perspective that must be considered when determining whether remote, blended, or in-person instruction is best for each child. Educators should prepare to be flexible and responsive in support of the whole child and caregiver and seek to develop an effective partnership for learning no matter the learning format or environment.

Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. The child's relationships with educators, caregivers, and family members are key for their healthy development. Children learn best by having the freedom to actively engage with their environment. Children's play is a highly supportive context for development and learning. Children's learning and development are multidimensional, so a holistic approach to cover children's mind and body needs is best. This is a time for teachers to promote activities and ideas for students and their caregivers to make connections with their background knowledge and to support students' critical thinking skills. Technology use should be minimized/limited. Please see page 61 for more information regarding developmentally appropriate use of technology for young learners.

In planning for primary instruction, care should be taken to adjust the scope and sequence of the curriculum. Critical stages of instruction in reading, writing, and math have been disrupted; educators will need to adapt to meeting the needs of the students rather than implementing a prescribed curriculum. Planning for students who typically attend full-day programs needs to account for at least five hours of learning time per student per day and two hours for students who normally attend half-day programs (2.5 hours for PFA programs). School leaders need to provide educators time and guidance to carry out this shift in instruction.

An authentic, two-way process between caregivers and schools is more important than ever during this time of decreased physical contact within the school building and increased expectations on caregivers to support their children's learning at home. It is in the best interest of each and every student that those involved in their education, health, well-being, and social-emotional trajectory are in constant communication and aligning support so that students can reach their optimal development. The supports each student requires will vary per the needs of the student, but each should have equitable opportunities to access resources and a support

team. This support team includes district administration, educators, caregivers, and support staff.

Educators should develop all plans and procedures based on the Department of Children and Family Services Restore Illinois Guidance for Child Care and the ISBE and IDPH Joint Guidance for Starting the 2020-21 School Year. Additional guidance for Early Childhood Block Grant (ECBG) programs can be found in ISBE's ECBG Transition FAQ.

Collective Responsibility

District Administrators	• Ensure policies and practices are reviewed often to ensure each and every child is reflected in the current recommendations. • Encourage and open lines of communications between staff, caregivers, and students, using this feedback to continue to review and enhance current policies and practices.
Educators	• Provide feedback of the learned experiences and current work with administration to identify the opportunities for change, recognize strengths. • Open lines of communication and opportunities for engagement for all caregivers and their students is and continue to build partnerships to support the family unit, particularly the mental health of the student and their caregivers. • Use any in-person opportunities to proactively get to know each and every family in your classroom, because you may need their help to a greater extent than usual if remote learning is required again. • Provide caregivers clear guidance on how - and how often - to submit student work, and offer multiple, flexible pathways for this (e.g., email, Google Classroom, photos, texting, etc.).
Caregivers	• Engage with educators and administrators as time permits to communicate family strengths, needs, and changes to daily routines. • During times of remote learning, engage young children during the hours that are best for the family. • Review the suggested engagement activities for the day for their student and identify time in the day or week to best focus one-on-one time with their child to complete. • When possible, collect photos and video of their child's learning and the outcomes of their activities to share with educators via vetted and approved platforms. • Consider covering students' webcams unless they're actively using vetted/approved interactive online platforms. • Support their children in submitting weekly assignments, if applicable.

	• Maintain a schedule at home to provide children with a sense of safety and routine. • The most important consideration is to maintain a healthy state of mental stability for the family unit.
Students	● Communicate feelings and needs to the adults in their lives in order to better support their growth and development.

Communication

Teachers, related service providers, specialists, and paraprofessionals need to work together to communicate learning opportunities for caregivers that address the needs of all students. At the same time, it is critical that consistent messages are delivered to caregivers by each educator or staff member who encounters that family.

When working with caregivers with children ages birth to age 8, educators can provide suggestions and resources to help them support their children. Ideas for working with young children may include:

- Create a consistent, but responsive, daily routine and share it with children. Children learn best and are more adaptable to change when they know what to expect and have consistency in their daily life. This is not intended to advise caregivers to create a regimented daily schedule that mirrors the daily school schedule, but rather, a consistent flow of the day that fits into the family routine.
- Each family member should interact with children in their strongest language(s), even if that language is not English and even if that means their children may be hearing multiple languages each day. This is true for all families, whether or not the child is identified as an English Learner.
- Spend time with their children each day talking and/or drawing about how they are feeling; this is especially important in light of COVID-19 and social unrest.
- Spend time with their children each day playing games (invented or purchased), telling stories, and/or reading books in any language.

Flexible Communication

Caregivers play a significant role in the health and well-being of their children. They advocate, partner, and are engaged in working with the schools to promote the optimal development of their children. Both pre-pandemic and post-pandemic conversations have included the importance of engaging and empowering caregivers to connect and partner with their child's educator and school advocates.

One of the most common challenges in engaging caregivers is the school schedule does not often align with varied caregiver schedules. With regard to in-person and remote learning, districts should take steps to address policy and practice to include additional opportunities for caregivers to connect and engage beyond the "typical" school hours in order to partner with the

school. Flexible timing can include pre-recorded teacher videos for caregivers and students to view during the hours that best suit their schedules.

Developmentally Appropriate Practices and Technology in Early Childhood (Birth – 2nd Grade)

Young children learn best from live interactions with people (Anderson & Pempek, 2005). ISBE recommends prioritizing in-person learning for children age 13 and younger, as well as for English Learners and students with special education needs. Even when children are learning remotely, technology should only be used when it is the *best way* to support the child. Technology is one of many tools that educators and caregivers can use to support learning and connection. It is important to introduce media literacy concepts to young children and caregivers at this time. (For resources and tips, see Media Literacy in Early Childhood Report.)

It is important to provide opportunities for kindergarten through second-grade children to explore and engage with technology in the classroom, specifically the tools they may need to use if moved to remote learning. Include practice sessions with synchronous video experiences and support media literacy for young children and caregivers.

If technology is going to be used, please see the following tips and recommendations for how to best use it with young children:

- Technology should be intentionally selected based on its developmental appropriateness and the role it will play in supporting the child.
    - Minimize digital technology use with young children (especially children under age 2).
    - See sources like Common Sense Education and Common Sense Media for recommendations about age appropriateness of developed media content.
    - Slow-paced, repetitive, predictable content is best for young children (Anderson & Pempek, 2005; Anderson, et. al., 2000; Crawley et. al, 2002; Barr et. al, 2007).
    - Find opportunities for children to expand what they learned in class, to create content to share with peers (books, videos, podcasts), or to provide children with a window into the world that they cannot experience elsewhere (e.g., virtual tour of the Great Barrier Reef).
    - Connect technology use to in-person learning activities (e.g., provide a clip of your students playing or completing a task during the school day and ask the children to tell the rest of the story or act out what would happen next or provide recorded videos of you or your students playing with toys, exploring the world, or other activities you would have done during your in-person learning).
- Encourage the use of microphone or voice recording tools instead of typing, which could lead to frustration. Children can use the microphone to engage in shared language experiences, such as interactive or shared writing. When using interactive technology (touchscreens), be sure that the learning objective is the focus of the game, not tangential.
- Consider using interactive, people-focused experiences like video chat to build and maintain teacher and peer relationships. However, be aware that even communicating on video chat can be confusing and challenging for young children.
    - Video chat experiences should be consistent and predictable.
    - Examples of activities to do via video chat include:
        - I Spy

        - BINGO
        - Show and tell
        - Encourage physical movement, if possible, through finger and hand movements during songs
    - Use only for short periods.
    - Consider the social-emotional skills and struggles of your students and only use interactive experiences like video chat as appropriate.

- For first- and second-grade students:
    - If developmentally appropriate, show children certain concepts via video, such as addition and subtraction, but keep in mind that children may struggle to do their own work while watching you on a screen.
    - Encourage students to communicate, connect, and create with technology. For example, children can create videos, digital books, or audio recordings or take pictures and provide audio descriptions to dictate their thoughts about something they are experiencing.

Birth to Age 3

We recognize that the family is the child's first teacher. Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. Children's relationships with you, caregivers, and family members are key for their healthy development. Children learn best by having the freedom to actively engage with their environment. Children's play is a highly supportive context for development and learning. Children's learning and development are multidimensional, so we need to use a holistic approach to cover children's mind and body needs. Teachers should provide students and their caregivers with ideas to construct an understanding of the world around them, especially supporting and encouraging their communication and social-emotional skills.

Birth to 3 home visiting programs should follow their program model recommendations. Refer to *Restore Illinois Recommendations and Guidance for Home Visiting, Doula, and Coordinated Intake Programs.*

Providers should also use the Illinois Early Learning Guidelines for children from birth to 3 years and the Illinois Early Learning and Development Standards when designing their program.

In-Person Learning

Planning

Be sure to consult the ISBE/IDPH Joint Guidance as a final check on your plan for use of classroom materials, outdoor play, and interest centers. The ideas below are illustrations of how that guidance might be put into practice. As you are planning, you should also be mindful of the developmental age of the child as infants and toddlers vary widely in their strengths and capabilities.

Arrival and Departure Procedures

- Develop an arrival/departure procedure plan, create a visual of routines, and share plan with caregivers.

Classroom Materials

- Individual use of students' materials such as; markers, glue sticks, etc.
- Remove all soft plush toys that cannot be readily cleaned.
- Clean and disinfect areas, used materials, and toys at the end of the day.
- No toys should be permitted into the classroom from students' homes.
- The use of individual toy bins is highly recommended.
- Cloth sensory items, such as weighted vest, must be laundered between individual use.
- Hand-held manipulatives must be cleaned and disinfected between individual use.
- Theraputty, chew tubes, etc. must be restricted to individual student use and kept in students' cubbies.

Outdoor Play

- Assign playground toys (trikes and balls) to individual classrooms and follow guidance on shared objects in the ISBE and IDPH joint transition guidance.
- Wash hands before and after playground play.

Interest Centers/Desks/Tables

- Arrange room for fewer students at each center to allow physical distancing.
- Use visuals to assist students and staff with understanding spatial awareness while in centers.

Snack Area

- Leverage individualized packages for snacks and drinks.

Nap/Quiet Time

- All soft materials (blankets) should be stored separately for each individual student and laundered weekly.
- Any cots, mats, cribs, or other equipment should be cleaned and disinfected daily.

Delivery

Children ages birth to 3 years of age have unique learning characteristics, such as:

- Learning best in small blocks of time with repetitive activities.
- Observing things, watching faces.
- Listening to sounds and voices.
- Touching textures.
- Experimenting with objects.
- Stimulating all the senses.
- Tummy time, as applicable.
- Moving their bodies around, as applicable (stretching arms "So Big", etc.).
- Serving and returning communication.

- Narrative talk (describing what the infant or toddler or parent and child are doing).

Social-Emotional Development
Establishing and maintaining nurturing relationships with the student in conjunction with responsive caregiving is key to support the social-emotional development at this age level. Assist students with identifying basic emotions. Expect that even infants may feel and behave somewhat differently due to the pandemic by absorbing the dynamics in their families and their classrooms when they return. Maximal advantage should be taken during in-person, blended, and remote learning by promoting safety and connection above all else. Increase the use of singing and exaggerated hand gestures to compensate for the “cue reduction” that may result from wearing face coverings.

Feedback & Assessment
Assessments for young children need to be conducted in an authentic format, taking into account the individual variation of learners at this age and allowing children to demonstrate their competence in different ways. Assessments for all birth through age 3 children need to include a process for the reflection of the student’s learning and the next steps for the student in the learning progression.

Developmentally appropriate assessments from birth through age 3 consist of authentic play-based observations. Assessment is ongoing and embedded into the moment-to-moment interactions with children to guide the learning.

Blended Learning

Planning
- Create individualized packages of books, games, and learning manipulatives that mirror or expand on the learning activities taking place in the classroom.
- Suggest an easy-to-follow schedule for caregivers that incorporates caregivers’ daily routines, such as grocery-shopping, bill paying, etc., with at-home learning activities, including visual instructions for caregivers, whenever possible.

Delivery
- Pre-record the songs that are normally sang during class for children to listen to and sing/hum along with while at home.
- Pre-record videos of finger-play songs normally sang during class, such as “pat-a-cake" for children to watch and interact with while at home, aligned to age-appropriate screen time limitations.

Feedback & Assessment
- Regularly send home the instructor’s observations of the child’s in-class developmental behaviors and milestones.

Remote Learning

Planning

- Incorporate and stress the importance of caregiver/child relationships.
- Support caregivers' efforts to find resources and activities to enhance their relationship with their children.
- Stress the continued importance of talk, play, and touch as the foundation for all learning.

Delivery

- Provide home-based activities to promote and support parent/child relationships.
- Provide learning materials to support caregiver and child interaction.
- Share a variety of techniques for encouraging emergent literacy, including sharing books, singing songs, nursery rhymes, etc.
- Recommend practice reciting numbers and play with blocks or other toys. Possible activities include counting out loud and counting objects in the home, identifying colors and sorting games. Children could also hunt for objects in a room.
- Encourage caregivers to provide explorative activities and allow children to test and push limits while questioning what is and what can be.
- Encourage families to share family stories, talk about the structure of their specific type of family, explore culturally specific foods, clothing, music, dance, etc.
- Be sure to provide a variety of activities that cover all developmental domains including; social/emotional development, physical development and health, language development, communication and literacy, and cognitive development, as defined in the Illinois Early Learning Guidelines for children birth to age 3.

Feedback & Assessment

Assessment data will be collected when there is sufficient in-person learning to support the evidence of learning for birth to age 3 students. Continuous communication with caregivers on student progress on the learning progression is the goal. Caregivers can be provided with developmental sequences of learning during remote learning.

Pre-K & Kindergarten

Prekindergarten- and kindergarten-age children are inquisitive, curious, and eager to learn. More than ever, educators should be aware of the importance of life experiences, world views, family influences, linguistic background, and cultural traditions as valid sources of children's knowledge and learning. This is vital knowledge for educators to make stronger home/school connections and incorporate relevant learning experiences. The development of positive and caring relationships with adults and other children is of utmost importance.

We recommended the use of methods and strategies that support a strength-based approach and encourages students to learn and grow in all developmental domains through joyful, hands-on, and engaged learning.

In-Person Learning

Planning

Develop strategies to prepare and orient this group of learners to the newly established routines, schedules, and patterns of their school environment.

- Young students may struggle more with understanding safety and health requirements, such as wearing face coverings and maintaining social distance (e.g., why they cannot hug their teachers or touch their friends). Recommendations to assist students with understanding and compliance include the following:
    - Develop social stories for the expectations, routines, and procedures. Read the social stories daily.
    - Role play the routines and expectations in small groups.
    - Develop a visual tool and explicitly teach how to show and notice emotions and feelings while wearing a face covering, such as thumbs up/down, hands clenched, eyebrows scrunched, hands on hips, excited wave in the air, etc.
    - Develop visuals for identifying emotions and feelings on smaller cards and for each area of the classroom.
- Plan for outside instruction to help with social distancing requirements.
- Arrange developmentally appropriate activities for small group activities.
- Allow students to create their own physically distanced learning and play spaces using yarn, masking tape, or other materials to help provide them a sense of control of their environment.

Delivery

- Create a classroom environment that promotes positive teacher and student relationships that support student social-emotional well-being and self-esteem.
    - Be prepared for added interruptions and increased disengagement due to stress and trauma. Teachers will likely gain back more instructional minutes if short breaks are used as needed to reconnect with children's hearts and minds and help them reorient to learning.
    - Focus on repair rather than perfection when stressful exchanges arise between the children and/or teacher. Use breakdowns or upsets as learning moments and opportunities to come together as a community, dealing with stress and uncertainty together.
    - Promote empathy through conversations about other people's feelings and perspectives.
    - Explicitly teach how to show and notice emotions and feelings while having on a face covering such as thumbs up/down, hands clenched, eyebrows scrunched, hands on hips, excited wave in the air, etc.
- Establish a predictable routine and share it with students everyday using a visual schedule to help children feel safe and in-control. Refer to the visual schedule after each activity to increase their feeling of safety.
- Provide learning in small blocks of time with learning targets presented in multiple ways, in a variety of contexts/settings, and with a range of materials. Per the ISBE and IDPH joint transition guidance, students should handle materials individually or use their own set, when possible. Students who share materials should use hand-sanitizer after the activity. Continue to check the updated public health guidance for sharing of materials.

- Engage in active exploration and playful learning in child-initiated activities with social distancing, as much as possible.
- Engage in teacher/adult initiated activities in small learning groups with social distancing, as much as possible.
- Provide choices based on student interest.
- Explicitly teach strategies to support students in the calming of their bodies and minds, such as mindful movement, deep breathing, stretching, singing, bubble-blowing, and drawing.
- Maximize the use of language during in-person learning by using a lot of self-talk and parallel talk to map words to actions.

Feedback & Assessment

To intentionally align curriculum and learning targets to students' needs and abilities, it is recommended pre-K and kindergarten students be assessed upon return to school. Assessments may be embedded into the day-to-day learning activities to avoid assessment fatigue. Assessments for young children need to be conducted in an authentic format, take into account the individual variation of learners at this age, and allow children to demonstrate their competence in different ways. Assessments for all prekindergarten children should include a process for the reflection of the student's learning and the next steps for that student in the learning progression.

Developmentally appropriate assessments consist of authentic play-based observations. Assessment is ongoing and embedded into the moment-to-moment interactions with children to guide the learning.

Developmentally appropriate assessments for prekindergarten and kindergarten students that demonstrate continuation of learning may include:

- Photos of artifacts: Parent/caregiver or student submits a photo of student work and/or it becomes a step in the hands-on activity for learning and the teacher provides specific feedback.
- One-on-one conferring: Mimicking a reading or writing conference that is typically done in the classroom – the teacher interacts with the child to assess identified skills/tasks.
- Video of student learning: Parent/caregiver takes video of the student completing tasks, reading aloud, etc. and shares with the teacher utilizing a district-approved platform.
- Student self-reflection of skills: Examples include student matching his/her completed task to samples on a learning progression or rubric, student sharing with the teacher what he/she is most proud of and what he/she is still working on, and student and teacher jointly determining goals for the next step of learning for the student.

Developmentally appropriate assessments for prekindergarten and kindergarten students that demonstrate continuation of learning may include:

- Collected physical artifacts;
- District-supported web-based programs; and
- Writing/drawing samples and on-demand writing for composition of book-making.

Blended Learning

Planning

- Blended learning may incorporate recommendations from both the in-person and remote learning sections, as well as the following:
    - Create a recommended remote learning schedule that aligns to the in-person schedule. Share this with caregivers.
    - Create videos of content for children to watch repeatedly (e.g., reading a book based on the publishing company guidelines, songs with hand movements, puppets, learning activities) while they are at home.
        - Provide caregivers with multiple opportunities and methods to download and practice playing video content while at the school in case they do not have adequate internet access to view them at home.
    - Create choice boards of activities that extend the learning and objectives from in-person learning. Choices should include suggestions in each of the developmental domains.

Delivery

- Blended learning may incorporate recommendations from both the in-person and remote learning sections, as well as the following:
- Provide caregivers with learning kits of materials/supplies and suggestions of activities to extend the learning standards and the investigation/study that is being delivered in the classroom.

Feedback & Assessment

Blended learning may incorporate recommendations from both the in-person and remote learning sections above, as well as the following:

- Use in-person time to monitor children's progress to plan for remote learning.

Remote Learning

Planning

- Create learning kits of materials and supplies to incorporate classroom learning standards and learning experiences, such as investigations or studies.
- Create videos of content for children to watch repeatedly (e.g., reading a book based on the publishing company guidelines, songs with hand movements, puppets, learning activities). Send home through the method accessible to caregivers.
- Create choice boards of activities that may be completed on a flexible schedule over one week period of time. Choices should include suggestions in each of the developmental domains -- social/emotional, social studies, arts, science, fine/gross motor, literacy, mathematics, language development.
    - Choices should include hands-on, exploration opportunities;
    - Include choices for students with IEPs and/or English Learners that address the student's goals; and
    - Send the choice boards home through the method accessible to caregivers.
- Prioritize developmentally appropriate skills based on the level of the child.
- Attend to gross motor skill development as gross motor skills increase development in other areas.

To assist caregivers during remote learning, consider the following:

- Provide information in a variety of ways, such as tip sheets and video tutorials, to assist them with remote instruction.

Encourage caregivers to establish routines and a daily schedule (e.g., provide visuals for the caregivers to develop a visual schedule with their child). This is not intended to advise caregivers to create a regimented daily schedule that mirrors the daily school schedule, but rather a consistent flow of the day that fits into the family routine.

- Inform caregivers about any digital platforms used by the district and how to access information.

Engage with caregivers who do not have access to technology by providing paper packets and connecting via phone calls and applications that do not require an internet connection.

- Remind caregivers of the importance of play. Provide information that play is learning and encourage them to design intentional play activities with materials found in their home.
    - Consider holding weekly virtual support/planning gatherings for caregivers to provide additional information on supporting their children's learning, as well as strategies for behavior, social/emotional, and home routines.
- Create videos of content for children to watch repeatedly (e.g., reading a book based on the publishing company guidelines, songs with hand movements, puppets, learning activities). Send home through the method accessible to caregivers.
- Create choice boards of activities that may be completed on a flexible schedule over one week period of time. Choices should include suggestions in each of the developmental domains. Send home through the method accessible to caregivers.

Delivery

Provide caregivers with learning kits of materials/supplies and suggestions of activities that incorporate the Illinois Learning Standards and relate to the learning experiences, investigations, or studies.
Choice boards include activities in each of the domains: social/emotional, social studies, arts, science, fine/gross motor, literacy, mathematics, language development.
Choices should include hands-on, exploration opportunities.
Include choices for students with IEPs and/or English Language Learners that address the student's goals.

- Video chats for small group and whole class community building; use video chats for small group and whole class community building as opportunities to build relationships and connection among your classroom. Consider short videos that can be sent via text message to families that do not have regular internet access.
- Encourage caregivers to document, share, and communicate the learning, exploration, and play the child is doing at home via the district platform, phone call, text, email, etc.
- Hold weekly virtual support gatherings for caregivers to provide additional information on supporting their children's learning as well as strategies for behavior, social/emotional, and home routines.
- Make individual phone calls to connect one-on-one with caregivers.
- Provide ways to incorporate learning targets into household chores and daily activities.

Feedback & Assessment

Assessment data will be collected when there is sufficient in-person learning to support the evidence of learning for prekindergarten students. Continuous communication with caregivers on student progress on the learning progression is the goal. Caregivers can be provided with developmental sequences of learning during remote learning.

Grades 1 & 2

Children are constantly learning at home. They will return to school with new interests and knowledge. More than ever, educators should be aware of the importance of Funds of Knowledge since world events have brought homes, families, and communities into the sphere of schooling more explicitly. Life experiences, world views, family influences, and cultural traditions are all valid sources of children's knowledge and learning. This is vital knowledge for educators to make stronger home-school connections and make school relevant, especially in light of any degree of remote learning that will continue.

Rather than starting from the deficit view of what was not covered last year, think about projects and inquiry-based learning activities that allow children to enter at multiple points for both topic interest and skill level. Allow children to flexibly demonstrate growth in skills that are adjacent to and relevant for learning goals. We recommended the use of open-ended curricula, such as a workshop model, that take into account various levels of performance, rather than expecting to adhere strictly to the typical scope and sequence.

In-Person Learning

Planning

- Plan for the safe use of classroom materials, such as Individualized use of materials like markers, scissors, pencils, glue sticks, math manipulatives, books.
- Use designated individual cubby, hook, area for students' belongings.
- Carefully consider room and center arrangement based on the ISBE/IDPH Joint Guidance.
    - Have a plan for attending to students' social and emotional needs that includes opportunities for sharing feelings, needs, and thoughts through routines like morning meeting and closing meetings,
- Develop empathy through conversations about other people's feelings and perspectives, reflection and positive self-talk.

Delivery

Time and Days

- In-person learning should be prioritized for younger students (age 13 and younger), as well as for English Learners and students with special education needs.

- As children relearn school routines with new safety rules, their self-regulation and attentional capacities will max out even sooner than usual; thus, keeping learning segments shorter is especially critical.

Primary Routines

- To support social distancing, activities such as a morning meeting can happen around the perimeter of the room instead of on the rug.
- Activities normally done in a group might have to be done on an individual basis. For example, clay/Play Doh would be done at desks with each child having a bag with their own materials.
- Allow for as much choice as possible while still adhering to sanitization guidelines during individual activities.
- Plan for short mini-lessons with time for children to actively respond to the learning, observing level of engagement and adjusting instruction.

Social and Emotional Learning

- Prepare for some children to struggle with physical distancing and wearing face coverings. Support children through an educational approach to understand the importance of the new rules to protect themselves and their friends, neighbors, families, and teachers.
- Be prepared for more interruptions and disengagement due to stress and trauma. You will likely gain back more instructional minutes if you take breaks, as needed, to reconnect and refocus.
- Focus on repair rather than perfection when stressful exchanges arise between the children and/or teacher. Use breakdowns or upsets as learning moments and opportunities to come together as a community, dealing with stress and uncertainty together.
- Help children establish routines for, and build pride in, the care and keeping of their own materials

Small Group Guidance

- Capitalize on one-on-one conferences and groups of two-three children while others are engaged in choice or independent work.

Outside

- Consider utilizing outdoor areas for routines and learning, as much as possible.

Feedback & Assessment

Developmentally appropriate assessments for first- and second-grade students involve a continuation of learning and include relevant, timely, and specific feedback. Assessments need to be purposeful and embedded into authentic activities over time to avoid assessment fatigue.

Be selective about assessments.

- Use screening assessments, checklists, and rubrics based on Illinois Learning Standards.
- Use authentic experiences to assess children, such as observing during play, running records, open-ended projects, and anecdotal notes.

Blended Learning

Planning

- If choosing between staggering options, it may be better to opt for shorter days every day to allow students to have consistent daily routines. For example, Group A attends for two hours Monday - Friday, instead of two full days a week.
- Be strategic in considering in-person and remote learning activities.
- Assuming that a regular routine of alternating between in-person and at-home learning is taking place, the teaching of new content introduction should occur as much as possible during the in-person sessions, and practice/mastery/personal modification/extensions should occur when skills are practiced at home.

Delivery

- Practice online routines and technology in school so children and caregivers are better prepared for the remote sessions.
- Whenever possible, plan for hands-on remote learning tasks. Just as homework is not always digital, online modalities are not necessary for at-home learning or projects.
- Be mindful of friendships and work to develop and connect children together in-person.
- Use in-person time for instruction by the teacher and limit technology during these sessions.
- Prepare students for the possibility of returning to fully remote instruction.

Feedback & Assessment

Developmentally appropriate assessments for first- and second-grade students demonstrate a continuation of learning and include relevant, timely, and specific feedback.

- As much care as possible needs to be taken to get to know the children so feedback can be individualized and actionable.
- Take time to recognize, value, and discuss with children work that was done at home.
- Use in-person time to monitor children's progress to plan for remote learning.

Remote Learning

Planning

- Survey caregivers to gather information about schedules, materials, and technology.
- Be mindful of caregivers' schedules for live sessions.
- Commit to a small and limited number of online tools for your delivery of activities and instructions (to avoid caregivers having to learn to navigate multiple systems) and allow caregivers to submit their child's work through any channel that works for them.
- Plan for whole and small group meetings across the week with consistent times.
    - Provide for differentiation in small group learning sessions.
- Communicate with caregivers about the upcoming learning focus so children have needed materials on hand and know what to expect.
- Plan for a mixture of live and video instruction. When using video instruction, it may be helpful for young children to see videos that feature the classroom teacher or other known adults.
- Plan for any lessons taught online to have a paper version for caregivers with limited internet access with suggestions of hands-on learning activities.

Delivery

- Establish connections with children through community-building activities.
- Have an intentional purpose for live sessions and suggested materials that are clear for caregivers and children.
- Communicate the remote learning plan and expectations for student work with caregivers.
- Have a mixture of live and video instruction.
    - Record the sessions and provide download opportunities for caregivers with limited access to the internet.
- Think about videos with content other than instruction, such as a video with feedback about work, specifically recognizing individual children and the work they did.
- Ask children to show artifacts from home and community that are important to them and help connect “lessons learned” to academic content (which should include social-emotional learning).

Feedback & Assessment

Developmentally appropriate assessments for first through second grade demonstrate a continuation of learning and include relevant, timely, and specific feedback.

- Ask caregivers to support assessment (e.g., use parent inventories or caregivers videotaping children reading).
- Maintain online or computer-based records of student progress.
- Use real-time responses to evaluate students' learning (e.g., holding up mini white boards with written responses).
- Communicate with caregivers about what work will be evaluated.
- Consider one-on-one conferring (mimicking a reading or writing conference that is typically done in the classroom), in which the teacher interacts with the child to assess identified skills/tasks.
- Create opportunities for student self-reflection on their skills(e.g., a student can match his/her completed task to samples on a learning progression or rubric, a student shares with the teacher what he/she is most proud of and what he/she is still working on, or a student and teacher jointly determine goals for the next step of learning for the student).

Elementary School (3rd-5th Grade)

General Recommendations for Elementary Educators

Planning

Teachers are encouraged to plan and create academic and social engagement activities with a focus on the whole child. Teachers should target the essential standards and core competencies that were not addressed in the previous year, competencies that may have been addressed but did not achieve adequate levels of student mastery, and those that need to be addressed in the current year. Elementary school teachers should determine any gaps in student learning and understanding and plan accordingly to support student acquisition of these skills upon returning to school. Planning should account for at least five hours of learning time for each student each day. Assessment strategies (e.g., pre-test, benchmark, etc.) should be mindful of a student's readiness to demonstrate learning. Place a focus on the most essential standards when selecting content to cover with your students while planning and collaborating with grade-level teams and content-specific teachers to ensure students' academic and social-emotional needs are addressed.

Keep in mind that family circumstances vary widely and ensure that caregivers have opportunities to provide input into what learning format is best for their children in fall 2020. Also remember the factors that may play into these preferences -- health risks, limited internet connectivity, access to devices, etc. Therefore, a flexible, responsive approach to instruction should be a primary focus.

We encourage cross-curricular activities that include multiple subject areas, when appropriate, to optimize learning during a crisis. Activities and assignments should be provided that focus on continuity of learning and clearly align to the district's curriculum. Activities and assignments should also be designed to allow students to work independently or with limited help from others when in a remote setting. Instruction may be pre-recorded or directly provided by the teacher. It should include supplemental materials carefully selected by the teacher and include resources from outside the school system that are directly aligned to the district curriculum.

Teachers are encouraged to incorporate movement whenever possible, such as with brain breaks, academic movement, mindfulness, and yoga, which may help students transition to and from in-person, blended, or remote learning. Regular intervals of physical activity help students manage their emotions and achieve daily physical activity.

All possible efforts should be made in planning and preparation to provide an equitable academic learning experience for all students. Keep in mind that even under your locally developed plan there may be students who are physically present more frequently (e.g., students with IEPs) or less frequently (e.g., students who have medical conditions that make them higher risk or who had been exposed to the coronavirus) and your instructional plan must be adjusted to meet the needs of these students.

Delivery

The delivery of instruction and the use of any digital learning platform should aim to maximize face-to-face instruction – if the science and data continues to support in-person learning – and allow for a fluid transition between in-person, blended, and remote instruction, regardless of internet connectivity. Teachers are encouraged to think about planning for learning activities that can be effective across all scenarios while best utilizing the setting available to them.

Delivery recommendations include:

- Maximize face-to-face instruction opportunities.
- Differentiate lesson plans and delivery to accommodate students' academic and social emotional needs, as well as setting (e.g., IEP, EL).
- Establish multiple avenues for students to receive one-on-one help or feedback (e.g., phone calls, videos, texts, digital app messages, facetime, etc.).
- Have availability/check-ins that are flexible.
- Communicate with students first with the tools teachers are already utilizing and familiar with at this time. Consistently use common platforms (suggested or already in use) across a district (within grade levels and aligned with other grade levels) to alleviate any confusion for caregivers and students.
- Due dates should be used primarily for the purpose of informing past and future instruction and should not be used to penalize students for compliance.
- Create learning opportunities for remote and blended learning that resemble classroom content using familiar wording.
- Create cross-curricular work when possible to maximize efficiency. Read a science or history article or use English language arts-based questions for comprehension, discussion, and/or writing.
- Clearly define the responsibilities of students, teachers, and caregivers in lesson plans and communication, as outlined in the overarching recommendations.
- Review procedures for accessing all instructional and communication platforms to transition from one learning environment to another.
- Notify caregivers of ongoing classroom activities and lessons to enable a smooth transition between learning environments.

Feedback & Assessment

Assessment is what teachers do to collect evidence about student learning to help provide them with feedback and inform instructional design. Grading is the reporting of a student's proficiency. It is important to keep in mind that students can learn without grades; they cannot learn without formative assessment and feedback. In other words, assessment and instruction are inseparable. Grading, on the other hand, may have different forms (e.g., traditional letter grades, pass/incomplete, competency-based grading).

Grades and assessments should reflect student learning and growth. This includes using normed, local, and/or teacher-generated assessments upon return to school as well as during the remote learning period, if possible and practical. Establish connections and relationships with students prior to engaging in any form of testing or assessment schedule. Student social-

emotional well-being is the priority as students re-enter school following the remote learning period. Assessment strategies (e.g., pre-test, benchmark, commenting on students' work) should be mindful of a student's readiness to demonstrate learning.

In-Person Learning

Planning

- Plan academic and social engagement activities with a focus on the critical standards not addressed in the previous year and those that need to be addressed in the current year (i.e., follow a process of reteach, review, introduce new standards). Some standards not addressed in the previous year can be embedded into current instruction via project-based learning.
- Consider the needs of the whole child and schedule fine arts, wellness, and other ancillary (e.g., noncore, electives, encore, specials) classes, whenever possible.
- Familiarize students with any learning management systems used to prepare for a potential transition to a blended or remote learning environment (e.g., login, navigation and use, troubleshooting).
- When planning stations, include at least one online station to better prepare elementary school students for the transition to blended or remote instruction.

Delivery

- Dedicate time to relationship-building and trust before beginning academic coursework (e.g., icebreakers, pair and share, positive classroom culture).
- Place a large focus on the social-emotional well-being of students (e.g., morning meetings, peace circles, and art work and journals for expression).
- Promote student engagement and interaction with adults and their peers (Maslow's Hierarchy of Needs before all -- *you can't touch their minds until you touch their hearts*).
- Incorporate learning journals, project-based learning, flip the classroom, etc. by using learning management systems that students and teachers have experience with (e.g., Google Platform, Schoology, Canvas, other local platforms).

Feedback & Assessment

- Utilize teacher observations, projects, and notes from classroom discussions to assess elementary school students' progress and provide consistent, ongoing feedback to students and caregivers.
- Develop student-friendly rubrics to facilitate seamless peer- and self-assessment.
- Use a variety of assessment methods, including reports, projects, peer-reviews, self-assessments, presentations, and portfolios.

Blended Learning

Planning

- Provide clear expectations on how to interact in the face-to-face setting, virtual setting, and transition between varied settings.
- Provide clear directions and practice for submitting classwork, such as turning in assignments, project-based learning, and journals, for both virtual and traditional classroom settings (e.g., electronic submission, pick up and drop off, mail in)
- Take into account the needs of the whole child and schedule fine arts, wellness, and other ancillary (e.g., noncore, electives, encore, specials) classes, when possible. Consider the amount of time students are physically present in school and the ability to adhere to health and safety standards.

Delivery

- Dedicate time to relationship-building and trust before beginning academic coursework (e.g., virtual games, hangouts).
- Face-to-face instruction, when applicable, should place a large focus on student engagement and interaction with adults and their peers. Screen time should be primarily reserved for remote contexts and should be limited when students are physically present in the classrooms.
- Incorporate learning journals, project-based learning, flipped classroom activities, etc. by leveraging district approved learning management systems familiar to students and teachers.

Feedback & Assessment

- Provide daily feedback to students to help them gauge their progress.
- Incorporate self-assessments for students to complete at home.
- Emphasize students' progress and individual growth toward grade-level competencies/proficiencies.

Remote Learning

Planning

- Plan for instruction that is relevant, consistent, and tailored to student and caregiver needs. Interaction between students and teachers should occur – whether live or recorded – on a frequent basis (e.g., daily, multiple times per week).
- Plan academic and social engagement activities with a focus on the critical standards across the core competencies that were not addressed in the previous year and those that need to be addressed in the current year (i.e., through a process of reteach, review, and introduce new standards). Keep in mind that some standards that were not addressed in the previous year may be embedded into instruction provided in the current grade level.
- Provide clear expectations on how to interact (student-to-student, student-to-teacher, student-to-content) in a virtual setting and how to transition between varied settings.
- Provide clear directions for submitting classwork, such as turning in assignments, project-based learning, and journals, in a virtual classroom setting (e.g., electronic submission, pick up and drop off, mail in).

Delivery

- Dedicate time to relationship-building and trust throughout the entire remote learning experience, such as through phone calls, one-on-one visits with social distancing, ice breakers, virtual games, and hangouts. Every attempt should be made to create regular interaction and face-to-face connections between teachers and students.

Feedback & Assessment

- Provide multiple opportunities for students to show mastery/proficiency.
- Emphasize student progress, learning, and individual growth over assignment completion and due dates.

Communication

Communication is key! Building a cadence for frequent communication with third- through fifth-grade students and their caregivers is necessary to keep students actively engaged, provide structure, and alleviate stress and uncertainty. Provide critical communication in languages representative of student and caregiver populations. Establish a local philosophy and approach for communicating with all caregivers that is consistent with local policies and procedures and use platforms that are familiar to students and caregivers. Examples include:

- Letters, newsletters, grade-level and/or department communication
- Phone call and automated calls
- District website
- Local news and cable channels
- Email, text message, cell phone application
- Social media and other web-based programs
- Video conferences
- Feedback on student work (e.g., progress reports, projects, assignments, assessments, video conference)

Middle School (6th - 8th Grade)

General Recommendations for Middle School Educators

Planning

- To the greatest extent possible, districts should establish time for teachers to plan and discuss critical content and essential skill sets across subjects/grade levels, as well as prioritize the most essential standards. These meetings may be virtual or in-person.
- To the greatest extent possible, districts should establish planning time for cross-curricular collaboration, including the incorporation of core and non-core elements (e.g., fine arts, physical and health education, social-emotional learning, elective courses) into single assignments.
- These revised flexible learning guidelines should and will allow teachers to introduce, incorporate, and assess new content, keeping in mind appropriate scaffolding and vertical cohesion of skills.
- If the school is utilizing a Learning Management System, account and login information should be provided to students and caregivers prior to the start of the school year. Technical support may need to be offered in an ongoing capacity.
- Roles and relationships can be especially tricky for young adolescents and their caregivers (Hamburg, 1974), so educators should clarify student and caregiver responsibilities that are reflective of family and community needs.
- Provide caregivers with opportunities to provide input into the structure/format of their children's education in fall 2020.
- Planning should account for at least five hours of learning time for each student each day and teachers should continue to coordinate so as to not overlap schedules for students. Teachers should attempt to ensure they can create a schedule that is consistent and easy for students to follow.

Delivery

- All students should have access to new content and materials relative to the affective and differentiated needs of middle school students. Differentiated needs can include special education, social-emotional, multilingual, and accelerated and gifted. See the Special Education and Multilingual sections for more information.
- New content should align with the Essential Illinois State Learning Standards as determined by the state and local districts, taking into account material that may not have been covered the previous year.
- When learning is delivered online, an offline alternative should be available that is educationally comparable and replicates the online version as closely as possible.
- Schools must make an effort to support caregivers with resources that help to facilitate flexible learning.
- Districts and schools should consolidate/prioritize information to caregivers and include resources, directions, and learning expectations for both students and caregivers.

A user-friendly, centralized communication tool may support this effort.

Feedback & Assessment

- Student work should be meaningfully assessed using varied formats and methods to consider differing student needs and situations.
- Personalized, meaningful, clear, and timely feedback are an important part of the education process and can help increase student learning, motivation, and growth, as well as the development of an academic identity in young adolescents (Miller & Wang, 2019).
- Feedback should be consistent, ongoing, incremental, and formative, as a means of keeping middle school students engaged in activities using multiple modes of representation.
- Educators should be able to provide a means (i.e., rubric) of how students will be assessed on the assignment(s) they are receiving. Assignment(s) should be accompanied with an explanation of the goals and objectives.
- Along with clear criteria (e.g., rubrics, checklists), educators should use compassion and their best professional judgement, keeping in mind the challenges of flexible learning for students when assessing and grading student work.

In-Person Learning

Planning

The future of education in Illinois points to the possible necessity of varied and differentiated delivery models of instruction. Some may be planned, but other learning opportunities may arise based on other factors, such as students' progression of learning or moments of instructional opportunity. When planning for in-person learning, educators should be aware of and prepared for a swift transition to either a remote or a blended remote delivery model of instruction for one, many, or all students at any time. Plans should allow for effective instruction across various modes of instructional delivery.

- Districts, schools, and teachers should utilize the Illinois Learning Standards to prioritize and focus their curriculum for the year.
- Scope and sequence of instruction needs to be considered, while allowing for adequate time for collaboration among grade-level and content-area team members.
- All classes, including fine arts, physical and health education, and electives, are critical components of a well-rounded education and should be incorporated into any learning plan. Interdisciplinary collaboration is highly encouraged.

Delivery

- To the extent possible, pacing of instruction between subject areas should be consistent and should strategically increase as students' progress through the middle school grades.
- Collaboration within and between teams and departments is encouraged.
- Students' academic and social-emotional needs should be considered when scheduling and delivering multiple tiers of supports, including interventions and acceleration. Students' progress should be monitored in order to assess the level of supports that are required.
- Even during in-person learning, educators should consider practicing occasional remote learning type activities with their students as part of their classroom expectations to help students be prepared for a possible shift to remote or blended learning.

Blended & Remote Learning

Planning

Depending upon local blended or remote learning model, daily instructional task(s) for those students not in the classroom should include fine arts, physical and health education, and elective courses in addition to the core academic content areas. Consider holistic, relevant, interdisciplinary instruction to keep middle school students engaged.

Delivery

Districts should do their best to ensure internet connectivity and devices for all students. If internet connectivity for all students cannot be ensured, districts should ensure that delivery of content during remote learning is equitable between students with internet access and those without.

Options for content delivery can include, but are not limited to:

- Online learning platforms (as long as non-internet options are also provided);
- Multimedia platforms and applications;
- Books, articles, newspapers, and periodicals;
- Meaningful graphic organizers, puzzles, or worksheets; and
- Inquiry-based projects, including interdisciplinary projects that may earn students credit for multiple classes.

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High School (9th - 12th Grade)

Planning for the delivery of high school instruction for fall 2020 requires thoughtful consideration of instructors' and students' access to technology, students' home and work contexts, the social-emotional and mental health of all stakeholders, caregiver needs and preferences, possible learning loss as a result of the sudden shift from face-to-face learning to remote learning in spring 2020, and planning and preparation for postsecondary opportunities. When planning and delivering instruction and assessing student learning for high school students, educators should keep in mind the myriad academic and social pressures and home and work responsibilities high school students may grapple with daily.

Additionally, high school students are deeply aware of and may have even personally experienced the societal injustices currently and historically impacting our country. Incorporating those current events within the classroom can help students safely process difficult and unsettling realities and information. Within this section, our collective goal is to ensure that, no matter the instructional setting, family context, or connectivity status, equitable access to highly engaging and rigorous content that results in college and career readiness and compelling postsecondary options and plans is available to all Illinois high school students.

General Recommendations for High School Educators

Planning

Teachers should consider developing an individual classroom transition plan in the event that remote learning is necessary for periods of time. Teachers should encourage remote learning opportunities for their students -- frequent or occasional -- as part of their classroom expectations. These sessions will serve as "dress rehearsals" in the event of a school campus closure and offer a stronger level of preparedness. Provide students and caregivers with clear protocols, student expectations for remote and blended learning, information on what materials should be brought home (e.g., workbooks, novels, textbooks, supplies), and teacher availability.

To support planning and preparation for teachers, it is recommended that teachers within the same course team, subject area, and/or grade level collaborate to create shared in-person, blended, and remote versions of instructional plans. Planning should account for at least five hours of learning time for each student each day.

Delivery

When possible, teachers should embed remote/blended learning practices as part of their in-person classroom routines. This may include:

- Assigning paper-based week-long projects;
- Utilizing features of the school's Learning Management System during in-person learning;
- Recording mini-lessons for students to view from phones, tablets, or laptop devices;

- Requesting that students submit work electronically, such as scans, photographs, video, and audio recordings of work and projects;
- Making in-person classroom materials available online or remotely;
- Modeling protocols for online classroom discussions in the physical learning space; and
- Creating a consistent schedule for assigned work.

In accordance with district policies, the recording of in-person classroom instruction may provide a strategy for teacher-student engagement either synchronously or asynchronously as students may log in during live instruction or access a recording at a later date. Teachers may also consider utilizing a flipped classroom in order to simultaneously meet the needs of students participating either in-person or remotely.

Feedback & Assessment

Teachers are encouraged, when possible, to utilize feedback and assessment mechanisms that would be used in a remote or blended learning environment so that students will not have to make an adjustment if remote learning becomes necessary for some or all students. This includes utilizing online assessment platforms and providing virtual feedback through a Learning Management System, web-based word processing platforms (such as Office 365 or Google Docs), audio/video recorded feedback, or other online communication that has been vetted and approved so as not to disclose personally identifiable student information. It is recommended that feedback is provided through a consistent platform so that students and caregivers can easily access all information, regardless of whether the students are in an in-person, blended, or remote learning environment.

In-Person Learning

It is important that educators use in-person learning time to build relationships with students and develop classroom norms and routines *under the assumption* that a transition into blended or remote learning may become necessary during the school year. All efforts should be made to provide students with digital and non-digital options so that internet access and connectivity are not barriers in accessing learning.

Planning

As part of the classroom orientation, the following guidance is recommended:

- Teachers communicate the schedule for assigned work with caregivers.
- Instructions are provided for accessing digital and non-digital materials.
- Guidance is provided for the different ways in which students can submit work and on the different ways they will receive feedback through both electronic and non-electronic means.
- Training is provided on the use of devices, software, and online platforms, apps, and tools.
- If the school is utilizing a Learning Management System, account and login information should be provided to students and caregivers at orientation or with back-to-school communication prior to the start of the school year.

Teachers developing in-person learning plans should consider opportunities for students to receive a comparable experience remotely as some students (e.g., those who are at higher risk of severe illness) may need to continue remote learning while classmates are in-person. Suggestions are outlined in the General Recommendations for High School Educators section on page 83, as well as the Blended Learning section on page 27.

It is recommended that course teams review the Illinois Learning Standards and adjust typical pacing for the school year. Course teams should consider adopting uniform pacing in order to facilitate collaboration and shared instructional plans in flexible learning settings.

Delivery

Teachers are encouraged to utilize in-person opportunities to facilitate the development of relationships with students and among students, as well as independent learning habits and endurance. This will become especially important if a transition to blended or remote learning becomes necessary during the school year.

Recommendations include:

- Utilize cooperative learning strategies and protocols to promote relationships between students:
    - Think-pair-share
    - "Three Levels of Text" protocol
    - Carousel/gallery walks
    - Group problem solving
- Emphasize the importance of and adherence to routines and schedules.
- Promote self-advocacy by:
    - Utilizing self-assessments to help students understand their individual learning styles, strengths, and needs (e.g., limited distractions, dedicated space for learning, preference for printed materials);
    - Encouraging questions and communicating needs; and
    - Communicating available resources and supports with students and families.

Feedback & Assessment

Feedback and assessment recommendations applicable to in-person learning are provided in the General Recommendations for High School Educators section on page 83 above. During in-person learning, teachers are encouraged to develop a common classroom understanding of assessments as defined in the Overarching Recommendations for Grading on page. Assessment is what teachers do to collect evidence about student learning to help provide them with feedback and inform instructional design.

Teachers are encouraged to provide students with opportunities to self-monitor their own progress and utilize feedback to advance in achieving their learning goals. Recommendations include:

- Developing individual student self-monitoring plans;

- Utilizing goal-setting forms;
- Discussing and/or creating assignment rubrics with students;
- Providing students with opportunities to describe their own progress toward learning objectives;
- Creating opportunities for students to provide feedback aligned to expectations to one another; and
- Modeling examples of high-quality student work aligned to rubrics and levels of achievement.

Blended Learning

Planning

It is imperative that school districts appreciate the need for collaborative planning time at the high school level. It cannot be underestimated how critical it is to recognize the importance of time to the intersectionality of course planning, instruction, and assessment. For high school teachers to effectively design, deliver, and assess high-quality blended learning, districts should consider the following:

- Embed planning time in a weekly/daily schedule. Deferring planning to four or five days within the school year will not be efficient or sufficient. Ongoing non-instructional planning time is preferred so that teachers can make adjustments in their course design and delivery. The point here is that just as in a fully in-person classroom, planning time for blended learning is tightly tethered to instruction. High school level instruction also lends itself to being able to respond to contemporary issues underscoring the value of regular course modifications.
- Course planning should be done with other course teams, department, and or grade-level teachers. Collaborative planning time is essential. Think of planning less as an individual function and more as a discipline-oriented task done by a team.
- Allow regular opportunities for high school students to provide feedback about course design and delivery. Teachers will need to know how the blended model is working for each student. High school students are capable of providing insight as to how they are experiencing the blended instruction. A brief two-item survey after every lesson or period of instruction can be used to provide important feedback that will be helpful to teachers in future planning.

Delivery

- Recognize that the time for direct teacher-student interaction will be reduced from a full in-person classroom. It's also true that high school students are more capable of working for periods without direct teacher engagement. Therefore, in delivering the course, teachers should ask themselves, “What is the most important thing in the lesson that students need direct engagement with me on?”
- Decide where direct teacher-student engagement is most needed. Work backward from that point to determine the preferred modality to deliver the instruction.

- Particularly at the high school level, teacher-guided in-person sessions should focus on, for example, problem solving, creative project development, analyzing options/conditions, judging the effectiveness of action, and proposing alternative ways to approach a situation.
- Teacher presence is important. Typically, presence starts with just walking into the classroom. But in a blended learning model, presence requires intentional creation and constant management.
- The teacher's persona will be especially important to high school students (Roorda, et. al, 2011), so be cautious that transitioning from in-person to remote learning and back again does not "flatten" your presence by using consistent tone and "teacher voice."
- When school students work independently, it should be for the purpose of contributing something new of value to a group project or class lesson. In other words, students should not think or feel as if they are "teaching themselves."
- High school students also have the social capacity to intensify their social engagement with their peers. Blended learning can go beyond the ability of one modality to provide students with the opportunity to work within teams, deepen their appreciation for diversity, and enhance an awareness of the different ways to understand and form communities.
- Student engagement should be maximized. Provide students with the opportunity to act in small groups or pairs either in-person or remotely. If remotely, synchronous learning is preferred so students have an opportunity to ask questions in real time.
- Provide clear directions to students on how to participate in remote discussions/projects, including requirements for length, content expectations, norms, and timeliness. Use the in-person session to set expectations for student participation, engagement, and activity in the course for both modalities.
- Videos are effective tools. However, if they are online instructional lectures (as opposed to providing other source material), it is best that the student's teacher deliver them to ensure relevance and continuity of vocabulary, etc.
- Teachers should be given the opportunity within their discipline or grade level to design, either in-person or remotely, instruction in a collaborative fashion. For example, one teacher produces the video (if remote), one develops supportive activities, and one creates assessments.

Feedback & Assessment

- For summative purposes and with a focus on being college- and career-ready, it is important to identify the key essential skills and/or content that students will need.
- Pair down the summative assessment rubric so that it is targeted to develop core skills that will advance students to the next level.
- Grading should be less about creating a granular, stratified way to distinguish an A+ from an A, for example, and instead be about evaluating evidence of the student's demonstration of learning standards.

Remote Learning

Remote instruction offers many learning possibilities, but student engagement can be easily compromised by the lack of face-to-face interaction. We learned in the spring that the relationships that we built prior to remote learning were vital for all student success. Please keep this in mind throughout the whole process. These recommendations specifically focus on prioritizing student learning needs, including social-emotional ones. Learning opportunities should offer diverse opportunities to help students stay engaged in learning and socially connected to their peers and instructors. The focus should be on the continuity of learning and creating learning environments that are engaging for and inclusive of all learners. Careful consideration must be given to avoid amplifying existing inequities in communities we serve.

Planning

Continuity requires consistency and collaborative interactions among all stakeholders, including students, instructors, education support professionals, caregivers, family liaisons, and administrators. A clear and consistent communication plan should be created to ensure understanding and continuity.

When implementing remote learning, existing resources should be taken into account:

- Consider what resources can be leveraged or repurposed for a less expensive and more efficient transition to remote learning. This includes, but is not limited to:
    - Media center resources/hardware
    - Internet availability
    - Licensing agreements
    - Group/classroom instructional and learning management platforms, software, applications/apps and electronic media (e.g., readings in digital format, videos)
- Using available resources, such as:
    - Textbooks and workbooks
    - Newspapers, hard copies of readings, and handouts
    - Supplemental materials that have been used on a regular basis within the class

Remote learning also necessitates careful planning related to high school students' learning needs:

- The lack of in-person learning impacts the ability to build and maintain learning communities and the social interactions that are fundamentally important to adolescent learning. Careful consideration should be given to maintaining learning communities, to the extent possible, via synchronous meetings through online meeting technologies. Additionally, instructional practices that promote student interaction and discourse should be prioritized in planning and implementing lessons for high school students.
- Consider maintaining consistency in planning, delivery, and feedback that allows for flexible transition between platforms.
- Utilize districtwide common technologies that are flexible enough to support a variety of purposes, such as document creation, internet research, and online virtual meetings.
- Decide on common platforms for learning and virtual meetings within the district.

- Provide hard copy, non-technology-dependent resources to students, as needed or as requested, taking into account students' learning preferences and styles.
- Consider collaboration with team members, education support professionals, and administration to provide consistent instruction that is flexible and can fluidly transition from remote learning to other blended or in-person learning formats, while meeting the diverse learning styles, language proficiency levels, and social-emotional needs of students.
- Working hours for the instructor(s) should be clearly communicated to students and caregivers prior to the beginning of any switch to remote or blended learning.

Delivery

- Materials should be available both online and offline to ensure equity. Online and offline materials and activities should be consistent to the fullest extent possible.
- Consider the use of both real-time and pre-recorded class instruction. Instructors should use their judgment as to which format is more appropriate for particular content, learning needs, and class make-up.
- Leverage opportunities to co-plan and/or co-teach with team members, co-teachers, and teaching assistants in developing and delivering virtual lessons/discussions or breakout sessions.
- Translations of materials or multilingual resources should be provided to English Learners, especially to support frontloading/previewing of concepts and content. See the overarching section on Multilingual Learners on page 32 for more information.
- Internet bandwidth may vary depending on the time of day and the number of people streaming video and audio. This may affect streaming quality in live video classes and the ability to view or upload large files (including videos) for pre-recorded classes.

Feedback & Assessment

- Feedback should be used to encourage and motivate high school students to access content and engage in suggested activities, such as live discussions, discussion boards/posts, reflections, and short essays.
- Meaningful, clear, and timely feedback is an important part of the education process and can help increase student learning, motivation, and growth.
- Feedback should be informative and tailored to the assignment(s) given.
- Instructors should give personalized feedback on content materials. This practice should be observed even in instances when assignments are not submitted in a timely manner.
- Teachers should communicate lesson, activity, and assignment learning goals and objectives to students.
- Instructors should communicate assessment criteria (e.g., via a rubric) to students related to how they will be assessed on course assignments.
- Feedback should be consistent, ongoing, incremental, and formative as a means of keeping students engaged and informed on the progress of their learning.
- Along with clear criteria (e.g., rubrics, checklists, etc.), instructors should use compassion and their best professional judgement when assessing students' learning and grading their work, keeping in mind the challenges of remote learning for students.

- Flexibility, empathy, and understanding of students' varying personal situations should be taken into account beyond what might be typical during more typical (i.e., non-remote) learning situations. For example, during adverse and challenging times, high school students may have to take on additional family obligations, such as serving as caregivers and/or having to work outside the home.

Collective Responsibilities

The responsibilities of education fall on all invested parties -- instructors, students, caregivers, school administrators, professionals, and support personnel. All parties will need to consistently work together to maximize student learning as we navigate unprecedented situations. Throughout this process, it is essential to take into consideration high school students' non-academic responsibilities that may impact their participation in learning environments and activities (e.g., caring for younger siblings, working after-school jobs, aiding a sick family member). With this in mind, we suggest an added consideration of students' mental and physical health. Below is a non-exhaustive outline of recommended responsibilities for each stakeholder, acknowledging that local labor agreements must take precedence.

Instructor Responsibilities

- **Communication**
    - Consider ways to focus on relationships and connections with students and caregivers via various approved and vetted means, which may include phone conversations and electronic correspondence via various authorized platforms.
    - Clarify what supplies, books, and materials are needed if/when remote learning occurs.
    - Ensure students understand their responsibilities and expectations within the classroom and how these may evolve with changing circumstances.
    - Discuss expectations for students with caregivers and ask how caregivers feel they can best support their student's success.
    - Keep in regular contact with students, checking on student physical and social/emotional wellness. Report concerns accordingly.
- **Classroom and Instruction**
    - Create a strong and safe learning culture that encourages discussion, collaboration, and feedback.
    - Where possible, reorder the delivery of curricula that will better fit the model of remote learning.
    - Create daily schedules and routines, including setting specific times/methods for communicating with students and caregivers, monitoring, and supporting student participation.
    - Provide varied resources for student learning and engagement, as well as multiple pathways to assess student learning and create authentic assessments.
    - Be willing and prepared to offer assignments in various formats, depending on technology and resources available for students.
    - Provide supports/breakout time for students struggling with content as part of a student's "educational day."
    - Provide timely feedback on work completed to students and caregivers.
    - Archive lessons and other instructional activities for students to access later.

- **Social-Emotional**
    - Be flexible and empathetic with regard to social-emotional needs and learning or situation.
    - Maintain your personal physical, mental, and emotional wellness.
    - Connect caregivers with educational and social-emotional supports from school and within the community.

Student Responsibilities

- **Academic**
    - Commit to and engage in this reimagined educational environment. Approach it with a willingness to develop new habits and techniques for studying material.
    - Maintain the quality of work that is expected and produced in traditional classroom settings.
    - Complete assignments and assessments in a timely fashion.
    - Complete assignments with integrity and academic honesty.
- **Behavioral**
    - Be on time and mentally present for live remote sessions. Do not leave class early or engage in non-academic activities while in class.
    - Interact with instructors and peers appropriately, as if you are in school.
    - Continue taking safety measures to protect the health of fellow students and staff.
    - Upperclassmen can support and encourage new students who may be struggling to adjust to the school community while not being in a physical school setting.
- **Social-Emotional**
    - Be flexible and understanding as instructors navigate this new territory. Practice this understanding with your peers as well and recognize struggles they may be facing during this time.
    - Understand that your voice is valuable in this process and that you should share your feedback. Reach out to instructors with questions or concerns.
    - Monitor your personal screen time, exercise and eating habits, and sleep schedule to maintain your physical health.

Caregiver Responsibilities

- **Academic**
    - Keep open communication with instructors and students.
    - Encourage or expect your student to engage with instructors and the school daily.
    - Check in with your student daily for school updates.
    - Develop a routine and expectations for your student regarding sleep habits, work space, and work time.
- **Social-Emotional**
    - Encourage your student to advocate for himself/herself.
    - Stay aware of your student's workload, participation, and academic responsibilities. Be mindful of your student's mental, physical, and emotional wellness, and share concerns with the school/instructor.
    - Monitor your student's job/work hours and encourage healthy working habits and balance.

Non-Teaching Faculty Responsibilities

- Assist in communications with caregivers and students who temporarily disengage.
- Assist teachers with their schedule for delivering pre-recorded or real-time instruction.
- Assist teachers in “breakout groups” for students with unique or special needs.
- Assist teachers/school in contacting students, checking on student physical and social-emotional wellness. Report concerns accordingly.
- Provide special needs assistance for students as required by an IEP or 504 Plan.
- Provide resources for teachers, students, and families in need of social-emotional assistance.

Recommendations Specific to Career and Technical Education,(CTE), Dual Credit, and Advanced Placement (AP)

CTE

When weighing content decisions for CTE students, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies.

When possible, students should be given every opportunity to meet in person, even if on an alternating schedule, block of time once a week, or staggered schedule. The importance of hands-on skill development is paramount to skill completion and industry credentials.

There are several opportunities to support skill attainment, knowledge growth, and industry credentialing in blended or remote contexts:

- Teachers may utilize webinar features for student learning. The students would problem solve and critically think through the task and direct the teacher through the task step by step.
- Allow students to complete tasks in industry or at home, where safe and appropriate. For example, a cosmetology student completes a makeup application and documents the process, then submits it for feedback.
- Supplies that would be consumed/utilized in the classroom may be sent to the students’ home for task completion. For example, in a culinary class, ingredients are ordered on a regular basis and shipped to students’ homes.
- Students may gain fundamental knowledge through virtual and mixed reality websites or applications. Many of the websites or applications allow for use or completion of a task with or without a virtual reality headset.
- Contact members of your advisory committee and teachers of common content areas to collaborate with community/industry support for task completion.

Teachers may choose to use various delivery methods for materials and evaluation of knowledge. Presentation may include, but not be limited to, video, self-guided activities, posting materials with discussion and questioning, reading of texts, essay writing, and sequential process flow. The time spent developing quality tasks and learning goals will support all

students in both in-person and remote learning contexts. The opportunity to build and strengthen relationships with industry partners will support the classroom in remote, blended, or in-person learning.

Dual Credit

The Illinois Board of Higher Education, Illinois Community College Board, and ISBE developed the following recommendations to advise secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses as schools move to in-person, blended, or remote learning.

Dual Credit Courses Taught by a High School Instructor

Dual credit courses are taught by high school instructors and may fulfill students' high school graduation requirements, but they are college courses. As such, postsecondary institutions have decision-making authority in regard to course implementation. In order to complete and earn college credit for the dual credit course, students must meet the standards and expectations established by the postsecondary institution. The in-person, blended, or remote instruction that takes place must also meet the standards for college credit as set by the postsecondary institution. Both students and dual credit instructors should adhere to these standards.

Proactive, frequent, and clear communication between the postsecondary institutions and their high school partners is key to ensuring that dual credit students are allowed the opportunity to successfully complete their dual credit course and earn college credit. Postsecondary institutions and partner high schools should collaborate in preparing for in-person, blended, and remote learning possibilities so that each platform maintains the standards for college credit. No matter the instructional setting, clear protocols for transitioning between delivery platforms should be developed. Every attempt should be made to communicate course expectations, intended delivery platform, etc., **before** the start of the academic year.

Each high school should seek guidance from individual colleges and universities that are offering dual credit course work to their students. High schools should share with the postsecondary institutions their intended platform for instruction prior to the start of the academic year while providing evidence that the course can continue to meet the standards set by the postsecondary institution. Any changes made to the high school delivery method should be clearly and quickly articulated to the college or university. Every attempt should be made to allow students to continue in the dual credit course, following the standards and expectations set by the postsecondary institution.

In the event that previous measures for determining student eligibility (SAT scores, ALEKS, etc.) are not currently available, the postsecondary institution and the high school should consider alternate means to ensure that the students meet the course prerequisites.

Postsecondary institutions should clearly communicate with instructors and students their policy for students withdrawing from a dual credit course, moving to a pass-fail option, or requesting an "incomplete." This communication should include the academic implications for each of these options. If the postsecondary institution modifies these policies for their "on-campus" students, these same modifications should be afforded to their dual credit students.

Postsecondary institutions should share information and resources that they have developed for their on-campus courses that will support the dual credit instructors in the delivery of their dual credit course, whether in-person, blended, or remote.

Postsecondary institutions should ensure that dual credit students are aware of college and university resources and supports that are available to them.

Dual Credit Courses Taught by a College Instructor
The postsecondary institution should work with the high school to transition those students to online, remote, or alternative delivery options, consistent with the direction of both systems.

CTE Dual Credit Courses
When weighing decisions for implementing dual credit CTE courses, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies.

In the event that students are able to resume in-person learning at the high school or postsecondary campus and complete the hands-on competencies as a part of the course, the high school and postsecondary institution should ensure that instructors and students are exercising social distancing practices and shared use of materials, as much as possible, following IDPH requirements.

If the college were to resume in-person learning but the high school did not, opportunities to bring students on campus to complete the hands-on competencies as a part of the course should be considered. Follow transportation safety guidelines. If the high school were to resume in-person learning but the institution of higher education did not, students should be allowed the opportunity to complete the course and/or the hands-on competencies as a part of the course at the high school. Institutions of higher education and high schools should work together to finalize these plans. Whenever possible, postsecondary institutions should assist the dual credit instructors to develop alternative measures for hands-on experience that meet accreditation and industry standards.

AP

For support and information regarding AP instruction and exams, please refer to College Board.

Course Considerations for Physical Education (PE) & Elective Classes

Content Areas	Options
CTE (Technology and Engineering Education, Business, Family & Consumer Science, Health Science, and Agriculture)	● Online videos developed by the instructor, student, or industry. ● Discussion boards could be traditional or could be a video discussion. The opportunity to leave video questions/answer/feedback creates connection. Allow students to support each other and drive the conversation. ● Article critiques are a great way to get the students reading but also an opportunity to connect with your English language arts teachers. ● Performance tasks to demonstrate skill proficiency can be completed when appropriate at home, work, college, or industry within the community. ● Manipulative materials/handouts. ● Career exploration research: Connect with your school-to-work program, Regional Office of Education, or career counselors. Allow students to connect with one another to discuss career opportunities. ● Self-assessments or peer-to-peer assessments. ● Flipped classroom.

Fine Arts (Music, Art, Media)	• If possible, provide musical instruments that students can use at home. • Make instrument consumables (reeds, slide oil, etc.) available to students. • Provide sheet music and the ability to interact with students (e.g., QR codes embedded, smart music software, or teacher demonstration/exemplar and student playback). • Offer students small group virtual lessons and, if possible, allow students to lead the group. • Utilize composers through virtual classroom/webinar visits. • Virtual ensembles. • Flipped classroom. • Encourage structured activities that are physical and focused on social-emotional engagement. • Provide students with examples of how music, art, and drama can be integrated into instruction (e.g., visual note-taking, diagrams, and illustrations to introduce concepts, simulations). • Assessment (student-created audio and video recordings, graphic representations, concept webs, content raps, etc.) will invite more students to show what they have learned. • Supply students with art supplies that they can keep at home. • Identify digital programs that can be utilized at home for video and photography editing, and animation. • Prepare a travel kit for students one for 2D, 3D, digital, photography materials. This will be important for remote, blended, or in-person learning. • Ensure the size/scale of projects assigned is considerate of space at home and/or transportation between home and school. • When possible, advanced fine arts courses should have more frequent access to individualized equipment and materials to meet student needs.
World Languages	Most resources for core courses also work for World Languages. Recorded lectures offer verbal enrichment as do online recording options, websites, movies, and videos in and about the language and related cultures.
Health & PE	• Embed Illinois Learning Standards for SEL and other relevant areas into all lessons. • Include social-emotional learning topics and checks in PE and health classes. • Explain the benefits of physical activity and its effect on mental, physical, and social health. • Collaboration between occupational therapist, physical therapist, PE, and health teachers optimizes physical and mental well-being for all learners and staff.

	● Consider each student's home environment when creating lessons (e.g., availability to personal exercise or weight equipment, ample space, and uninterrupted opportunities to train or work out). ● Students should be able to practice and implement knowledge, skills, and procedures in the non-classroom setting that they will be asked to demonstrate in the classroom. ● Provide learning opportunities that maximize student participation and create physically literate students. ● See the resources section on page 100 for more information and ideas
Driver Education	● The classroom portion of a driver education program may be completed through remote or blended learning. ● In order to provide behind-the-wheel training to students in driver's education, schools must be in compliance with all Secretary of State and IDPH safety requirements. See the ISBE and IDPH Joint Guidance for Starting the 2020-21 School Year.

Grading

We understand that resources vary for high school students to fully engage in a remote or blended learning environment and that current events may be distressing to high school students who may miss out on some important social and developmental milestones. However, students' opportunities for learning are improved from the spring 2020 semester. To encourage meaningful student learning while still understanding the added difficulties of flexible instruction, we believe:

- Effective feedback, grading, and evaluation can provide an important contribution to a healthy social-emotional state.
- When grading, teachers should use the scale that is adopted in their district or school while also being understanding of their students' individual situations.
- During this time, high school students may experience positive learning gains in a way that may not happen in the traditional school setting.
- Local districts are encouraged to issue an incomplete to students who are unable to complete the instructional remote or blended learning activities due to factors beyond their control.

Grading Practices to Help Meet the Needs of High School Students

Local districts should consider the following as they account for flexible instruction while maintaining best practices for grading:

- Flexibility, empathy, and an understanding of students' varying personal situations should be taken further into account than on a typical in-person day. For example, high school students may face additional family obligations, such as serving as caregivers and/or having to work outside the home.
- Meaningful, clear, and timely feedback is an important part of the education process and can help increase student learning, motivation, and growth.
- Students should be provided with multiple opportunities to demonstrate learning, growth, and mastery of content.
- Summative assessments, formative assessments, and/or other assignments may be offered for retakes to demonstrate this growth and may prompt students to learn the course material. However, retakes may not be necessary for all assignments or assessments.
- Local districts should develop a repository of resources to help instructors develop alternate methods of assessment, including methodologies for linguistically diverse learners and opportunities for student choice where possible and appropriate. (See the Multilingual and Special Education sections starting on page 24 of this document for more information.)
- When determining a standard for grades, make sure to take into account that students are receiving different and often reduced levels of support than they are accustomed to and that they may need time and help to adjust to remote and blended systems of support.
- Provide multiple methods of work submission for students to demonstrate learning (electronic, hard copy, digital portfolio, mail, picture/video, etc.).

Community Service

It is recommended that local districts with a graduation requirement related to community service understand the added difficulty for students to complete this requirement. Districts should consider modifying the number of hours necessary for completion or waiving it altogether. In addition, local districts are encouraged to find ways for their students to complete their community service hours remotely through online or virtual service work and action, such as offering tutoring service to young students or taking part in virtual community advocacy efforts.

High School Resources

Physical Education and Health Resources
https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations
https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx
https://iahperd.org/
https://sites.google.com/view/ishaorg/home
https://www.gophersport.com/resources/physical-education-site-resources

Blended Teaching Resources

"7 Things You Should Know About Flipped"
Classroomshttps://library.educause.edu/resources/2012/2/7-things-you-should-know-about-flipped-classrooms

"8 Tips For Getting The Right Blend In Blended Learning" *https://elearningindustry.com/8-tips-right-blend-in-blended-learning*

"Multimodality" *https://newlearningonline.com/learning-by-design/multimodality*

"Blended Learning Course Design Mistakes to Avoid"
https://www.facultyfocus.com/articles/blended-flipped-learning/blended-learning-course-design-mistakes-to-avoid/

Recco, Rebecca. (2018). "What Separates a Good Blended Learning Program From a Bad One?" *https://www.edsurge.com/news/2018-02-20-what-separates-a-good-blended-learning-program-from-a-bad-one*

"A Step-By-Step Guide to Designing Blended Online Courses"
https://ethinkeducation.com/blog/step-by-step-guide-designing-blended-online-courses/

McLean, Sarah. (2017). " Bridging the Gap between Pre-Work and In-Class Sessions in the Flipped Classroom" *https://www.facultyfocus.com/articles/blended-flipped-learning/bridging-gap-pre-work-class-sessions-flipped-classroom/*

Grading and Performance Assessments
https://www.cmu.edu/teaching/designteach/teach/rubrics.html

Rubric and Repository
https://www.cmich.edu/office_provost/CIS/Pages/Explore%20Teaching%20and%20Learning/Selecting%20or%20Developing%20Materials%20and%20Tools/Rubric%20Repository/Rubric-Repository.aspx

How Can You Incorporate Active Learning into the Classroom? From U. of Michigan, Center for Research in Teaching & Learning. http://www.crlt.umich.edu/active_learning_introduction

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Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.

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Illinois
State Board of
Education

COVID-19 EXCLUSION GUIDANCE[1]

Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs

IDPH Illinois Department of Public Health

Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms are present: Fever (100.4°F or higher), headache, shortness of breath, cough, sore throat, vomiting, diarrhea, abdominal pain.
In addition, some individuals (especially adults) may present with the following symptoms:
congestion or runny nose, new loss of sense of taste or smell, nausea, fatigue, muscle or body aches.
Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	COVID-19 diagnostic test Positive (confirmed case) OR COVID-19 diagnosis without diagnostic testing (probable case)	Symptomatic individual with a negative COVID-19 diagnostic test[2] *(Negative COVID-19 diagnostic test must be from a specimen collected 48 hours prior to or after symptom onset.)*	Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test[2]	Symptomatic individual without diagnostic testing or clinical evaluation	Asymptomatic individual who is a close contact to a confirmed OR probable COVID-19 case
Evaluated by Healthcare Provider?	**YES**	**YES / NO**	**YES**	**NO**	**NA**
Return to School Guidance	Stay home at least ten[2] calendar days from onset of symptoms **AND** for 24 hours with no fever (without fever-reducing medication) **AND** improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools.	Stay home at least 10[3] calendar days from onset of symptoms **AND** for 24 hours with no fever (without fever-reducing medication) **AND** improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period[1] guidance for a COVID-19 case from the onset date. Testing is recommended.
Quarantine for Close Contacts?	**YES**	**NO**	**NO**	**Household Member (e.g., Siblings, Parent)[4]**	**NA**
Documentation Required to Return to School	'Release from Isolation' letter issued by Local Health Department and provided to parent/guardian or individual	Negative COVID-19 test result OR healthcare Provider's note indicating the negative test result	Healthcare Provider's note with alternative diagnosis	Note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved.	'Release from Quarantine' letter issued by Local Health Department and provided to parent/guardian or individual

1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department.
2 Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from individual's infectious disease physician.
3 If individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.
4 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.

8/20/2020 Interim Guidance, Subject to updates

8/17/2020

Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments

Purpose:

This interim guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19) and is largely based on the CDC's Interim Guidance for Administrators of US K-12 Schools and Child Care Programs. IDPH will update this document as needed, based on accrued experience, new information, and future guidance from the CDC. This guidance has been prepared for Local Health Departments (LHD) to support school officials in making decisions using current relevant information. LHD staff should monitor and track the County Level COVID-19 Risk Metrics available on the IDPH website to help guide decision making (https://www.dph.illinois.gov/countymetrics). This guidance document should be used in conjunction with the previous guidance released by IDPH and the Illinois State Board of Education (ISBE) as well as IDPH/ISBE FAQs, which addresses key topics of significance for local school officials.

Background:

LHDs working collaboratively with school administration and local officials play an important role in slowing the spread of disease, protecting vulnerable students and staff, and helping to ensure that students have safe and healthy learning environments. Schools should consult the public health requirements included in the Part 3 Joint Transition Guidance: Starting the 2020-21 School Year to prevent the spread of COVID-19 among their students, teachers and staff and should work with LHDs, local government officials and local school officials to determine strategies for responding to a variety of scenarios that may arise over the course of the school year.

School preparations should build on previous guidance released by IDPH and ISBE, include normal everyday practices (e.g., encouraging hand hygiene, monitoring absenteeism, communicating routinely with parents and staff, sanitization) and include strategies for *before*, *during*, and *after* a possible outbreak.

Decisions about implementing school-based strategies (e.g., pivot to remote learning, event or extracurricular cancellations, other social distancing measures) should be made locally, in collaboration with local health officials, who can help determine the level of transmission in the community, and in conformity with ISBE/IDPH Joint Guidance. This document acknowledges that school resources, social determinants impacting the school population, and feasibility in

achieving optimal educational goals must be considered when implementing the best strategy to reduce disease transmission and keep community members healthy. Implemented strategies should aim to balance educational needs and the reduction of COVID-19 transmission.

Potential school-based strategies include, but are not limited to:

1. Isolation/quarantine measures for affected populations (e.g. affected classroom, teammates, etc.);

2. Limiting classroom capacity and/or cancelling events or activities, such as extracurriculars;

3. Pivot to remote learning (duration to be determined on a case-by-case basis) in a particular classroom, school, school district/area or region; or

4. Making return to school optional and providing parents a choice of remote learning.

Community Transmission:

Community transmission exists when a case is identified without a clear source of the infection in a community, i.e. when you can no longer identify how someone was infected. Specifically, an infected person does not know where or how they were infected and did not travel out of the community during their incubation period.

The Table below aligns the IDPH County Level COVID-19 Risk Metrics to levels of community transmission (minimal, moderate, substantial). A county level metric color change should prompt a discussion by the school authorities and local health department to determine if increased community transmission warrants an adaptive pause to implement strategies to further mitigate transmission.

•**Blue** indicates that the county is experiencing overall stable COVID-19 metrics.

•**Orange** indicates there are warning signs of increased COVID-19 transmission in the county.

All metrics are updated weekly, based on the previous week. Please click on this link for a detailed description of County Level COVID-19 Risk Metrics:
https://www.dph.illinois.gov/countymetrics

The role of the LHDs is to be available for consultation to vet proposed school interventions. These interventions as outlined below, should be aligned with current best practices to decrease acquisition and transmission of COVID-19. The role of school authorities is to address students' education needs, including adapting to ensure continuity of student learning.

Remote Learning as Adaptive Pause:

An Adaptive Pause is a strategy that allows for movement into any level of remote learning to prevent disease transmission during a pandemic. An Adaptive Pause may result in delayed reopening at the start of a specific school term or a pivot to remote learning once the school year is underway for school officials to have time to plan for next steps with parents, teachers and staff. An Adaptive Pause may also include a pivot to remote learning for a classroom, a grade level, a wing, a building or school- or district-wide remote learning. At all levels of community transmission, school officials may need an Adaptive Pause to consult with their LHD to understand community transmission metrics and to plan for how to respond to a given scenario. Adaptive Pauses may be for a set period of time or indefinite, depending on the specific metrics related to transmission and infection rates within a county or school district/area and its student population. The school officials will make the determination on how long an Adaptive Pause will last (days, weeks, months, rest of school year) in order to respond effectively.

Several Adaptive Pauses may be needed until COVID-19 transmission is controlled and an effective vaccine is available. However, the goal of implementing the suggested interventions is to reduce the frequency of these interruptions and allowing for in-person learning when feasible.

Metric Guidance for Local Health Departments to Prompt Discussion with School Officials

	Minimal Community Transmission	Moderate Community Transmission	Substantial Community Transmission
County-Level Metric	Alert for one metric but remained BLUE at any point in the last 4 weeks Weekly county case rates <= 50 per 100,000 Weekly county overall case numbers increase for two consecutive weeks with a >5% to <=10 increase occurring each week Weekly county youth case numbers increase for two consecutive weeks with a >5% to <=10 increase occurring each week Weekly test positivity <=5% Neighboring county in orange once in the last 4 weeks*	Transitioned to ORANGE once in last 4 weeks Weekly county case rates >50 to <= 100 per 100,000 Weekly county overall case numbers increase for two consecutive weeks with a >10 or <=20% increase occurring each week Weekly county youth case numbers increase for two consecutive weeks with a >10 or <=20% increase occurring each week Weekly test positivity >5% but <=8%	Remained in ORANGE for >2 consecutive weeks Weekly county case rates above > 100 per 100,000 Weekly county overall case numbers increase for two consecutive weeks with a > 20% increase occurring each week Weekly county youth case numbers increase for two consecutive weeks with a >20% increase occurring each week Weekly test positivity >8%
Regional Resurgence Metric**			Region moved to Tier 1 mitigation

*Should also monitor and track contiguous counties and those in adjoining states

**Involving just one Region of the state

Epidemiological Considerations for Local Health Department Consultation with School Officials:

Whether county transmission is minimal, moderate, or substantial, there are signs and signifiers of community transmission that are relevant to addressing prevention of COVID-19 in schools. Even minimal transmission may warrant consideration for pivoting to remote learning, along with the other strategies that are discussed in this document, depending on the specific data in the county. LHDs should assess the data described above and take into account the following in advising school districts.[1]

A) LHDs and school officials should consider Internal epidemiological conditions, such as:

- School COVID-19 outbreak that is Epi-linked (person, place, time) and is spreading rather than contained
- Poor student adherence to use of face coverings, social distancing, or contact tracing whether within an entire school or just by grade or classroom

B) When considering potential responses to a change in a county's level of transmission, the LHD should take into consideration the circumstances of that change. For example, a shift in color may have been triggered by an outbreak that would not necessarily warrant action within a school.

C) Keep in mind that a color change that warrants intervention may bring about differential response among schools in the same area. This is because the schools may be starting at different places in their preparation, lack vital capital or human resources needed for response, or have a disproportionate number of students or staff who would be adversely affected by the preferred intervention. Within the same county, more densely populated centers/districts may opt to take a different response within their schools in contrast to a district that is less populated.

D) If community transmission occurs but is controlled (containment without further spread), consideration should be given to keeping the school open but shutting down communal places, sporting activities, band/choir or other activities. However, community transmission that is uncontrolled may lead to a pivot to remote learning.

E) LHDs are strongly encouraged to monitor and track the local epidemiology within neighboring counties and in neighboring states. Similarly, schools draw students or staff from different localities and so stakeholders should be cognizant of regional activity. This includes relevant county test positivity, case rates, and qualitative information such as significant outbreaks. This is vital because populations cross borders for employment, healthcare and commerce that may put them at increased risk for COVID-19.

[1] In circumstances in which a local school district straddles two or more counties, the LHD that covers most of the school district footprint will lead on providing COVID-19 related guidance to that school district.

F) LHDs are strongly encouraged to work with school officials to encourage them to report trends in absenteeism, disease activity and other indicators to further inform their collaboration.

CDC Interim Guidance Regarding Levels of Community Transmission:

The guidance below adapts the CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to address the following scenarios and includes recommendations that LHDs and school officials should discuss:

1) ***When there is minimal community transmission***
2) ***When there is moderate community transmission***
3) ***When there is substantial community transmission***

The recommended strategies are minimal steps to be considered at each stage of transmission. LHDs and school officials should use this guidance in conjunction with the considerations recommended above.

When there is minimal and moderate community transmission

The most important thing to do is to **plan and prepare**. Administrators should reinforce healthy practices for schools that include their students and staff. As the global outbreak evolves, attention to community-level outbreaks will continue to be important. So that schools can **be ready** as community level transmission occurs, here are some crucial actionable strategies that may be implemented during times of minimal or moderate community transmission:

1. **Review, update, and implement emergency operations plans (EOPs).** This should be done in collaboration with LHDs and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.

    - Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). This includes strategies for social distancing and school dismissal that may be used to stop or slow the spread of infectious disease and influenza vaccination when that becomes available. The plan should also include strategies for remote learning, meal programs, and other related services in the event of suspension of in-person instruction.

    - Ensure the plan emphasizes everyday preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.

    - Ensure the plan includes covers the critical importance of masking, social distancing and containment for CoVID-19.

    - Reference key resources while reviewing, updating, and implementing the EOP:

- Multiple federal agencies have developed resources on school planning principles and for creating plans to build and continually foster safe and healthy school communities *before*, *during*, and *after* possible emergencies. Key resources include guidance on developing high-quality school emergency operations plans and a companion guide on the role of school districts in developing high-quality school emergency operations plans.
- The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's and ISBE's website contain free resources, trainings, and TA to schools and their community partners, including many tools and resources on emergency planning and response to infectious disease outbreaks.

2. **Develop information-sharing systems with partners.**
   - Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
   - Local health officials should be a key partner in information sharing.
3. **Teach and reinforce healthy hygiene practices.**
   - Train staff on healthy hygiene practices so they can teach these to students at age appropriate levels.
   - Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; before and after socially-distanced playground activities; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol. Alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. It will be necessary to ensure that students do not ingest hand sanitizer or use it to injure another person.
   - CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
   - Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.
4. **Intensify cleaning and disinfection efforts.**
   - Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs,

light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

- Ensure that commonly used surfaces (e.g., keyboards, desks, remote controls) can be cleaned and disinfected before use.
- Ensure adequate supplies to support cleaning and disinfection practices.

5. **Monitor and plan for absenteeism.**
    - Review the usual absenteeism patterns at your school among both students and staff.
    - As school officials monitor student and staff absenteeism, they may be in close consultation with local health departments, particularly if absences appear due to respiratory illnesses (like the common cold or the "flu," which have symptoms similar to COVID-19).
    - Review attendance and sick leave policies. Encourage students and staff to stay home when sick.
    - Discourage the use of perfect attendance awards and incentives.
    - Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
6. **Assess group gatherings and events. Consider postponing non-critical gatherings and events.**
    - Ensure you have a clear understanding of all upcoming group gatherings for your school community. Indoor events with more than 50 individuals in attendance are not permitted. Large events are strongly discouraged, even if they comply with IDPH attendee and social distancing requirements.
    - Consider whether any of these events should be held virtually, canceled, or postponed. Speak with local health officials to help determine the best approach.
7. **Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.**
    - Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible. Evaluate options with the

LHD should a child still be sent to school despite being ill or having symptoms. A parent/guardian may willingly agree to keep their child home without the use of an isolation/quarantine order issued by the LHD. COVID-19 testing to confirm diagnosis should be strongly encouraged to minimize uncertainty regarding illness.

- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.
- Remember that **schools are not able to identify cases of COVID-19 but should take note of symptoms if a child or staff member appears ill**. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
- Share resources with the school community to help families understand when to keep children home.

8. **Create and test communications plans for use with the school community.**
    - Include strategies for sharing information with staff, students, and their families.
    - Include information about steps being taken by the school or childcare facility to prepare, and how additional information will be shared.
    - Test communication tools, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.
    - Ensure families have access to information (e.g. consider translating information and addressing technology barriers).
9. **Assess and reinforce multiple social distancing strategies.** Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in high schools. Many strategies that are feasible in elementary or high schools may be less feasible in child-care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:
    - **Cancel field trips, assemblies, and other large gatherings – or hold them virtually.** Cancel activities and events such as field trips, student assemblies, extracurricular activities, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
    - **Cancel or modify classes where students are likely to be in very close contact.** For example, in physical education or art classes, consider having teachers come to

classrooms to prevent classes mixing with others in the gymnasium or art room and alternate curriculum instruction. Classes such as choir or band are strongly encouraged to be held outdoors.

- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing). Consider reduction of class size to accommodate social distancing requirements and square footage in the classroom.
- **Avoid mixing students in common areas.** For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes or grade levels (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In childcare or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact. Although playgrounds may be utilized in Phase 4, schools may wish to consider not allowing the use of playground equipment due to social distancing requirements.
- **Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.** For example, consider requests for in-person accommodations (e.g. requests to eat lunch outdoors) on a case-by-case basis.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times. Such accommodations will need to be done in conjunction with school bus companies and families during drop off and pick up times.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic

clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.

- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.

10. **Pivot to remote learning could range from an offer to accommodate the requests of families to a full pivot to remote learning across the district.**

When there is substantial community transmission

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

1. **Continue to coordinate with local health officials.** If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for childcare programs or schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or childcare facilities.
2. **Consider extended remote learning.** In collaboration with local health officials, implement remote learning. This longer-term, and likely broader-reaching strategy is intended to slow transmission rates of COVID-19 in the community. Cancel extracurricular group activities, school-based afterschool programs, and school events. Remember to implement strategies to ensure the continuity of education (e.g., remote learning) as well as meal programs and other essential services for students.

3. **School should strongly consider a pivot to various arrays of remote learning.**

Further CDC Guidance:

Guidance for businesses and employers that schools can use in their role as an employer

August 24, 2020

TREASURER'S REPORT - JULY 2020*

ACTION ITEM

The Business Office will present for the Board's approval the Treasurer's Report for July 2020.

Recommendation:

Roll call vote to approve the Treasurer's Report for July 2020.

DEERFIELD PUBLIC SCHOOLS - DISTRICT 109
Summary of Revenues and Expenditures
For the Month Ending July 31, 2020

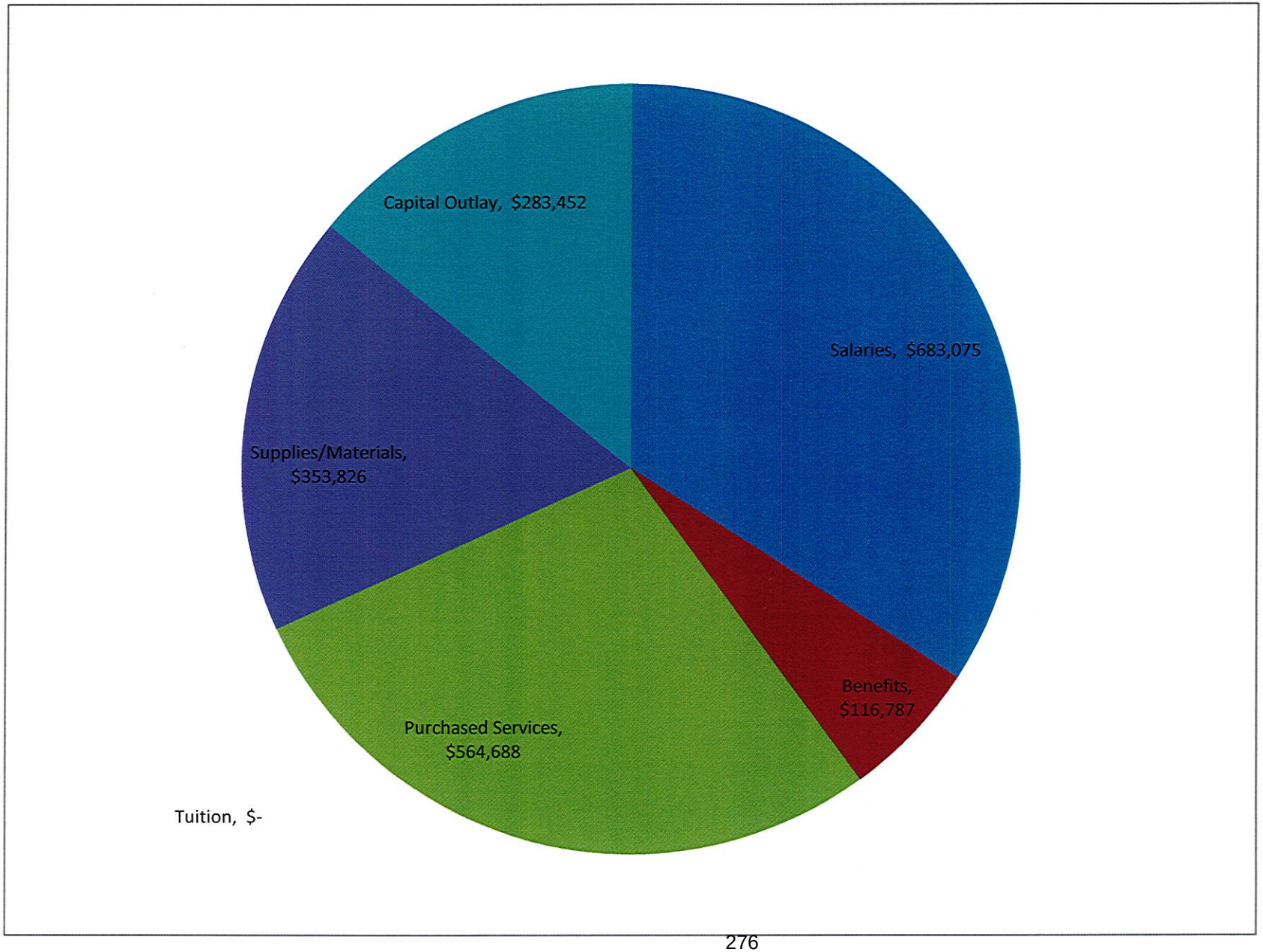
EXHIBIT 1

	DESCRIPTION	Education	Oper & Maint	Debt Svc	Transport	IMRF/SS	Cap Proj	ALL FUNDS
	Beginning Balance	***15,816,599***	***370,844***	***1,655,511***	***1,488,662***	***685,294***	***6,643,455***	***26,660,365***
	REVENUES	***See Schedule 1 for Details***						
1100	Prop. Taxes	21,428,412	2,682,830	-	542,410	436,032	-	25,089,683
1200	CPPR Taxes	-	-	-	-	-	-	-
1300	Tuition	-	-	-	-	-	-	-
1400	Transport. Fees	-	-	-	-	-	-	-
1500	Earnings on Investments	2,667	-	-	-	-	-	2,667
1600	Food Svc Fees	-	-	-	-	-	-	-
1700	Activity Fees	-	-	-	-	-	-	-
1800	Textbooks Sales	(497)	-	-	-	-	-	(497)
1900	Other/Rental	-	-	-	-	-	-	-
	LOCAL REVENUES	**21,430,581**	**2,682,830**	**-**	**542,410**	**436,032**	**-**	**25,091,853**
2000	Flowthrough Revenues	-	-	-	-	-	-	-
3000	State Aid	-	-	-	-	-		-
4000	Federal Aid	-	-	-	-	-	-	-
7000	Other Financing	32,198	-	1,621,948	-	-	-	1,654,146
	OTHER REVENUES	**32,198**	**-**	**1,621,948**	**-**	**-**	**-**	**1,654,146**
	TOTAL REVENUES	**21,462,779**	**2,682,830**	**1,621,948**	**542,410**	**436,032**	**-**	**26,745,999**
	EXPENDITURES	***See Schedule 2 for Details***						
1000	Salaries	631,569	47,418	-	4,087	-	-	683,075
2000	Benefits	71,955	8,404	-	271	36,157	-	116,787
3000	Purchased Services	549,459	15,229	-	-	-	-	564,688
4000	Supplies/Materials	282,428	71,398	-	-	-	-	353,826
5000	Capital Outlay	13,775	269,676	-	-	-	-	283,452
6000	Other	1,621,948	-	-	-	-	-	1,621,948
7000	Transfers	-	-	-	-	-	-	-
8000	Tuition	-	-	-	-	-	-	-
9000	Contingencies	-	-	-	-	-	-	-
	TOTAL EXPENDITURES	**3,171,135**	**412,125**	**-**	**4,358**	**36,157**	**-**	**3,623,774**
	Ending Balance	**34,108,243**	**2,641,549**	**3,277,459**	**2,026,714**	**1,085,169**	**6,643,455**	**49,782,589**

* ***NOTE: See Exhibit 3 for the List of Current Investments***

DEERFIELD PUBLIC SCHOOLS - DISTRICT 109
Summary of Revenues and Expenditures
For the Month Ending July 31, 2020

EXHIBIT 1



DEERFIELD PUBLIC SCHOOLS DISTRICT 109
TREASURER'S REPORT

FOR THE MONTH ENDING JULY 31, 2020

DESCRIPTION	EDUCATION FUND	OPER & MAINT FUND	DEBT SERVICE FUND	TRANS-PORTATION FUND	IMRF/ SOC SEC FUND	CAPITAL PROJECTS FUND	TOTAL ALL FUNDS
July 1, 2020	**$15,816,599**	**$370,844**	**$1,655,511**	**$1,488,662**	**$685,294**	**$6,643,455**	**$26,660,365**
REVENUES							
MONTH	**$21,462,779**	**$2,682,830**	**$1,621,948**	**$542,408**	**$436,032**	**$0**	**$26,745,997**
Y-T-D	$21,462,779	$2,682,830	$1,621,948	$542,408	$436,032	$0	$26,745,997
BUDGET	$45,707,804	$5,582,270	$0	$1,422,435	$954,267	$2,050,000	$55,716,776
% OF BUDGET	47.0%	48.1%	0.0%	38.1%	45.7%	0.0%	48.0%
PROJ % REC'D - YTD	53.4%	43.4%	0.3%	37.9%	37.4%	0.0%	48.1%
EXPENDITURES							
MONTH	**$3,171,135**	**$412,125**	**$0**	**$4,358**	**$36,157**	**$0**	**$3,623,774**
Y-T-D	$3,171,135	$412,125	$0	$4,358	$36,157	$0	$3,623,774
BUDGET	$45,977,243	$4,755,735	$1,621,948	$1,554,554	$1,302,195	$500,000	$55,711,675
% OF BUDGET	3.6%	4.7%	0.0%	0.4%	2.7%	0.0%	3.2%
PROJ % EXP'D - YTD	4.8%	2.7%	0.0%	0.0%	2.2%	0.0%	4.1%
TRANSFERS		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
July 31, 2020	**$34,108,243**	**$2,641,549**	**$3,277,459**	**$2,026,712**	**$1,085,169**	**$6,643,455**	**$49,782,587**

SUMMARY OF INVESTMENTS BY FUND

DESCRIPTION	EDUCATION FUND	OPER & MAINT FUND	DEBT SERVICE FUND	TRANS-PORTATION FUND	IMRF/ SOC SEC FUND	CAPITAL PROJECTS FUND	TOTAL ALL FUNDS
July 1, 2020	**$15,219,965**	**$1,559,046**	**$1,689,461**	**$1,450,455**	**$559,716**	**$5,537,386**	**$26,016,029**
NET CHANGE IN INVEST.	$28,194,142	$0	$0	$0	$0	$0	$28,194,142
July 31, 2020	**$43,414,107**	**$1,559,046**	**$1,689,461**	**$1,450,455**	**$559,716**	**$5,537,386**	**$54,210,172**

Greg Himebaugh, Treasurer

8/14/2020
Date

Monthly Revenue Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Function Description	Budget	Monthly Activity	YTD Activity	FYTD %	PY Activity
10 R 000 1111 0000 00 000000	CURRENT YEAR LEVY	43,006,673.00	0.00	0.00	0.00	-1,913,507.09
10 R 000 1112 0000 00 000000	PRIOR YEAR'S LEVIES	0.00	20,969,450.98	20,969,450.98	0.00	45,768,572.44
10 R 000 1141 0000 00 000000	CURRENT YEAR LEVY-SPEC ED	941,292.00	0.00	0.00	0.00	-41,897.55
10 R 000 1142 0000 00 000000	PRIOR YEAR'S LEVIES-SPEC ED	0.00	458,960.57	458,960.57	0.00	808,631.18
10 R 000 1311 0000 00 000000	TUIT-EARLY CHILDHD-HELP HANDS	300,000.00	0.00	0.00	0.00	227,663.53
10 R 000 1312 0000 00 000000	EXTENDED DAY KINDERGARTEN	0.00	0.00	0.00	0.00	24,152.25
10 R 000 1510 0000 00 000000	INTEREST-INVESTMENTS	325,000.00	2,666.89	2,666.89	0.82	356,314.00
10 R 000 1611 0000 00 000000	MILK SALES - PUPILS	20,000.00	0.00	0.00	0.00	22,550.00
10 R 000 1720 0000 00 000000	OUTDOOR EDUCATION FEES	18,000.00	0.00	0.00	0.00	18,215.00
10 R 000 1721 0000 00 000000	ATHLETIC FEE	50,000.00	0.00	0.00	0.00	29,800.50
10 R 000 1722 0000 00 000000	INSTRUMENTAL MUSIC FEE	0.00	0.00	0.00	0.00	100.00
10 R 000 1723 0000 00 000000	ACTIVITY FEES - CLUBS	15,000.00	0.00	0.00	0.00	8,013.00
10 R 000 1724 0000 00 000000	CHORUS FEES	3,000.00	0.00	0.00	0.00	1,565.00
10 R 000 1726 0000 00 000000	BAND/ORCHESTRA CAMP	0.00	0.00	0.00	0.00	754.00
10 R 000 1811 0000 00 000000	MATERIAL & TECHNOLOGY FEE	350,000.00	-497.32	-497.32	-0.14	368,081.13
10 R 000 1920 0000 00 000000	CONTR/DONATION-PRIVATE	5,000.00	0.00	0.00	0.00	0.00
10 R 000 1940 0000 00 000000	PD WORKSHOPS REVENUE	0.00	0.00	0.00	0.00	6,970.00
10 R 000 1950 0000 00 000000	REFUND-PRIOR YR EXPEND	2,000.00	0.00	0.00	0.00	0.00
10 R 000 1992 0000 00 000000	SALE OF SURPLUS EQUIPMENT	2,000.00	0.00	0.00	0.00	5,054.98
10 R 000 1998 0000 00 000000	VENDING REVENUE	2,500.00	0.00	0.00	0.00	1,494.82
10 R 000 1999 0000 00 000000	OTHER	5,000.00	0.00	0.00	0.00	20,169.13
10 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**45,045,465.00**	**21,430,581.12**	**21,430,581.12**	**47.58**	**45,712,696.32**
10 R 000 3100 0000 00 000000	SPEC EDUC-PVT FACILITIES	0.00	0.00	0.00	0.00	22,772.61
10 R 000 3145 0000 00 000000	SPEC EDUC-SUMMER SCHOOL	500.00	0.00	0.00	0.00	0.00
10 R 000 3800 0000 00 000000	STATE LIBRARY GRANT	2,400.00	0.00	0.00	0.00	2,124.75
10 R --- 3--- ---- -- ------	**STATE SOURCES**	**2,900.00**	**0.00**	**0.00**	**0.00**	**24,897.36**
10 R 000 4215 0000 00 000000	SPECIAL MILK PROGRAM	22,500.00	0.00	0.00	0.00	15,554.53
10 R 000 4300 0000 00 000000	TITLE I - LOW INCOME	73,440.00	18,101.00	18,101.00	24.65	59,185.00

Monthly Revenue Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Function Description	Budget	Monthly Activity	YTD Activity	FYTD %	PY Activity
10 R 000 4600 0000 00 000000	EC IDEA FLO THRU GRANT	0.00	0.00	0.00	0.00	30,957.90
10 R 000 4620 0000 00 000000	SPEC EDUC IDEA FLO-THRU	515,000.00	0.00	0.00	0.00	630,550.74
10 R 000 4625 0000 00 000000	SPEC ED IDEA ROOM & BOARD	7,500.00	0.00	0.00	0.00	109,957.18
10 R 000 4932 0000 00 000000	TEACHER QUALITY-TITLE II	41,000.00	14,097.00	14,097.00	34.38	49,042.00
10 R 000 4999 0000 00 000000	HURRICANE RELIEF, FED. STIM.	0.00	0.00	0.00	0.00	50,000.00
10 R --- 4--- ---- -- ------	**FEDERAL SOURCES**	**659,440.00**	**32,198.00**	**32,198.00**	**4.88**	**945,247.35**
10 R 000 7100 0000 00 000000	TRANSFERS IN	0.00	0.00	0.00	0.00	500,000.00
10 R --- 7--- ---- -- ------	**OTHER FINANCING SOURCES**	**0.00**	**0.00**	**0.00**		**500,000.00**
Fund 10	**EDUCATION FUND**	**45,707,805.00**	**21,462,779.12**	**21,462,779.12**	**46.96**	**47,182,841.03**
20 R 000 1111 0000 00 000000	CURRENT YEAR LEVY	5,502,270.00	0.00	0.00	0.00	-244,909.91
20 R 000 1112 0000 00 000000	PRIOR YEAR'S LEVIES	0.00	2,682,829.97	2,682,829.97	0.00	5,731,172.99
20 R 000 1510 0000 00 000000	INTEREST-INVESTMENTS	30,000.00	0.00	0.00	0.00	42,606.96
20 R 000 1911 0000 00 000000	RENTAL OF BUILDING	50,000.00	0.00	0.00	0.00	14,641.37
20 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**5,582,270.00**	**2,682,829.97**	**2,682,829.97**	**48.06**	**5,543,511.41**
Fund 20	**BUILDING FUND**	**5,582,270.00**	**2,682,829.97**	**2,682,829.97**	**48.06**	**5,543,511.41**
30 R 000 1112 0000 00 000000	PRIOR YEAR'S LEVIES	0.00	0.00	0.00	0.00	7,715.24
30 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**0.00**	**0.00**	**0.00**		**7,715.24**
30 R 000 7990 0000 00 000000	TRANSFER FROM OTHER FUNDS	1,621,948.00	1,621,948.00	1,621,948.00	100.00	1,514,853.00
30 R --- 7--- ---- -- ------	**OTHER FINANCING SOURCES**	**1,621,948.00**	**1,621,948.00**	**1,621,948.00**	**100.00**	**1,514,853.00**
Fund 30	**BOND & INTEREST FUND**	**1,621,948.00**	**1,621,948.00**	**1,621,948.00**	**100.00**	**1,522,568.24**
40 R 000 1111 0000 00 000000	CURRENT YEAR LEVY	1,112,435.00	0.00	0.00	0.00	-49,515.28
40 R 000 1112 0000 00 000000	PRIOR YEAR'S LEVIES	0.00	542,407.96	542,407.96	0.00	1,196,148.95
40 R 000 1411 0000 00 000000	TRANS FEES-REG TRANS	50,000.00	0.00	0.00	0.00	70,429.67
40 R 000 1510 0000 00 000000	INTEREST-INVESTMENTS	20,000.00	0.00	0.00	0.00	21,530.19
40 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**1,182,435.00**	**542,407.96**	**542,407.96**	**45.87**	**1,238,593.53**
40 R 000 3500 0000 00 000000	TRANSPORTATION - REGULAR	15,000.00	0.00	0.00	0.00	19,858.61
40 R 000 3510 0000 00 000000	TRANSPORTATION - SPECIAL EDUC	225,000.00	0.00	0.00	0.00	227,125.77

Monthly Revenue Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Function Description	Budget	Monthly Activity	YTD Activity	FYTD %	PY Activity
40 R --- 3--- ---- -- ------	**STATE SOURCES**	**240,000.00**	**0.00**	**0.00**	**0.00**	**246,984.38**
Fund 40	**TRANSPORTATION FUND**	**1,422,435.00**	**542,407.96**	**542,407.96**	**38.13**	**1,485,577.91**
50 R 000 1111 0000 00 000000	CURRENT YEAR LEVY	360,267.00	0.00	0.00	0.00	0.00
50 R 000 1112 0000 00 000000	PRIOR YEAR'S LEVIES	0.00	175,660.91	175,660.91	0.00	357,773.92
50 R 000 1151 0000 00 000000	CURRENT YEAR LEVY-FICA/MED	534,000.00	0.00	0.00	0.00	0.00
50 R 000 1152 0000 00 000000	PRIOR YEAR'S LEVIES-FICA/MED	0.00	260,370.94	260,370.94	0.00	536,652.36
50 R 000 1230 0000 00 000000	CPP REPLACEMENT TAXES	50,000.00	0.00	0.00	0.00	20,000.00
50 R 000 1510 0000 00 000000	INTEREST-INVESTMENTS	10,000.00	0.00	0.00	0.00	16,090.41
50 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**954,267.00**	**436,031.85**	**436,031.85**	**45.69**	**930,516.69**
Fund 50	**MUNICIPAL RETIREMENT FUND**	**954,267.00**	**436,031.85**	**436,031.85**	**45.69**	**930,516.69**
60 R 000 1230 0000 00 000000	CPP REPLACEMENT TAXES	200,000.00	0.00	0.00	0.00	508,136.57
60 R 000 1510 0000 00 000000	INTEREST-INVESTMENTS	50,000.00	0.00	0.00	0.00	111,837.55
60 R 000 1999 0000 00 000000	OTHER	0.00	0.00	0.00	0.00	31,764.24
60 R --- 1--- ---- -- ------	**LOCAL SOURCES**	**250,000.00**	**0.00**	**0.00**	**0.00**	**651,738.36**
60 R 000 3001 0000 00 000000	GENERAL STATE AID	1,800,000.00	0.00	0.00	0.00	1,824,177.14
60 R --- 3--- ---- -- ------	**STATE SOURCES**	**1,800,000.00**	**0.00**	**0.00**	**0.00**	**1,824,177.14**
Fund 60	**SITE & CONST/CAPITAL IMPRV**	**2,050,000.00**	**0.00**	**0.00**	**0.00**	**2,475,915.50**
Account Monthly Activity Grand Totals:		**57,338,725.00**	**26,745,996.90**	**26,745,996.90**	**46.65**	**59,140,930.78**

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 1110 1--	SALARIES	10,493,796.	234,569.66	236,330.54	2.25	0.00	10,257,465.46	9,650,283.15
10 E --- 1110 2--	EMPLOYEE BENEFITS	1,908,718.0	1,640.51	2,006.44	0.11	0.00	1,906,711.56	1,710,141.37
10 E --- 1110 3--	PURCHASED SERVICES	168,250.00	0.00	7,179.14	4.27	0.00	161,070.86	111,247.44
10 E --- 1110 4--	SUPPLIES & MATERIALS	492,663.00	152,858.60	152,858.60	31.03	37,498.87	302,305.53	735,545.63
10 E --- 1110 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	225.00
10 E --- 1110 ---	ELEMENTARY	13,063,427.	389,068.77	398,374.72	3.05	37,498.87	12,627,553.41	12,207,442.59
10 E --- 1120 1--	SALARIES	7,003,759.0	3,649.72	5,410.58	0.08	0.00	6,998,348.42	6,908,654.84
10 E --- 1120 2--	EMPLOYEE BENEFITS	1,072,301.0	733.64	1,099.50	0.10	0.00	1,071,201.50	990,649.07
10 E --- 1120 3--	PURCHASED SERVICES	19,000.00	0.00	0.00	0.00	0.00	19,000.00	15,465.66
10 E --- 1120 4--	SUPPLIES & MATERIALS	202,850.00	9,545.54	9,545.54	4.71	1,814.40	191,490.06	73,153.95
10 E --- 1120 5--	CAPITAL OUTLAY	8,000.00	0.00	0.00	0.00	0.00	8,000.00	0.00
10 E --- 1120 ---	MIDDLE SCHOOL	8,305,910.0	13,928.90	16,055.62	0.19	1,814.40	8,288,039.98	7,987,923.52
10 E --- 1200 1--	SALARIES	5,568,691.0	44,762.22	66,968.58	1.20	0.00	5,501,722.42	5,239,631.15
10 E --- 1200 2--	EMPLOYEE BENEFITS	1,316,400.0	11,935.48	17,593.18	1.34	0.00	1,298,806.82	1,069,214.76
10 E --- 1200 3--	PURCHASED SERVICES	104,000.00	247.50	247.50	0.24	0.00	103,752.50	135,451.74
10 E --- 1200 4--	SUPPLIES & MATERIALS	135,000.00	3,831.45	3,831.45	2.84	0.00	131,168.55	93,949.84
10 E --- 1200 5--	CAPITAL OUTLAY	30,000.00	0.00	0.00	0.00	0.00	30,000.00	30,983.72
10 E --- 1200 8--	TUITION-OTHER LEAS	250,000.00	0.00	0.00	0.00	0.00	250,000.00	280,453.02
10 E --- 1200 ---	SPECIAL EDUCATION	7,404,091.0	60,776.65	88,640.71	1.20	0.00	7,315,450.29	6,849,684.23
10 E --- 1321 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 1321 ---	Conversion	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 1500 1--	SALARIES	363,105.00	0.00	0.00	0.00	0.00	363,105.00	501,584.72

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 1500 2--	EMPLOYEE BENEFITS	4,400.00	0.00	0.00	0.00	0.00	4,400.00	6,634.25
10 E --- 1500 ---	INTERSCHOLASTIC	367,505.00	0.00	0.00	0.00	0.00	367,505.00	508,218.97
10 E --- 1560 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	1.50
10 E --- 1560 3--	PURCHASED SERVICES	17,000.00	0.00	0.00	0.00	0.00	17,000.00	13,835.00
10 E --- 1560 4--	SUPPLIES & MATERIALS	7,000.00	395.00	395.00	5.64	0.00	6,605.00	4,084.30
10 E --- 1560 ---	ATHLETIC PROGRAM	24,000.00	395.00	395.00	1.65	0.00	23,605.00	17,920.80
10 E --- 1600 1--	SALARIES	0.00	54,676.65	55,019.65		0.00	-55,019.65	93,254.60
10 E --- 1600 2--	EMPLOYEE BENEFITS	0.00	927.53	932.68		0.00	-932.68	1,308.04
10 E --- 1600 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 1600 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 1600 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 1600 ---	SUMMER SCHOOL	0.00	55,604.18	55,952.33		0.00	-55,952.33	94,562.64
10 E --- 1650 1--	SALARIES	706,260.00	3,521.76	5,282.64	0.75	0.00	700,977.36	846,893.85
10 E --- 1650 2--	EMPLOYEE BENEFITS	119,729.00	731.86	1,097.79	0.92	0.00	118,631.21	144,608.70
10 E --- 1650 3--	PURCHASED SERVICES	500.00	0.00	0.00	0.00	0.00	500.00	490.00
10 E --- 1650 4--	SUPPLIES & MATERIALS	500.00	0.00	0.00	0.00	0.00	500.00	260.00
10 E --- 1650 ---	GIFTED PROGRAM	826,989.00	4,253.62	6,380.43	0.77	0.00	820,608.57	992,252.55
10 E --- 2100 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2100 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2100 3--	PURCHASED SERVICES	15,000.00	0.00	0.00	0.00	0.00	15,000.00	5,489.05
10 E --- 2100 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2100 ---	SUPPORT SERVICES-	15,000.00	0.00	0.00	0.00	0.00	15,000.00	5,489.05

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 2110 1--	SALARIES	667,025.00	85.75	85.75	0.01	0.00	666,939.25	525,698.20
10 E --- 2110 2--	EMPLOYEE BENEFITS	116,484.00	1.29	1.29	0.00	0.00	116,482.71	83,366.49
10 E --- 2110 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2110 ---	PSYCH	783,509.00	87.04	87.04	0.01	0.00	783,421.96	609,064.69
10 E --- 2120 1--	SALARIES	416,443.00	0.00	0.00	0.00	0.00	416,443.00	396,852.77
10 E --- 2120 2--	EMPLOYEE BENEFITS	116,121.00	0.00	0.00	0.00	0.00	116,121.00	82,728.31
10 E --- 2120 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2120 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2120 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2120 ---	GUIDANCE SERVICES	532,564.00	0.00	0.00	0.00	0.00	532,564.00	479,581.08
10 E --- 2130 1--	SALARIES	356,173.00	0.00	0.00	0.00	0.00	356,173.00	350,279.65
10 E --- 2130 2--	EMPLOYEE BENEFITS	82,520.00	0.00	0.00	0.00	0.00	82,520.00	75,331.95
10 E --- 2130 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2130 4--	SUPPLIES & MATERIALS	15,000.00	0.00	0.00	0.00	0.00	15,000.00	7,193.37
10 E --- 2130 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2130 ---	HEALTH SERVICES	453,693.00	0.00	0.00	0.00	0.00	453,693.00	432,804.97
10 E --- 2140 1--	SALARIES	84,060.00	0.00	0.00	0.00	0.00	84,060.00	79,826.00
10 E --- 2140 2--	EMPLOYEE BENEFITS	22,321.00	0.00	0.00	0.00	0.00	22,321.00	14,541.07
10 E --- 2140 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	21,563.75
10 E --- 2140 4--	SUPPLIES & MATERIALS	15,000.00	0.00	0.00	0.00	0.00	15,000.00	7,660.41
10 E --- 2140 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2140 ---	PSYCH/SOCIAL WORK	121,381.00	0.00	0.00	0.00	0.00	121,381.00	123,591.23
10 E --- 2150 1--	SALARIES	973,091.00	0.00	0.00	0.00	0.00	973,091.00	889,194.40

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 2150 2--	EMPLOYEE BENEFITS	130,189.00	0.00	0.00	0.00	0.00	130,189.00	123,541.76
10 E --- 2150 3--	PURCHASED SERVICES	8,000.00	0.00	0.00	0.00	0.00	8,000.00	0.00
10 E --- 2150 4--	SUPPLIES & MATERIALS	4,000.00	0.00	0.00	0.00	0.00	4,000.00	6,744.82
10 E --- 2150 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2150 ---	SPEECH/LANGUAGE	1,115,280.0	0.00	0.00	0.00	0.00	1,115,280.00	1,019,480.98
10 E --- 2190 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2190 ---	OTHER PUPIL	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2210 1--	SALARIES	1,338,209.0	2,410.05	10,154.05	0.76	0.00	1,328,054.95	1,277,075.49
10 E --- 2210 2--	EMPLOYEE BENEFITS	165,106.00	34.37	150.53	0.09	0.00	164,955.47	159,886.11
10 E --- 2210 3--	PURCHASED SERVICES	231,771.00	47,946.19	81,146.19	35.01	0.00	150,624.81	264,862.65
10 E --- 2210 4--	SUPPLIES & MATERIALS	4,500.00	0.00	0.00	0.00	0.00	4,500.00	2,670.92
10 E --- 2210 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2210 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2210 ---	IMPROVE/INSTRUCTI	1,739,586.0	50,390.61	91,450.77	5.26	0.00	1,648,135.23	1,704,495.17
10 E --- 2220 1--	SALARIES	809,236.00	0.00	0.00	0.00	0.00	809,236.00	777,662.96
10 E --- 2220 2--	EMPLOYEE BENEFITS	174,679.00	0.00	0.00	0.00	0.00	174,679.00	162,605.13
10 E --- 2220 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	68.72
10 E --- 2220 4--	SUPPLIES & MATERIALS	47,950.00	19,821.85	19,821.85	41.34	0.00	28,128.15	53,305.14
10 E --- 2220 5--	CAPITAL OUTLAY	19,000.00	0.00	0.00	0.00	0.00	19,000.00	641.89
10 E --- 2220 ---	LIBRARY/MEDIA	1,050,865.0	19,821.85	19,821.85	1.89	0.00	1,031,043.15	994,283.84
10 E --- 2230 1--	SALARIES	412,334.00	51,216.10	76,824.15	18.63	0.00	335,509.85	400,092.65
10 E --- 2230 2--	EMPLOYEE BENEFITS	103,364.00	8,549.04	12,823.56	12.41	0.00	90,540.44	82,728.38

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 2230 3--	PURCHASED SERVICES	40,000.00	34,812.50	36,486.50	91.22	0.00	3,513.50	40,617.50
10 E --- 2230 4--	SUPPLIES & MATERIALS	6,500.00	0.00	0.00	0.00	0.00	6,500.00	294.18
10 E --- 2230 ---	ASSESSMENT &	562,198.00	94,577.64	126,134.21	22.44	0.00	436,063.79	523,732.71
10 E --- 2290 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2290 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2290 3--	PURCHASED SERVICES	101,314.00	85,429.67	85,429.67	84.32	0.00	15,884.33	110,710.47
10 E --- 2290 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2290 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2290 ---	OTHER SUPP-	101,314.00	85,429.67	85,429.67	84.32	0.00	15,884.33	110,710.47
10 E --- 2300 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2300 ---	SUPPORT SERVICES-	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2310 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2310 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2310 3--	PURCHASED SERVICES	685,075.00	185,132.31	196,266.97	28.65	0.00	488,808.03	622,353.01
10 E --- 2310 ---	BOARD OF	685,075.00	185,132.31	196,266.97	28.65	0.00	488,808.03	622,353.01
10 E --- 2320 1--	SALARIES	751,897.00	52,249.36	104,374.04	13.88	0.00	647,522.96	734,554.37
10 E --- 2320 2--	EMPLOYEE BENEFITS	133,999.00	7,438.21	11,549.69	8.62	0.00	122,449.31	157,749.84
10 E --- 2320 3--	PURCHASED SERVICES	112,805.00	18,640.37	30,140.37	26.72	0.00	82,664.63	127,145.11
10 E --- 2320 4--	SUPPLIES & MATERIALS	24,000.00	9,749.98	9,749.98	40.62	0.00	14,250.02	16,558.31
10 E --- 2320 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2320 ---	EXEC ADMIN	1,022,701.0	88,077.92	155,814.08	15.24	0.00	866,886.92	1,036,007.63
10 E --- 2400 1--	SALARIES	8,000.00	0.00	0.00	0.00	0.00	8,000.00	103,795.02

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 2400 ---	SUPPORT SERVICES-	8,000.00	0.00	0.00	0.00	0.00	8,000.00	103,795.02
10 E --- 2410 1--	SALARIES	1,613,507.0	109,343.26	164,014.89	10.17	0.00	1,449,492.11	1,769,818.13
10 E --- 2410 2--	EMPLOYEE BENEFITS	586,871.00	31,747.08	45,570.38	7.76	0.00	541,300.62	468,028.21
10 E --- 2410 3--	PURCHASED SERVICES	26,215.00	0.00	0.00	0.00	0.00	26,215.00	13,881.28
10 E --- 2410 4--	SUPPLIES & MATERIALS	5,000.00	0.00	0.00	0.00	0.00	5,000.00	4,697.81
10 E --- 2410 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2410 ---	OFFICE-PRINCIPAL	2,231,593.0	141,090.34	209,585.27	9.39	0.00	2,022,007.73	2,256,425.43
10 E --- 2510 1--	SALARIES	583,498.00	55,178.56	81,981.36	14.05	0.00	501,516.64	596,219.70
10 E --- 2510 2--	EMPLOYEE BENEFITS	127,125.00	7,194.39	10,745.61	8.45	0.00	116,379.39	86,993.48
10 E --- 2510 3--	PURCHASED SERVICES	59,000.00	8,809.72	9,419.72	15.97	0.00	49,580.28	47,995.86
10 E --- 2510 4--	SUPPLIES & MATERIALS	8,000.00	806.17	806.17	10.08	0.00	7,193.83	3,073.00
10 E --- 2510 5--	CAPITAL OUTLAY	1,000.00	0.00	0.00	0.00	0.00	1,000.00	1,066.97
10 E --- 2510 ---	DIRECTOR OF	778,623.00	71,988.84	102,952.86	13.22	0.00	675,670.14	735,349.01
10 E --- 2560 1--	SALARIES	341,800.00	4,464.00	4,464.00	1.31	0.00	337,336.00	392,423.59
10 E --- 2560 2--	EMPLOYEE BENEFITS	525.00	0.00	0.00	0.00	0.00	525.00	933.32
10 E --- 2560 4--	SUPPLIES & MATERIALS	25,000.00	0.00	0.00	0.00	0.00	25,000.00	38,325.55
10 E --- 2560 ---	FOOD SERVICES	367,325.00	4,464.00	4,464.00	1.22	0.00	362,861.00	431,682.46
10 E --- 2620 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2620 ---	PLANNING,	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2634 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2634 3--	PURCHASED SERVICES	455,100.00	163,424.92	238,409.69	52.39	2,149.85	214,540.46	1,325,433.94
10 E --- 2634 4--	SUPPLIES & MATERIALS	489,028.00	62,919.88	62,919.88	12.87	0.00	426,108.12	154,167.73

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 2634 5--	CAPITAL OUTLAY	1,250,000.0	13,775.25	13,775.25	1.10	0.00	1,236,224.75	543,954.99
10 E --- 2634 ---	MGT INFORMATION	2,194,128.0	240,120.05	315,104.82	14.36	2,149.85	1,876,873.33	2,023,556.66
10 E --- 2660 3--	PURCHASED SERVICES	0.00	0.00	5,382.00		0.00	-5,382.00	17,939.67
10 E --- 2660 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2660 ---	DATA PROCESSING	0.00	0.00	5,382.00		0.00	-5,382.00	17,939.67
10 E --- 2900 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2900 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 2900 ---	OTHER SUPPORT	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 3000 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 3000 ---	Conversion	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 3700 1--	SALARIES	162,445.00	15,441.98	22,211.04	13.67	0.00	140,233.96	139,316.88
10 E --- 3700 2--	EMPLOYEE BENEFITS	13,093.00	1,021.71	1,521.86	11.62	0.00	11,571.14	21,291.20
10 E --- 3700 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	1,393.75
10 E --- 3700 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 3700 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 3700 ---	COMMUNITY	175,538.00	16,463.69	23,732.90	13.52	0.00	151,805.10	162,001.83
10 E --- 4100 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4100 8--	TUITION-OTHER LEAS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4100 ---	PAYMENT TO OTHER	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4110 8--	TUITION-OTHER LEAS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4110 ---	PAYMENT TO OTHER	0.00	0.00	0.00		0.00	0.00	0.00

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
10 E --- 4120 3--	PURCHASED SERVICES	285,000.00	5,016.00	78,558.49	27.56	0.00	206,441.51	313,543.19
10 E --- 4120 8--	TUITION-OTHER LEAS	140,000.00	0.00	69,566.62	49.69	0.00	70,433.38	128,311.50
10 E --- 4120 ---	PAYMENT TO OTHER	425,000.00	5,016.00	148,125.11	34.85	0.00	276,874.89	441,854.69
10 E --- 4180 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4180 ---	ON BEHALF	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4190 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4190 7--		0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4190 ---	OTHER PMTS TO ILL	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4320 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 4320 ---	Conversion	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
10 E --- 8990 6--	OTHER OBJECTS	1,621,948.0	1,621,948.0	1,621,948.00	100.00	0.00	0.00	1,479,023.00
10 E --- 8990 ---	TRANSFER TO OTHER	1,621,948.0	1,621,948.0	1,621,948.00	100.00	0.00	0.00	1,479,023.00
10 - --- ---- ---	EDUCATION FUND	45,977,243.	3,148,635.0	3,672,098.36	7.99	41,463.12	42,263,681.52	43,971,227.90
20 E --- 0000 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 0000 ---	Conversion	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 1110 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 1110 ---	ELEMENTARY	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 2210 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 2210 ---	IMPROVE/INSTRUCTI	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 2290 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
20 E --- 2290 ---	OTHER SUPP-	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 2320 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	1,000.00
20 E --- 2320 ---	EXEC ADMIN	0.00	0.00	0.00		0.00	0.00	1,000.00
20 E --- 2510 3--	PURCHASED SERVICES	0.00	500.00	750.00		0.00	-750.00	6,000.00
20 E --- 2510 ---	DIRECTOR OF	0.00	500.00	750.00		0.00	-750.00	6,000.00
20 E --- 2540 1--	SALARIES	699,893.00	47,418.09	70,776.58	10.11	0.00	629,116.42	570,298.47
20 E --- 2540 2--	EMPLOYEE BENEFITS	103,203.00	8,404.17	12,604.13	12.21	0.00	90,598.87	98,683.97
20 E --- 2540 3--	PURCHASED SERVICES	1,664,500.0	14,728.56	26,820.16	1.61	0.00	1,637,679.84	1,860,733.72
20 E --- 2540 4--	SUPPLIES & MATERIALS	1,012,480.0	71,397.61	71,664.61	7.08	0.00	940,815.39	754,595.46
20 E --- 2540 5--	CAPITAL OUTLAY	1,200,000.0	269,676.25	279,857.40	23.32	0.00	920,142.60	2,687,230.54
20 E --- 2540 ---	OPERATIONS &	4,680,076.0	411,624.68	461,722.88	9.87	0.00	4,218,353.12	5,971,542.16
20 E --- 5140 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	2,000.00
20 E --- 5140 ---	INTEREST ON BONDS	0.00	0.00	0.00		0.00	0.00	2,000.00
20 E --- 5200 6--	OTHER OBJECTS	75,660.00	0.00	0.00	0.00	0.00	75,660.00	0.00
20 E --- 5200 ---	BOND PRINC	75,660.00	0.00	0.00	0.00	0.00	75,660.00	0.00
20 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- 8990 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	35,830.00
20 E --- 8990 ---	TRANSFER TO OTHER	0.00	0.00	0.00		0.00	0.00	35,830.00
20 - --- ---- ---	BUILDING FUND	4,755,736.0	412,124.68	462,472.88	9.72	0.00	4,293,263.12	6,016,372.16
30 E --- 4100 7--		0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 4100 ---	PAYMENT TO OTHER	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 5140 6--	OTHER OBJECTS	695,948.00	0.00	0.00	0.00	0.00	695,948.00	728,277.50

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
30 E --- 5140 ---	INTEREST ON BONDS	695,948.00	0.00	0.00	0.00	0.00	695,948.00	728,277.50
30 E --- 5200 6--	OTHER OBJECTS	926,000.00	0.00	0.00	0.00	0.00	926,000.00	18,622.94
30 E --- 5200 ---	BOND PRINC	926,000.00	0.00	0.00	0.00	0.00	926,000.00	18,622.94
30 E --- 7210 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 7210 ---	BOND PROCEEDS	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 7230 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 7230 ---	ACCRUED INTEREST-	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 8190 7--		0.00	0.00	0.00		0.00	0.00	0.00
30 E --- 8190 ---	OTHER FINANCING	0.00	0.00	0.00		0.00	0.00	0.00
30 - --- ---- ---	BOND & INTEREST	1,621,948.0	0.00	0.00	0.00	0.00	1,621,948.00	746,900.44
40 E --- 1110 1--	SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- 1110 ---	ELEMENTARY	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- 2550 1--	SALARIES	56,054.00	4,087.34	6,244.44	11.14	0.00	49,809.56	55,841.45
40 E --- 2550 2--	EMPLOYEE BENEFITS	0.00	270.56	405.84		0.00	-405.84	3,139.28
40 E --- 2550 3--	PURCHASED SERVICES	1,498,500.0	0.00	0.00	0.00	0.00	1,498,500.00	1,332,505.78
40 E --- 2550 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- 2550 ---	TRANSPORTATION	1,554,554.0	4,357.90	6,650.28	0.43	0.00	1,547,903.72	1,391,486.51
40 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
40 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- 8990 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	500,000.00

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
40 E --- 8990 ---	TRANSFER TO OTHER	0.00	0.00	0.00		0.00	0.00	500,000.00
40 - --- ---- ---	TRANSPORTATION	1,554,554.0	4,357.90	6,650.28	0.43	0.00	1,547,903.72	1,891,486.51
50 E --- 1110 1--	SALARIES	170,000.00	0.00	0.00	0.00	0.00	170,000.00	0.00
50 E --- 1110 2--	EMPLOYEE BENEFITS	155,885.00	5,372.96	5,398.45	3.46	0.00	150,486.55	130,025.65
50 E --- 1110 ---	ELEMENTARY	325,885.00	5,372.96	5,398.45	1.66	0.00	320,486.55	130,025.65
50 E --- 1120 2--	EMPLOYEE BENEFITS	101,526.00	52.80	78.27	0.08	0.00	101,447.73	113,336.96
50 E --- 1120 ---	MIDDLE SCHOOL	101,526.00	52.80	78.27	0.08	0.00	101,447.73	113,336.96
50 E --- 1200 2--	EMPLOYEE BENEFITS	207,107.00	979.24	1,465.33	0.71	0.00	205,641.67	183,915.75
50 E --- 1200 ---	SPECIAL EDUCATION	207,107.00	979.24	1,465.33	0.71	0.00	205,641.67	183,915.75
50 E --- 1500 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	10,694.46
50 E --- 1500 ---	INTERSCHOLASTIC	0.00	0.00	0.00		0.00	0.00	10,694.46
50 E --- 1560 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	1,082.81
50 E --- 1560 ---	ATHLETIC PROGRAM	0.00	0.00	0.00		0.00	0.00	1,082.81
50 E --- 1600 2--	EMPLOYEE BENEFITS	0.00	1,666.48	1,671.45		0.00	-1,671.45	4,035.42
50 E --- 1600 ---	SUMMER SCHOOL	0.00	1,666.48	1,671.45		0.00	-1,671.45	4,035.42
50 E --- 1650 2--	EMPLOYEE BENEFITS	9,869.00	50.98	76.47	0.77	0.00	9,792.53	11,675.89
50 E --- 1650 ---	GIFTED PROGRAM	9,869.00	50.98	76.47	0.77	0.00	9,792.53	11,675.89
50 E --- 2100 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2100 ---	SUPPORT SERVICES-	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2110 2--	EMPLOYEE BENEFITS	9,556.00	1.24	1.24	0.01	0.00	9,554.76	7,216.12
50 E --- 2110 ---	PSYCH	9,556.00	1.24	1.24	0.01	0.00	9,554.76	7,216.12
50 E --- 2120 2--	EMPLOYEE BENEFITS	6,247.00	0.00	0.00	0.00	0.00	6,247.00	5,623.08
50 E --- 2120 ---	GUIDANCE SERVICES	6,247.00	0.00	0.00	0.00	0.00	6,247.00	5,623.08
50 E --- 2130 2--	EMPLOYEE BENEFITS	50,940.00	0.00	0.00	0.00	0.00	50,940.00	21,848.47

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
50 E --- 2130 ---	HEALTH SERVICES	50,940.00	0.00	0.00	0.00	0.00	50,940.00	21,848.47
50 E --- 2140 2--	EMPLOYEE BENEFITS	1,261.00	0.00	0.00	0.00	0.00	1,261.00	1,118.45
50 E --- 2140 ---	PSYCH/SOCIAL WORK	1,261.00	0.00	0.00	0.00	0.00	1,261.00	1,118.45
50 E --- 2150 2--	EMPLOYEE BENEFITS	13,998.00	0.00	0.00	0.00	0.00	13,998.00	12,594.34
50 E --- 2150 ---	SPEECH/LANGUAGE	13,998.00	0.00	0.00	0.00	0.00	13,998.00	12,594.34
50 E --- 2210 2--	EMPLOYEE BENEFITS	16,866.00	42.27	154.56	0.92	0.00	16,711.44	18,181.13
50 E --- 2210 ---	IMPROVE/INSTRUCTI	16,866.00	42.27	154.56	0.92	0.00	16,711.44	18,181.13
50 E --- 2220 2--	EMPLOYEE BENEFITS	28,125.00	0.00	0.00	0.00	0.00	28,125.00	22,852.15
50 E --- 2220 ---	LIBRARY/MEDIA	28,125.00	0.00	0.00	0.00	0.00	28,125.00	22,852.15
50 E --- 2230 2--	EMPLOYEE BENEFITS	17,231.00	2,124.93	3,181.89	18.47	0.00	14,049.11	20,607.83
50 E --- 2230 ---	ASSESSMENT &	17,231.00	2,124.93	3,181.89	18.47	0.00	14,049.11	20,607.83
50 E --- 2290 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2290 ---	OTHER SUPP-	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2310 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2310 ---	BOARD OF	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2320 2--	EMPLOYEE BENEFITS	27,428.00	1,875.24	3,188.95	11.63	0.00	24,239.05	23,915.67
50 E --- 2320 ---	EXEC ADMIN	27,428.00	1,875.24	3,188.95	11.63	0.00	24,239.05	23,915.67
50 E --- 2400 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2400 ---	SUPPORT SERVICES-	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2410 2--	EMPLOYEE BENEFITS	58,492.00	2,120.94	3,181.80	5.44	0.00	55,310.20	52,996.20
50 E --- 2410 ---	OFFICE-PRINCIPAL	58,492.00	2,120.94	3,181.80	5.44	0.00	55,310.20	52,996.20
50 E --- 2510 2--	EMPLOYEE BENEFITS	22,662.00	2,189.45	3,133.56	13.83	0.00	19,528.44	20,210.61
50 E --- 2510 ---	DIRECTOR OF	22,662.00	2,189.45	3,133.56	13.83	0.00	19,528.44	20,210.61
50 E --- 2540 2--	EMPLOYEE BENEFITS	47,809.00	3,513.45	5,221.27	10.92	0.00	42,587.73	41,569.13

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
50 E --- 2540 ---	OPERATIONS &	47,809.00	3,513.45	5,221.27	10.92	0.00	42,587.73	41,569.13
50 E --- 2550 2--	EMPLOYEE BENEFITS	0.00	319.25	479.84		0.00	-479.84	3,540.59
50 E --- 2550 ---	TRANSPORTATION	0.00	319.25	479.84		0.00	-479.84	3,540.59
50 E --- 2560 2--	EMPLOYEE BENEFITS	0.00	340.70	340.70		0.00	-340.70	25,630.30
50 E --- 2560 ---	FOOD SERVICES	0.00	340.70	340.70		0.00	-340.70	25,630.30
50 E --- 2634 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2634 ---	MGT INFORMATION	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2900 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 2900 ---	OTHER SUPPORT	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 3700 2--	EMPLOYEE BENEFITS	4,196.00	1,173.57	1,686.91	40.20	0.00	2,509.09	10,846.35
50 E --- 3700 ---	COMMUNITY	4,196.00	1,173.57	1,686.91	40.20	0.00	2,509.09	10,846.35
50 E --- 4190 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
50 E --- 4190 ---	OTHER PMTS TO ILL	0.00	0.00	0.00		0.00	0.00	0.00
50 - --- ---- ---	MUNICIPAL	949,198.00	21,823.50	29,260.69	3.08	0.00	919,937.31	743,517.36
51 E --- 1110 2--	EMPLOYEE BENEFITS	6,909.00	1,443.75	1,443.75	20.90	0.00	5,465.25	2,048.98
51 E --- 1110 ---	ELEMENTARY	6,909.00	1,443.75	1,443.75	20.90	0.00	5,465.25	2,048.98
51 E --- 1120 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	1,459.24
51 E --- 1120 ---	MIDDLE SCHOOL	0.00	0.00	0.00		0.00	0.00	1,459.24
51 E --- 1200 2--	EMPLOYEE BENEFITS	164,122.00	451.78	677.67	0.41	0.00	163,444.33	143,784.38
51 E --- 1200 ---	SPECIAL EDUCATION	164,122.00	451.78	677.67	0.41	0.00	163,444.33	143,784.38
51 E --- 1500 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	2,723.86
51 E --- 1500 ---	INTERSCHOLASTIC	0.00	0.00	0.00		0.00	0.00	2,723.86
51 E --- 1560 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
51 E --- 1560 ---	ATHLETIC PROGRAM	0.00	0.00	0.00		0.00	0.00	0.00

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
51 E --- 1600 2--	EMPLOYEE BENEFITS	0.00	1,162.62	1,162.62		0.00	-1,162.62	2,362.44
51 E --- 1600 ---	SUMMER SCHOOL	0.00	1,162.62	1,162.62		0.00	-1,162.62	2,362.44
51 E --- 1650 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
51 E --- 1650 ---	GIFTED PROGRAM	0.00	0.00	0.00		0.00	0.00	0.00
51 E --- 2130 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	22,992.98
51 E --- 2130 ---	HEALTH SERVICES	0.00	0.00	0.00		0.00	0.00	22,992.98
51 E --- 2210 2--	EMPLOYEE BENEFITS	0.00	9.76	9.76		0.00	-9.76	326.92
51 E --- 2210 ---	IMPROVE/INSTRUCTI	0.00	9.76	9.76		0.00	-9.76	326.92
51 E --- 2220 2--	EMPLOYEE BENEFITS	20,464.00	0.00	0.00	0.00	0.00	20,464.00	17,495.33
51 E --- 2220 ---	LIBRARY/MEDIA	20,464.00	0.00	0.00	0.00	0.00	20,464.00	17,495.33
51 E --- 2230 2--	EMPLOYEE BENEFITS	22,613.00	1,803.60	2,705.40	11.96	0.00	19,907.60	18,446.15
51 E --- 2230 ---	ASSESSMENT &	22,613.00	1,803.60	2,705.40	11.96	0.00	19,907.60	18,446.15
51 E --- 2320 2--	EMPLOYEE BENEFITS	19,931.00	1,570.86	2,356.29	11.82	0.00	17,574.71	16,391.74
51 E --- 2320 ---	EXEC ADMIN	19,931.00	1,570.86	2,356.29	11.82	0.00	17,574.71	16,391.74
51 E --- 2400 2--	EMPLOYEE BENEFITS	0.00	0.00	0.00		0.00	0.00	0.00
51 E --- 2400 ---	SUPPORT SERVICES-	0.00	0.00	0.00		0.00	0.00	0.00
51 E --- 2410 2--	EMPLOYEE BENEFITS	44,745.00	825.96	1,238.94	2.77	0.00	43,506.06	69,526.35
51 E --- 2410 ---	OFFICE-PRINCIPAL	44,745.00	825.96	1,238.94	2.77	0.00	43,506.06	69,526.35
51 E --- 2510 2--	EMPLOYEE BENEFITS	17,983.00	1,512.42	2,230.09	12.40	0.00	15,752.91	14,761.01
51 E --- 2510 ---	DIRECTOR OF	17,983.00	1,512.42	2,230.09	12.40	0.00	15,752.91	14,761.01
51 E --- 2540 2--	EMPLOYEE BENEFITS	51,710.00	3,888.63	5,815.72	11.25	0.00	45,894.28	39,580.26
51 E --- 2540 ---	OPERATIONS &	51,710.00	3,888.63	5,815.72	11.25	0.00	45,894.28	39,580.26
51 E --- 2550 2--	EMPLOYEE BENEFITS	0.00	337.20	515.15		0.00	-515.15	3,498.23
51 E --- 2550 ---	TRANSPORTATION	0.00	337.20	515.15		0.00	-515.15	3,498.23

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
51 E --- 2560 2--	EMPLOYEE BENEFITS	0.00	52.80	52.80		0.00	-52.80	11,968.16
51 E --- 2560 ---	FOOD SERVICES	0.00	52.80	52.80		0.00	-52.80	11,968.16
51 E --- 3700 2--	EMPLOYEE BENEFITS	4,521.00	1,273.95	1,832.39	40.53	0.00	2,688.61	10,309.44
51 E --- 3700 ---	COMMUNITY	4,521.00	1,273.95	1,832.39	40.53	0.00	2,688.61	10,309.44
51 - --- ---- ---	IMRF	352,998.00	14,333.33	20,040.58	5.68	0.00	332,957.42	377,675.47
60 E --- 2530 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 2530 5--	CAPITAL OUTLAY	500,000.00	0.00	0.00	0.00	0.00	500,000.00	4,134,250.70
60 E --- 2530 ---	BUILDING/SITE	500,000.00	0.00	0.00	0.00	0.00	500,000.00	4,134,250.70
60 E --- 2540 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 2540 ---	OPERATIONS &	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 4190 7--		0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 4190 ---	OTHER PMTS TO ILL	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7210 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7210 ---	BOND PROCEEDS	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7220 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7220 ---	BOND DISCOUNT	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7230 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 7230 ---	ACCRUED INTEREST-	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 8190 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- 8190 ---	OTHER FINANCING	0.00	0.00	0.00		0.00	0.00	0.00

Monthly Expense Report (Function/Object)

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Original Budget	Monthly Activity	Activity	Percent of Budget Used	Encumbrance	Unencumbered Balance	PY Activity
60 - --- ---- ---	SITE &	500,000.00	0.00	0.00	0.00	0.00	500,000.00	4,134,250.70
90 E --- 2400 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 2400 ---	SUPPORT SERVICES-	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 2530 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 2530 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	1,275,267.05
90 E --- 2530 ---	BUILDING/SITE	0.00	0.00	0.00		0.00	0.00	1,275,267.05
90 E --- 2540 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 2540 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 2540 ---	OPERATIONS &	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 8140 7--		0.00	0.00	0.00		0.00	0.00	0.00
90 E --- 8140 ---	PERM TRANSFER/INT	0.00	0.00	0.00		0.00	0.00	0.00
90 - --- ---- ---	FIRE PREVENTION &	0.00	0.00	0.00		0.00	0.00	1,275,267.05
Account Monthly Activity Grand Totals:		55,711,677.0	3,601,274.4	4,190,522.79	7.52	41,463.12	51,479,691.09	59,156,697.59

First Level Expenditure Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Revised Budget	Monthly Activity	Activity	FYTD %	Encumbrance	Unencumbered Balance	Unexpended Balance
10 E --- ---- 1--	SALARIES	32,653,329.00	631,569.07	833,121.27	2.55	0.00	31,820,207.73	31,820,207.73
10 E --- ---- 2--	EMPLOYEE BENEFITS	6,193,945.00	71,955.11	105,092.51	1.70	0.00	6,088,852.49	6,088,852.49
10 E --- ---- 3--	PURCHASED SERVICES	2,328,030.00	549,459.18	768,666.24	33.02	2,149.85	1,557,213.91	1,559,363.76
10 E --- ---- 4--	SUPPLIES & MATERIALS	1,481,991.00	282,428.47	282,428.47	19.06	39,313.27	1,160,249.26	1,199,562.53
10 E --- ---- 5--	CAPITAL OUTLAY	1,308,000.00	13,775.25	13,775.25	1.05	0.00	1,294,224.75	1,294,224.75
10 E --- ---- 6--	OTHER OBJECTS	1,621,948.00	1,621,948.00	1,621,948.00	100.00	0.00	0.00	0.00
10 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
10 E --- ---- 8--	TUITION-OTHER LEAS	390,000.00	0.00	69,566.62	17.84	0.00	320,433.38	320,433.38
10 - --- ---- ---	Fund Total	45,977,243.00	3,171,135.08	3,694,598.36	8.04	41,463.12	42,241,181.52	42,282,644.64
20 E --- ---- 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
20 E --- ---- 1--	SALARIES	699,893.00	47,418.09	70,776.58	10.11	0.00	629,116.42	629,116.42
20 E --- ---- 2--	EMPLOYEE BENEFITS	103,203.00	8,404.17	12,604.13	12.21	0.00	90,598.87	90,598.87
20 E --- ---- 3--	PURCHASED SERVICES	1,664,500.00	15,228.56	27,570.16	1.66	0.00	1,636,929.84	1,636,929.84
20 E --- ---- 4--	SUPPLIES & MATERIALS	1,012,480.00	71,397.61	71,664.61	7.08	0.00	940,815.39	940,815.39
20 E --- ---- 5--	CAPITAL OUTLAY	1,200,000.00	269,676.25	279,857.40	23.32	0.00	920,142.60	920,142.60
20 E --- ---- 6--	OTHER OBJECTS	75,660.00	0.00	0.00	0.00	0.00	75,660.00	75,660.00
20 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
20 - --- ---- ---	Fund Total	4,755,736.00	412,124.68	462,472.88	9.72	0.00	4,293,263.12	4,293,263.12
30 E --- ---- 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
30 E --- ---- 6--	OTHER OBJECTS	1,621,948.00	0.00	0.00	0.00	0.00	1,621,948.00	1,621,948.00
30 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
30 - --- ---- ---	Fund Total	1,621,948.00	0.00	0.00	0.00	0.00	1,621,948.00	1,621,948.00
40 E --- ---- 1--	SALARIES	56,054.00	4,087.34	6,244.44	11.14	0.00	49,809.56	49,809.56
40 E --- ---- 2--	EMPLOYEE BENEFITS	0.00	270.56	405.84		0.00	-405.84	-405.84

First Level Expenditure Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Revised Budget	Monthly Activity	Activity	FYTD %	Encumbrance	Unencumbered Balance	Unexpended Balance
40 E --- ---- 3--	PURCHASED SERVICES	1,498,500.00	0.00	0.00	0.00	0.00	1,498,500.00	1,498,500.00
40 E --- ---- 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- ---- 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
40 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
40 - --- ---- ---	Fund Total	1,554,554.00	4,357.90	6,650.28	0.43	0.00	1,547,903.72	1,547,903.72
50 E --- ---- 1--	SALARIES	170,000.00	0.00	0.00	0.00	0.00	170,000.00	170,000.00
50 E --- ---- 2--	EMPLOYEE BENEFITS	779,198.00	21,823.50	29,260.69	3.76	0.00	749,937.31	749,937.31
50 E --- ---- 6--	OTHER OBJECTS	0.00	0.00	0.00		0.00	0.00	0.00
50 - --- ---- ---	Fund Total	949,198.00	21,823.50	29,260.69	3.08	0.00	919,937.31	919,937.31
51 E --- ---- 2--	EMPLOYEE BENEFITS	352,998.00	14,333.33	20,040.58	5.68	0.00	332,957.42	332,957.42
51 - --- ---- ---	Fund Total	352,998.00	14,333.33	20,040.58	5.68	0.00	332,957.42	332,957.42
60 E --- ---- 0--	Conversion Created: 0000	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- ---- 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
60 E --- ---- 5--	CAPITAL OUTLAY	500,000.00	0.00	0.00	0.00	0.00	500,000.00	500,000.00
60 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
60 - --- ---- ---	Fund Total	500,000.00	0.00	0.00	0.00	0.00	500,000.00	500,000.00
90 E --- ---- 3--	PURCHASED SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- ---- 5--	CAPITAL OUTLAY	0.00	0.00	0.00		0.00	0.00	0.00
90 E --- ---- 7--		0.00	0.00	0.00		0.00	0.00	0.00
90 - --- ---- ---	Fund Total	0.00	0.00	0.00		0.00	0.00	0.00
98 E --- ---- 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
98 - --- ---- ---	Fund Total	0.00	0.00	0.00		0.00	0.00	0.00
99 E --- ---- 4--	SUPPLIES & MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
99 - --- ---- ---	Fund Total	0.00	0.00	0.00		0.00	0.00	0.00

First Level Expenditure Report

Fiscal Year: 2020-2021
Month: July

Deerfield Public Schools 109

Account Number	Object Description	Revised Budget	Monthly Activity	Activity	FYTD %	Encumbrance	Unencumbered Balance	Unexpended Balance
Account Monthly Activity Grand Totals:		55,711,677.00	3,623,774.49	4,213,022.79	7.56	41,463.12	51,457,191.09	51,498,654.21

EXHIBIT 3

CURRENT INVESTMENTS

FOR THE YEAR ENDING JUNE 30, 2021

As of July 31, 2020

INSTITUTION CERTIFICATE OF DEPOSITS	PURCH FROM	FDIC #	DATE PURCH.	DATE MATURE	INT. RATE	INV. DAYS	BANK YEAR	INVEST AMOUNT	GROSS INTEREST
BMO HARRIS NA (COLLATERALIZED)	PMA	16571	09/27/18	08/17/20	2.78%	690	365	3,000,000	157,660
FIRST MID-ILLINOIS BANK & TRUST, MATTOON	PFM / I I I T	3705	06/20/19	08/18/20	2.60%	425	365	242,000	7,326
PRIME ALLIANCE BANK, WOODS CROSS, UT	PFM / I I I T	57920	06/20/19	08/18/20	2.60%	425	365	242,000	7,326
ZIONS BANKCORP NA	NT/LAKE FOREST	2270	09/17/19	09/15/20	1.75%	364	365	250,000	4,363
BANK LEUMI USA, NY	NT/LAKE FOREST	19842	09/19/19	09/18/20	1.75%	365	365	250,000	4,375
MERCANTIL BANK NA	NT/LAKE FOREST	22953	09/28/17	09/28/20	1.95%	1,096	365	250,000	14,638
KEYBANK NA, CLEVELAND, OH	PMA	17534	10/11/17	10/09/20	1.85%	1,094	365	247,000	13,696
CAPITAL ONE NAT'L ASSN MCLEAN, VA	NT/LAKE FOREST	4297	10/13/16	10/13/20	1.40%	1,461	365	250,000	14,010
VALLIANCE BANK, OKLAHOMA CITY, IL	PFM / I I I T	57841	09/27/18	11/12/20	2.80%	777	365	235,000	14,007
NATIVE AMERICAN BANK, DENVER, CO	PFM / I I I T	2726	09/27/18	11/12/20	2.75%	777	365	235,000	13,757
STEARNS BANK HOLDINGFORD, MN	PFM / I I I T	10160	09/27/18	11/12/20	2.60%	777	365	236,000	13,062
STEARNS BANK UPSALA, MN	PFM / I I I T	9336	09/27/18	11/12/20	2.60%	777	365	236,000	13,062
BMO HARRIS NA (COLLATERALIZED)	PMA	16571	09/27/18	11/16/20	2.80%	781	365	1,000,000	59,955
REGENT BANK, MOWATA, OK	PFM / I I I T	4160	06/20/19	12/16/20	2.05%	545	365	240,000	7,346
PACIFIC WESTERN BANK, LA, CA	PFM / I I I T	24045	06/20/19	12/16/20	2.60%	545	365	240,000	9,317
CFG COMMUNITY BANK, LUTHERVILL, MD	PFM / I I I T	34294	06/20/19	12/16/20	2.50%	545	365	240,000	8,959
EAGLE BANK	PMA	34742	06/20/19	12/21/20	2.28%	550	365	241,700	8,311
SERVISFIRST BANK	PMA	57993	06/20/19	01/04/21	2.28%	564	365	241,400	8,520
ROCKFORD B & T COMPANY	PMA	57927	06/20/19	01/04/21	2.24%	564	365	241,600	8,374
MECHANICS SAVINGS BANK, AUBURN, ME	PFM / I I I T	17476	06/20/19	01/15/21	2.05%	575	365	241,000	7,783
PREMIER BANK	PMA	34384	06/20/19	03/01/21	2.30%	620	365	240,500	9,392
COMMUNITY STATE BANK	PMA	20279	06/20/19	03/01/21	2.13%	620	365	241,200	8,710
CATHAY BANK, LOS ANGELES	NT/LAKE FOREST	18503	09/18/19	03/18/21	1.75%	547	365	250,000	6,557
WELLS FARGO BANK, NA	NT/LAKE FOREST	3511	09/18/19	03/18/21	1.80%	547	365	250,000	6,744
NEW YORK COMMUNITY BANK, WESTBURY, N	NT/LAKE FOREST	16022	09/27/19	03/26/21	1.81%	546	365	250,000	6,765
SONABANK	PMA	57968	06/20/19	04/01/21	2.54%	651	365	239,100	10,823
ST. CHARLES B & TC - WINTRUST	PMA	27052	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
LAKE FOREST B & TC - WINTRUST	PMA	27589	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
BANK 7	PMA	4147	06/20/19	04/01/21	2.23%	651	365	240,400	9,549
TBK BANK SSB / THE NATIONAL BANK	PMA	23498	06/20/19	04/01/21	2.20%	651	365	240,500	9,437
CRYSTAL LAKE B & TC - WINTRUST	PMA	34681	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
NORTHBROOK B & TC - WINTRUST	PMA	57082	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
SCHAMBURG B & TC - WINTRUST	PMA	57103	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
BEVERLY B & TC - WINTRUST	PMA	57701	06/20/19	04/01/21	2.25%	651	365	240,300	9,626
PACIFIC ENTERPRISE BANK, IRVINE, CA	PFM / I I I T	58415	06/20/19	04/15/21	2.45%	665	365	239,000	10,668
FIRST CAPITAL BANK, GERMANTOWN, TN	PFM / I I I T	57552	06/20/19	04/15/21	2.20%	665	365	239,000	9,580
FINANCIAL FEDERAL SAVINGS BANK, MEMPHI	PFM / I I I T	31840	06/20/19	04/15/21	2.30%	665	365	239,000	10,015
BANK OZK, LITTLE ROCK, AR	PFM / I I I T	110	06/20/19	04/15/21	2.29%	665	365	239,000	9,972
GREAT MIDWEST BANK, SSB, BROOKFIELD, W	PFM / I I I T	29657	06/20/19	04/15/21	2.10%	665	365	239,000	9,144
FARMERS & MERCHANTS UNION BANK, COLU	PFM / I I I T	14445	06/20/19	04/15/21	2.55%	665	365	238,000	11,057
MODERN BANK, NA, NY, NY	PFM / I I I T	22398	06/20/19	04/15/21	2.26%	665	365	239,000	9,841
FARMERS BANK & TRUST, GREAT BEND, KS	PFM / I I I T	17614	06/20/19	04/15/21	2.10%	665	365	238,000	9,106
DISCOVER BANK	NT/LAKE FOREST	5649	09/16/19	06/07/21	1.90%	630	365	246,647	8,089
SALLIE MAE BANK, SALT LAKE CITY, UT	NT/LAKE FOREST	58177	06/26/17	06/21/21	2.20%	1,456	365	250,000	21,940
CIBC BANK USA/PRIVATE BANK - MI	PMA	33306	07/02/18	07/02/21	2.55%	1,096	365	230,900	17,680
GBC INT'L BANK, LA, CA	PFM / I I I T	22366	07/09/19	07/08/21	2.03%	730	365	239,000	9,703
MERRICK BANK, SOUTH JORDAN, UT	PFM / I I I T	34519	07/09/19	07/08/21	2.02%	730	365	239,000	9,656
MIDLAND STATES BANK, DIXON, IL	PMA	1040	07/09/19	07/08/21	2.26%	730	365	238,600	10,785
KS STATEBANK, MANHATTAN, KS	PMA	19899	07/09/19	07/09/21	2.09%	731	365	239,500	10,025
AMERICAN EXPRESS NATIONAL BANK	NT/LAKE FOREST	27471	07/10/18	07/12/21	3.01%	1,098	365	250,000	22,637
CITIBANK NATIONAL ASSN, SIOUX FALLS, SC	NT/LAKE FOREST	7213	07/03/18	07/13/21	3.01%	1,106	365	250,000	22,802
BMW BANK NA, SLC, UT	FIFTH THIRD	35141	09/20/19	09/27/21	1.85%	738	365	245,000	9,164
BANK SOUTHERN CA BANK, NA, SAN DIEGO	FIFTH THIRD	57044	09/27/19	09/27/21	1.80%	731	365	204,000	7,354

EXHIBIT 3

TIAA BANK	FIFTH THIRD	34775	07/11/19	05/17/22	2.50%	1,041	365	243,990	17,397	
MORGAN STANLEY PRIVATE BANK	FIFTH THIRD	32992	07/11/19	06/06/22	2.55%	1,061	365	244,231	18,104	
MORGAN STANLEY BANK, NA	FIFTH THIRD	34221	07/11/19	06/13/22	2.55%	1,068	365	244,041	18,209	
FIRST NATIONAL BANK, PARAGOULD, AR	PMA	3887	07/09/19	07/11/22	2.15%	1,098	365	233,800	15,128	
ALLY BANK, MIDVALE, UT	PMA	57803	07/18/19	07/18/22	2.10%	1,096	365	247,000	15,575	
TOTAL CERTIFICATES OF DEPOSIT					**2.37%**	**42,896**		**17,507,908**	**835,211**	
GOVERNMENT SECURITIES										
TOTAL GOVERNMENT SECURITIES					**#DIV/0!**	**-**		**$ -**	**$ -**	
COMMERCIAL PAPER/CORP DEBT										
TOTAL COMMERCIAL PAPER					**#DIV/0!**	**-**		**$ -**	**$ -**	
MONEY MARKETS/SAVINGS/MISC CDs										
JP MORGAN CHASE PAYROLL ACCOUNT		N/A			0.00%	365	365	$ 3,382,804	-	
JP MORGAN CHASE MERCHANT ACCOUNT		N/A			0.00%	365	365	$ 222,936	-	
NORTHERN TRUST CHECKING		N/A			0.00%	365	365	$ 5,000	-	
I I I T MONEY MARKET		N/A			0.26%	365	365	$ 4,849,451	12,609	
FIFTH THIRD MONEY MARKET		NA			0.06%	365	365	$ 506,616	304	
ISDLAF (PMA) ACCOUNTS PAYABLE ACCOUNT		N/A			0.05%	365	365	$ 163,908	82	
ISDLAF (PMA)		N/A			0.11%	365	365	$ 27,571,549	30,329	**Weighted Average**
TOTAL MONEY MARKET/SAVINGS					**0.12%**	**2,555**		**$ 36,702,263**	**$ 43,323**	**Maturity**
										(in years)
TOTAL INVESTMENTS					**1.23%**	**45,451**		**54,210,171**	**878,535**	**0.93**

EXHIBIT 3

MATURED INVESTMENTS

FOR THE YEAR ENDING JUNE 30, 2021
As of July 31, 2020

INSTITUTION		FDIC #	DATE PURCH.	DATE MATURE	INT. RATE	INV. DAYS	BANK YEAR	INVEST AMOUNT	GROSS INTEREST
BANK OF CHINA	PMA	33653	06/20/19	07/01/20	2.43%	377	365	243,800	6,124
BARRINGTON B&TC - WINTRUST	PMA	34395	07/03/18	07/02/20	2.65%	730	365	236,800	12,550
LIBERTYVILLE B&TC - WINTRUST	PMA	34073	07/03/18	07/02/20	2.65%	730	365	236,800	12,550
OLD PLANK TRAIL COMMUNITY BANK - WINTF	PMA	58314	07/03/18	07/02/20	2.65%	730	365	236,800	12,550
STATE BANK OF THE LAKES - WINTRUST	PMA	5744	07/03/18	07/02/20	2.65%	730	365	236,800	12,550
TOWN BANK - WINTRUST	PMA	34717	07/03/18	07/02/20	2.65%	730	365	236,800	12,550
VILLAGE BANK & TRUST - WINTRUST	PMA	34011	07/03/18	07/02/20	2.64%	730	365	236,800	12,503
FIRST NATIONAL BANK OF MOOSE LAKE, MN	PFM / I I I T	5214	07/03/18	07/02/20	2.97%	730	365	235,000	13,959
CITIZENS STATE BANK OF LA CROSSE, WI	PFM / I I I T	1513	07/03/18	07/02/20	2.76%	730	365	236,000	13,027
TEXAS BRAND BANK, DALLAS, TX	PFM / I I I T	57922	07/03/18	07/02/20	2.75%	730	365	236,000	12,980
GATEWAY COMMUNITY BANK, ROSCOE, IL	PFM / I I I T	57275	07/03/18	07/02/20	2.75%	730	365	236,000	12,980
UINTA BANK, MOUNTIAN VIEW, WY	PFM / I I I T	1167	07/03/18	07/02/20	2.75%	730	365	236,000	12,980
COMMUNITY WEST BANK NA, GOLETA, CA	PFM / I I I T	27572	07/03/18	07/02/20	2.78%	730	365	236,000	13,122
NEW OMNI BANK NA, ALHAMBRA, CA	PFM / I I I T	23086	07/03/18	07/02/20	2.75%	730	365	236,000	12,980
T BANK, TOLLWAY, TX	PFM / I I I T	57703	07/09/19	07/08/20	2.34%	365	365	244,000	5,710
PROSPECT BANK, PARIS, IL	PFM / I I I T	3722	09/12/19	07/08/20	1.90%	300	365	246,000	3,842
PRUDENTIAL SAVINGS BANK, PHILLY	PFM / I I I T	30011	09/12/19	07/08/20	1.90%	300	365	246,000	3,842
SOUTHSIDE BANK, TYLER, TX	PFM / I I I T	18297	09/12/19	07/08/20	1.90%	300	365	246,000	3,842
MAINSTREET BANK, FAIRFAX, VA	PMA	57742	07/09/19	07/08/20	2.21%	365	365	244,500	5,403
TEXAS CAPITAL BANK, RICHARDSON, TX	PMA	34383	09/13/19	07/15/20	1.86%	306	365	246,100	3,838
FIRST NAT'L BANK, DAMARISCOTTA, ME	PMA	4256	09/13/19	07/15/20	1.70%	306	365	246,400	3,512
AMERICAN PLUS BANK, ARCADIA, CA	PFM / I I I T	58469	06/20/19	07/20/20	2.37%	396	365	243,000	6,248
TOTAL MATURED INVESTMENTS					**2.57%**	**12,505**		**$ 5,277,600**	**$ 209,642**

August 24, 2020

RESIGNATIONS AND RETIREMENTS *

ACTION ITEM

The following staff members have notified the Office of Human Resources of their resignation or retirement:

CONFIDENTIAL

Recommendation:
Roll call vote to approve the retirement of Christine Cone, Teacher Assistant, Wilmot Elementary School, effective June 30, 2020.

Roll call vote to approve the retirement of Anna Sager, Building Nurse, Wilmot Elementary School, effective June 30, 2020.

August 24, 2020

LEAVE OF ABSENCE *

ACTION ITEM

The following staff members have notified the Office of Human Resources of their need for a leave of absence per the parameters below:

Recommendation:

Roll call vote to approve a Leave of Absence for Marissa Kaelter, School Psychologist, South Park Elementary School, per section 13.5.4 of the DEA CBA from 8/17/2020-6/4/2021. Marissa will be utilizing FFCRA leave, eFMLA leave, and a Leave of Absence for the remainder of the 2020-2021 school year.

Roll call vote to approve a Leave of Absence for Nicole Eddy, Cross Categorical Teacher, Wilmot Elementary School, per section 13.5.4 of the DEA CBA from 8/17/2020-6/4/2021. Marissa will be utilizing FFCRA leave, eFMLA leave, and a Leave of Absence for the remainder of the 2020-2021 school year.

Roll call vote to approve a Leave of Absence for Lindsey Saunders, Teacher Assistant, Wilmot Elementary School, per section 11.5 of the DESSA CBA from 9/14/2020-6/4/2021. Lindsey will be utilizing FFCRA leave, eFMLA leave, and a Leave of Absence for the remainder of the 2020-2021 school year.

August 24, 2020

EMPLOYMENT OF CERTIFIED STAFF *

ACTION ITEM

The following is a brief summary of the candidates who are being recommended for employment for the 2020-2021 school year. Complete file information is available for your review through the Office of the Assistant Superintendent for Human Resources.

Recommendation:

Roll call vote to approve the employment of Chelsea Masterson as a full-time (1.0) Kindergarten Teacher, Wilmot Elementary School. The salary of $45,424.00 is reflective of Lane II Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Benjamin Serck as a full-time (1.0) Cross Categorical Teacher, Wilmot Elementary School. The salary of $43,888.00 is reflective of Lane I Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Sydney Lichten as a full-time (1.0) 2nd Grade Teacher, District Wide. The salary of $47,242.00 is reflective of Lane I Step 3 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Makenna Poidomani as a full-time (1.0) Kindergarten Teacher, District Wide. The salary of $43,888.00 is reflective of Lane I Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Emily Monto as a full-time (1.0) 5th Grade Teacher, District Wide. The salary of $43,888.00 is reflective of Lane I Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Elizabeth Han as a full-time (1.0) 1st Grade Teacher, District Wide. The salary of $43,888.00 is reflective of Lane I Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Justin Millner as a full-time (1.0) 3rd Grade Teacher, District Wide. The salary of $48,777.00 is reflective of Lane IV Step 1 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Laura Pearson as a full-time (1.0) 4th Grade Teacher, District Wide. The salary of $50,606.00 is reflective of Lane IV Step 2 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Jodi Berlinger as a full-time (1.0) Cross Categorical Teacher, Shepard Middle School. The salary of $63,115.00 is reflective of Lane IV Step 8 of the 2020-2021 teacher salary schedule. All data is pending background check results and transcript verification. Start date was August 17, 2020.

August 24, 2020

EMPLOYMENT OF EDUCATIONAL SUPPORT STAFF *

ACTION ITEM

The following is a brief summary of the candidates who are being recommended for employment for the 2020-2021 school year. Complete file information is available for your review through the Office of the Assistant Superintendent for Human Resources.

Recommendation:

Roll call vote to approve the employment of Marie Scott as a full-time Standard Teacher Assistant, Wilmot Elementary School, at the hourly rate of $19.60. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Andrea DiCanio as a full-time Standard Teacher Assistant, Walden Elementary School, at the hourly rate of $19.60. All data is pending background check results and transcript verification. Start date was August 17, 2020.

Roll call vote to approve the employment of Meghan MArtinez as a full-time Building Nurse, Wilmot Elementary School, at the hourly rate of $33.99. All data is pending background check results and transcript verification. Start date was August 17, 2020.

August 24, 2020

DESTRUCTION OF CLOSED SESSION AUDIO FROM FEBRUARY 25, 2019

ACTION ITEM

State law requires closed session meetings be recorded and the audio be kept for 18 months after which, with Board approval, it can be destroyed.

Recommendation:
Approval of destruction of closed session audio, as presented.

August 24, 2020

BILLS FOR PAYMENT*

ACTION ITEM

The Business Office has completed the attached list of Bills for Payment for the Board's approval.

Recommendation:

Roll call vote to approve the bills for payment, as presented.

DEERFIELD PUBLIC SCHOOLS
District #109

Name Janel Westerhold

JULY 2020

Activity:
Interim Superintendent

DATE		DAYS	Description	DATE		DAYS	Description
1	WED			16	THU	1	
2	THU			17	FRI	.5	
3	FRI			18	SAT		
4	SAT			19	SUN		
5	SUN			20	MON	1	
6	MON			21	TUE	1	
7	TUE			22	WED	1	
8	WED	1		23	THU	1	
9	THU	1		24	FRI	1	
10	FRI	.5		25	SAT		
11	SAT			26	SUN		
12	SUN			27	MON	PTO	
13	MON			28	TUES		
14	TUE	1		29	WED		
15	WED	1		30	THU		
				31	FRI		

SIGNATURES REQUIRED:

TOTAL 10

Jane L. Westerhold
Employee

Administrator Approval

8/31

DEERFIELD PUBLIC SCHOOLS
District #109

Name Jane Westerhold **JULY 2020**

Activity:
Interim Superintendent

DATE		DAYS	Description	DATE		DAYS	Description
1	WED			16	THU		
2	THU			17	FRI		
3	FRI			18	SAT		
4	SAT			19	SUN		
5	SUN			20	MON		
6	MON			21	TUE		
7	TUE			22	WED		
8	WED			23	THU		
9	THU			24	FRI		
10	FRI			25	SAT		
11	SAT			26	SUN		
12	SUN			27	MON	1	
13	MON			28	TUES	1	
14	TUE			29	WED	1	
15	WED			30	THU	1	
				31	FRI	1	

Already submitted thru 7/24

SIGNATURES REQUIRED:

TOTAL 5

Employee Jane L. Westerhold

Administrator Approval

DEERFIELD PUBLIC SCHOOLS
District #109

Name Jane L. Westerhold

AUGUST 2020

Activity:
Interim Superintendent

DATE		DAYS	Description	DATE		DAYS	Description
1	SAT			16	SUN		
2	SUN			17	MON		
3	MON	1		18	TUE		
4	TUE	1		19	WED		
5	WED	1		20	THU		
6	THU	1		21	FRI		
7	FRI	1		22	SAT		
8	SAT			23	SUN		
9	SUN			24	MON		TIME SHEET DUE
10	MON	1	TIME SHEET DUE	25	TUE		
11	TUE			26	WED		
12	WED			27	THU		
13	THU			28	FRI		
14	FRI		PAYDAY	29	SAT		
15	SAT			30	SUN		
				31	MON		PAYDAY

SIGNATURES REQUIRED:

Jane L. Westerhold

TOTAL 6

DEERFIELD PUBLIC SCHOOLS
District #109

Name ED RAFFERTY

JULY 2020

Activity:
Interim Superintendent

DATE		DAYS	Description	DATE		DAYS	Description
1	WED			16	THU	1/2	day
2	THU	Full	day	17	FRI		
3	FRI			18	SAT		
4	SAT			19	SUN		
5	SUN			20	MON	Full	day
6	MON			21	TUE	Full	day
7	TUE	Full	day	22	WED	Full	day
8	WED	Full	day	23	THU	Full	day
9	THU			24	FRI	Full	day
10	FRI			25	SAT		
11	SAT			26	SUN		
12	SUN			27	MON	Full	day
13	MON			28	TUES	Full	day
14	TUE			29	WED	Full	day
15	WED	1/2	day	30	THU	Full	day
				31	FRI	Full	day

SIGNATURES REQUIRED:

TOTAL 14

Employee

Administrator Approval

Automatic Withdrawal

Report to Board at the Meeting of:

8/24/2020

DATE	NAME	AMOUNT
7/1/2020	Village of Deerfield-Water-ADMIN May 2020	$61.68
7/1/2020	Village of Deerfield-Water-WIL May 2020	$711.00
7/1/2020	Village of Deerfield-Water-CMS May 2020	$123.30
7/1/2020	Village of Deerfield-Water-KIP May 2020	$61.68
7/1/2020	Village of Deerfield-Water-WIL May 2020	$61.68
7/1/2020	Village of Deerfield-Water-SP May 2020	$162.00
7/1/2020	Village of Deerfield-Water-KIP May 2020	$86.50
7/1/2020	Village of Deerfield-Water-WAL May 2020	$18.04
7/1/2020	Village of Deerfield-Water-SMS May 2020	$130.40
7/13/2020	BMO Harris- July 2020 Pcards	$437,374.92
7/13/2020	North Shore Gas- WIL May 2020	$31.91
7/13/2020	North Shore Gas-CMS May 2020	$64.38
7/13/2020	North Shore Gas - ADMIN May 2020	$32.67
7/14/2020	Constellation-Gas-All Buildings May 2020	$7,370.57
7/22/2020	Constellation-Electric-SP May 2020	$4,796.74
7/22/2020	Constellation-Electric-SMS May 2020	$6,431.16
7/23/2020	Constellation-Electric-WIL May 2020	$4,542.13
7/23/2020	Constellation-Electric-KIP/ADMIN May 2020	$4,089.54
7/23/2020	Constellation-Electric-CMS May 2020	$6,058.87
7/23/2020	Constellation-Electric-WAL May 2020	$3,622.14
	ACH Withdrawal Total:	$475,831.31

Special Check Run(s):	
Void:	
Monthly Check Run:	$1,195,540.56
ACH Withdrawal Total:	$475,831.31
Subtotal:	$1,671,371.87

AP Check Register

AP Run: 2020/08/24 Board Meeting Run — Post Date: 2020-08-24 — AP Run Type: R | **Deerfield Public Schools 109**

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86110	Check	ADELMAN, DANIEL	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86111	Check	ADVANCED FIRE PROTECTION & SAFETY	240.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
4319	Service call - fire panel issue - CMS	07/24/2020	240.00		
				20 E 260 2540 3235 00 000000	240.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86112	Check	APPLE INC-PURCHASE ORDER REPAIR:MAIL IN	494.95

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
AC31563341	REPAIR	07/21/2020	494.95		
				10 E 040 2634 3160 00 000000	494.95

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86113	Check	AXONOVITZ, JACLYN	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86114	Check	BERGER, KATHRYN PATRICIA	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86115	Check	BHFX DIGITAL IMAGING	2,400.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
370034	Annual software fee-architectural program - July 2020 - June 2021	07/01/2020	2,400.00		
				20 E 000 2540 3931 00 000000	2,400.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86116	Check	BRANDESS, ANDREA	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86117	Check	BURMAN, KIMBERLY HAYNES	775.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86118	Check	CAREY ELECTRIC CONTRACTING INC	5,901.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
36372	New sound system installation - WAL	07/27/2020	5,901.00		
				20 E 130 2540 3235 00 000000	5,901.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86119	Check	CARTER, JOSHUA	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86120	Check	CASAS, KATIE P	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86121	Check	CENGAGE LEARNING	13,387.50

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
71003434	STUDENT MATERIAL	07/26/2020	13,387.50		
				10 E 070 1110 4101 00 960000	13,387.50

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86122	Check	CHICAGO TRIBUNE	26.02

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
021990338000	Notice of budget hearing June 2020	06/30/2020	26.02		
				10 E 050 2310 3550 00 000000	26.02

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86123	Check	COHEN, COURTNEY	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86124	Check	COLLEGE ENTRANCE EXAMINATION BOARD	1,674.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
392057798B	PSAT 8/9 test fees fall 2019- School Code: 149106 Invoice 392057798B	06/24/2020	1,674.00		
				10 E 070 2230 3152 00 000000	1,674.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86125	Check	D ANGELO, JILLIAN MILLER	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86126	Check	DOMM, MIRAV BESI	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86127	Check	EMBRACE EDUCATION	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
7134	System Integration Services	07/13/2020	500.00		
				10 E 080 2660 3160 00 490000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86128	Check	ESIC	5,666.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109 FY21	Excess Cyber Liability 7.15.20-11.1.21	07/15/2020	5,666.00		
				10 E 050 2310 3820 00 010000	5,666.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86129	Check	EXCEPTIONAL LEARNERS COLLABORATIVE (ELC)	771.08

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1570	Orientation & Mobility, Vision Services - June 2020	08/06/2020	771.08		
				10 E 080 4120 8008 00 120000	771.08

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86130	Check	FORMAN, CHRISTINE	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86131	Check	FORMAN, MINDY	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86132	Check	FOX, KRISTIN	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86133	Check	FRONTLINE TECHNOLOGIES GROUP LLC	4,882.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
INVESP10064	eStar IEP Read Only, unlimited usage for internal employees 7.1.20-6.30.21	07/01/2020	4,882.00		
				10 E 080 2660 3160 00 490000	4,882.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86134	Check	GOLDSTEIN, ALI	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86135	Check	GREEN ASSOCIATES	8,429.08

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
2020461	Boiler Replacement (KIP, WIL, SP) - Professional Fees for billing period ending 5/31/20	05/31/2020	4,772.80		
				20 E 000 2540 3111 00 000000	4,772.80
2020555	Boiler Replacement (KIP, WIL, SP) Professional Fees for billing period ending 7/31/20	07/31/2020	3,656.28		
				20 E 000 2540 3111 00 000000	3,656.28

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86136	Check	HARVARD MAINTENANCE, INC.	155,835.22

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1145178	Monthly Custodial - July 2020	07/01/2020	77,917.61		
				20 E 000 2540 3222 00 000000	2,721.49
				20 E 110 2540 3222 00 000000	10,163.70
				20 E 120 2540 3222 00 000000	11,004.31
				20 E 130 2540 3222 00 000000	8,176.81
				20 E 140 2540 3222 00 000000	11,844.92
				20 E 250 2540 3222 00 000000	17,194.23
				20 E 260 2540 3222 00 000000	16,812.15
1152798	Monthly Custodial - August 2020	08/01/2020	77,917.61		
				20 E 000 2540 3222 00 000000	2,721.49
				20 E 110 2540 3222 00 000000	10,163.70
				20 E 120 2540 3222 00 000000	11,004.31
				20 E 130 2540 3222 00 000000	8,176.81
				20 E 140 2540 3222 00 000000	11,844.92
				20 E 250 2540 3222 00 000000	17,194.23
				20 E 260 2540 3222 00 000000	16,812.15

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86137	Check	HODGES,LOIZZI,EISENHAMMER	7,503.98

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
48842	Retainer, Board Governance, Grievance, Personnel, Contract - April 2020	04/30/2020	4,698.98		
				10 E 050 2310 3180 00 000000	4,698.98
49039	Retainer, Personnel - May 2020	05/31/2020	511.16		
				10 E 050 2310 3180 00 000000	511.16
49240	Retainer, Board Governance, Finance, Personnel - June 2020	06/30/2020	2,293.84		
				10 E 050 2310 3180 00 000000	2,293.84

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86138	Check	HORK, CORI JILL	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86139	Check	HUMANEX VENTURES	36,500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
5825E	StyleProfile Builder Package, Selection Instrument Training & Certification - Year 1 of 3	06/30/2020	25,000.00		
				10 E 090 2210 3120 00 000000	25,000.00
5826E	2021 Kalamazoo Impact & Legacy Summit	06/30/2020	4,500.00		
				10 E 050 2320 3111 00 000000	4,500.00
5827E	INSIGHTeX Culture Assessment - Year 1 of 3	08/06/2020	7,000.00		
				10 E 050 2320 3111 00 000000	7,000.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86140	Check	INDEPENDENT MECHANICAL INDUSTRIES	147,982.90

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
Application No. 4	Boiler Upgrades (KIP, SP, WIL) - Application No. 4	07/31/2020	147,982.90		
				20 E 000 2540 5410 00 000000	147,982.90

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86141	Check	INSPEC	5,000.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
400683-3	Roof project design and consult - KIP	07/20/2020	5,000.00		
				20 E 110 2540 5410 00 000000	5,000.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86142	Check	INTEGRATED CONTROL TECHNOLOGIES, LLC	20,000.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DEE2013.03	Progress Application No. 3 -Boiler Controls	07/07/2020	20,000.00		
				20 E 000 2540 5410 00 000000	20,000.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86143	Check	ITOUCH BIOMETRICS LLC	7,580.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
4257	Fingerprinting device, software, training, maintenance for HR	07/29/2020	7,580.00		
				10 E 090 2320 3109 00 000000	7,580.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86144	Check	JB GLASS SERVICE	3,991.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
A1093950	Glass replacement room O8 - SP	06/15/2020	1,902.00		
				20 E 120 2540 3235 00 000000	1,902.00
A1093956	Glass repair room L11 - SP	06/18/2020	2,089.00		
				20 E 120 2540 3235 00 000000	2,089.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86145	Check	JUMAGULOV, BAZARKHAN	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86146	Check	KAHN, LINDA MARTIN	1,000.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	1,000.00		
				10 R 000 1311 0000 00 000000	1,000.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86147	Check	KAPLAN, JODIE	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86148	Check	KINASTHETICS, INC.	410.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
2453	CMS 2020 Musical - Equipment Rental	03/06/2020	410.00		
				10 E 260 1120 4101 00 000000	410.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86149	Check	KLUTH, PAULA	8,200.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
20200804	Consulting Services 8.3.20, 8.4.20	07/29/2020	8,200.00		
				10 E 080 2210 3110 00 490000	8,200.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86150	Check	KO, STEVEN	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

08/24/2020	86151	Check	KRIHA BOUCEK LLC	3,905.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1109	Legal services rendered - June 2020	07/16/2020	3,905.00		
				10 E 050 2310 3180 00 000000	2,804.00
				10 E 080 1200 3180 00 000000	1,101.00

08/24/2020	86152	Check	KRYDER, ANGELA	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

08/24/2020	86153	Check	LEAF	14,294.56

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
10804844	Toshiba copier lease - July 2020	07/06/2020	7,147.28		
				10 E 060 1110 3933 00 000000	7,147.28
10907136	Toshiba copier lease - July 2020	08/06/2020	7,147.28		
				10 E 060 1110 3933 00 000000	7,147.28

08/24/2020	86154	Check	LINCOLN FINANCIAL GROUP	7,298.16

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DEERDISTR2-BL-1627205	Administrator Life Insurance Benefit 7.1.20-6.30.21	07/01/2020	7,298.16		
				10 L 000 4021 0000 00 000000	7,298.16

08/24/2020	86155	Check	LIPSCHULTZ, MELISSA	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86156	Check	LITANIA SPORTS GROUP, INC	267.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
505814	Backboard padding - KIP	01/13/2020	267.00		
				20 E 110 2540 4162 00 000000	267.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86157	Check	METAL MASTER	388,913.24

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
Application No. 1	Kipling Roof - Application No. 1	07/06/2020	169,027.20		
				20 E 110 2540 5410 00 000000	169,027.20
Application No. 2	Kipling Roof - Application No. 2	08/04/2020	219,886.04		
				20 E 110 2540 5410 00 000000	219,886.04

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86158	Check	METLIFE- GROUP BENEFITS	1,005.36

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
TS05959711 0001	Admin Life Insurance Benefit June/July 2020	07/16/2020	1,005.36		
				10 L 000 4021 0000 00 000000	1,005.36

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86159	Check	MICHAEL WAGNER & SONS, INC	42.12

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1490878	Speedfit valves for drinking fountains (6)	07/24/2020	42.12		
				20 E 000 2540 4162 00 000000	42.12

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86160	Check	MOORE LANDSCAPES, LLC	5,181.15

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
17964	Landscaping - WIL August 2020	08/01/2020	825.38		
				20 E 000 2540 5300 00 000000	825.38
17965	Landscaping - SMS August 2020	08/01/2020	655.25		
				20 E 000 2540 5300 00 000000	655.25
17966	Landscaping - SP August 2020	08/01/2020	715.63		
				20 E 000 2540 5300 00 000000	715.63
17967	Landscaping - WAL August 2020	08/01/2020	1,057.63		
				20 E 000 2540 5300 00 000000	1,057.63
17968	Landscaping - KIP August 2020	08/01/2020	631.38		
				20 E 000 2540 5300 00 000000	631.38
17969	Landscaping - ADMIN August 2020	08/01/2020	674.88		
				20 E 000 2540 5300 00 000000	674.88

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86160	Check	MOORE LANDSCAPES, LLC	5,181.15

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
17970	Landscaping - CMS August 2020	08/01/2020	621.00		
				20 E 000 2540 5300 00 000000	621.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86161	Check	NET56	89,867.66

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
13208	New school year, Qmlativ migration	07/27/2020	12,175.55		
				10 E 040 2634 3160 00 000000	12,175.55
13211	Camera project, SMS network cable organization	07/27/2020	3,232.30		
				10 E 040 2634 3160 00 000000	3,232.30
13227	Camera project	07/30/2020	885.67		
				10 E 040 2634 3160 00 000000	885.67
13228	New school year, Qmlativ migration	07/31/2020	934.80		
				10 E 040 2634 3160 00 000000	934.80
13246	MSA Agreement - August 2020	08/01/2020	52,757.00		
				10 E 040 2634 3160 00 000000	52,757.00
13247	USAC Agreement - August 2020	08/01/2020	19,882.34		
				10 E 040 2634 3160 00 000000	19,882.34

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86162	Check	NORTHERN SUBURBAN SPECIAL	142,338.03

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
981090720	Membership Fee, IDEA	07/01/2020	142,338.03		
				10 E 080 4120 3142 00 480000	3,393.90
				10 E 080 4120 3142 00 490000	70,148.59
				10 E 080 4120 8016 00 120000	68,795.54

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86163	Check	OLSON TRANSPORTATION, INC	50,425.20

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
28090	Regular Transportation paid during online learning - August 2020	08/06/2020	50,425.20		
				40 E 000 2550 3311 00 000000	50,425.20

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86164	Check	PHOENIX CONSULTING SVCS	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
0620-01	Asbestos 6-month surveillance	06/05/2020	500.00		
				20 E 000 2540 4162 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86165	Check	PRAIRIE TECHNOLOGY SOLUTIONS GRP	1,247.50

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
10550	CAT6A patch cables (250)	07/20/2020	1,247.50		
				10 E 040 2634 3160 00 000000	1,247.50

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86166	Check	PROVEN IT	3,288.86

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
719155	Color copy charge ADMIN 6.20.20-7.19.20	07/16/2020	31.86		
				10 E 060 1110 3933 00 000000	31.86
723066	District printer maintenance and supplies contract - August 2020	07/30/2020	3,257.00		
				10 E 040 2634 3160 00 000000	3,257.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86167	Check	RIFKIN, JODI LAUREN	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86168	Check	SANTUCCI PLUMBING, INC.	2,513.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
34011	Water cooler installation - KIP	08/03/2020	1,778.00		
				20 E 110 2540 3235 00 000000	1,778.00
34022	Pump installation - WAL	07/25/2020	735.00		
				20 E 130 2540 3235 00 000000	735.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86169	Check	SCHOOL HEALTH CORP	1,078.68

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
3797425-00	Disposable gowns (600) - PPE	07/24/2020	1,078.68		
				20 E 000 2540 4162 00 000000	1,078.68

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86170	Check	SECRETARY OF STATE	10.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
N 5480-016-9	Wilmot PTO Annual Report 2020 N 5480-016-9	08/10/2020	10.00		
				10 E 050 2310 3170 00 000000	10.00

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86171	Check	SET ENVIRONMENTAL, INC	7,125.60

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
FS168846	Unknown cylinder disposal - SMS	07/17/2020	7,125.60		
				20 E 000 2540 3235 00 000000	7,125.60

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86172	Check	SILVERMAN, ALLISON	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86173	Check	SILVERMAN, REBECCA LYNN	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86174	Check	SKYWARD	25,105.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
0000206606	Qmlativ Migration Service, Training	08/06/2020	25,105.00		
				10 E 040 2634 4144 00 000000	25,105.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86175	Check	SORIANO DE LEON, JANET	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86176	Check	SRIVASTAVA, HARATHI	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86177	Check	TCG ADVISORS LP	232.50

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
164740	403(b) Monthly Admin Fees - June 2020	08/04/2020	232.50		
				10 E 050 2310 3119 00 000000	232.50

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86178	Check	THE BANK OF NEW YORK MELLON	400.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
252-2311720	Administration Fee 9.23.20-9.22.21	08/06/2020	400.00		
				30 E 000 5200 6400 00 000000	400.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86179	Check	VILLAGE OF DEERFIELD	327.21

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
44130	Gas & garage fee - May/June 2020	07/10/2020	68.81		
				20 E 000 2540 4640 00 000000	68.81
44133	Gas & garage fee - April 2020	07/21/2020	58.64		
				20 E 000 2540 4640 00 000000	58.64
44143	Gas & garage fee - July 2020	08/06/2020	199.76		
				20 E 000 2540 4640 00 000000	199.76

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86180	Check	WALTZ, DANIEL JAMES	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86181	Check	WOLFF, ABBY LYNN	275.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	275.00		
				10 R 000 1311 0000 00 000000	275.00

Check Date	Check Number	Payment Type	Name	Check Amount
08/24/2020	86182	Check	ZHANG, YING	500.00

Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DPS109	Early Learners tuition deposit refund due to COVID-19 remote learning	08/05/2020	500.00		
				10 R 000 1311 0000 00 000000	500.00

Check Date	Check Number	Payment Type	Name	Check Amount
			Total:	**$1,195,540.56**

2020/08/24 Board Meeting Run Summary

Type	Count	Amount
Regular	73	1,195,540.56
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**73**	**$1,195,540.56**

AP Check Register

Fund	Total
10 - EDUCATION FUND	388,988.16
20 - BUILDING FUND	755,727.20
30 - BOND & INTEREST FUND	400.00
40 - TRANSPORTATION FUND	50,425.20
	$1,195,540.56

Deerfield Public Schools District 109

Credit Card Transactions 6/6/2020-7/5/2020

District Card Name	Trans Date	Transaction Description	Where Used		Amount
ANTHONY MC CONNE	6/12/2020	Edublogs Pro annual subscription /McConnell	EDUBLOGS.ORG	$	39.95
	6/29/2020	Zoom video platform payment /McConnell	ZOOM	$	50.00
			Total Credit Card Amount	**$**	**89.95**
JANE WESTERHOLD	6/25/2020	IASA Membership for Westerhold /Westerhold	ILLINOIS ASSN OF SCHOOL ADMINISTRATORS	$	360.50
			Total Credit Card Amount	**$**	**360.50**
JOHN FILIPPI	6/15/2020	Mileage Reimbursement / card used by J. Filippi	BP	$	21.00
			Total Credit Card Amount	**$**	**21.00**
BLDG GR ADMIN 2/	6/23/2020	AED Batteries and Electrodes / S Wyman	ANNUVIA	$	780.53
	6/23/2020	District Office Elevator Maintenance July / S Wyman	OTIS ELEVATOR COMPANY	$	176.93
	6/23/2020	SMS Elevator Maintenance July / S Wyman	OTIS ELEVATOR COMPANY	$	176.93
	6/23/2020	WIL Elevator Maintenance July / S Wyman	OTIS ELEVATOR COMPANY	$	176.93
	6/23/2020	SP Elevator Maintenance July / S Wyman	OTIS ELEVATOR COMPANY	$	177.98
	6/29/2020	Sales Tax Refund / S Wyman	ANNUVIA	$	(57.83)
	7/3/2020	AED Electrode Pads / S Wyman	ANNUVIA	$	70.25
			Total Credit Card Amount	**$**	**1,501.72**
BLDG GROUNDS 2 5	6/8/2020	Plastic spray bottles (60) / used by S Wyman	AMAZON	$	199.90
	6/9/2020	Sanitation and recycle pick ups / S Wyman	ADVANCED DISPOSAL-NORTHBROOK	$	1,944.00
	6/11/2020	Fax lines/ card used by S Wyman	RINGCENTRAL	$	100.59
	6/11/2020	Custom signs (2) / S Wyman	SMARTSIGN	$	56.52
	6/12/2020	Laserjet labels / S Wyman	AMAZON	$	13.49
	6/12/2020	Acrylic sneeze guards (20) / card used by S Wyman	SHOPPOPDISPLAYS	$	4,547.95
	6/15/2020	Sales tax refund/ card used by S Wyman	SHOPPOPDISPLAYS	$	(336.89)
	6/16/2020	POTS lines/ card used by S Wyman	TDS METROCOM	$	1,200.19
	6/16/2020	POTS lines/ card used by S Wyman	TDS METROCOM	$	93.50
	6/17/2020	Gallon Jugs of Hand Sanitizer (36) / S Wyman	AMAZON	$	1,881.00
	6/19/2020	Hand Soap (40 cases) / S Wyman	NORTH AMERICAN CORP OF ILL	$	1,634.80
	6/19/2020	Floor Signs, Wall Signs Posters, Sanitizing Stations (7) / S Wyman	NORTH AMERICAN CORP OF ILL	$	1,937.67
	6/22/2020	Water Treatment Program - June / S Wyman	STATE CHEMICAL MFG. CO.	$	428.40
	6/22/2020	Emergency Preparedness Kits (61) / S Wyman	AMERICAN RED CROSS	$	4,307.82
	6/22/2020	Face Shields (1000), Hand Soap (45 cases) / S Wyman	EXPERT CHEMICAL & SUPPLY INC.	$	5,045.05
	6/22/2020	Air Care Program - June / S Wyman	STATE CHEMICAL MFG. CO.	$	295.22
	6/22/2020	Water Cooler Monthly Rental / S Wyman	AQUA CHILL	$	32.00
	6/23/2020	Digital thermometers (30) / card used by S Wyman	EXPERT CHEMICAL & SUPPLY INC.	$	2,985.00
	6/23/2020	Ankle Weights (8 pairs) for Sneeze Guards / used by S Wyman	WALMART	$	58.72

	6/25/2020	Hand Sanitizer (25 gal) / used by S Wyman	NORTH AMERICAN CORP OF ILL	$ 1,494.00
	6/26/2020	PARTIAL PAYMENT FOR 2020 BOILERS KIP SP WIL / S Wyman	PORTER PIPE AND SUPPLY	$ 56,614.00
	6/29/2020	Emergency Preparedness Kits (100) /used by S Wyman	AMERICAN RED CROSS	$ 7,062.00
	6/29/2020	Cable bill - June / used by S Wyman	COMCAST CABLE	$ 200.91
	7/1/2020	Hand sanitizer (160 cases) / used by S Wyman	EXPERT CHEMICAL & SUPPLY INC.	$ 2,075.00
	7/2/2020	ATP readers (2) for sanitizing, swabs/ card used S Wyman	EXPERT CHEMICAL & SUPPLY INC.	$ 4,480.00
	7/2/2020	Phone Chargers (2) / used by S Wyman	AMAZON	$ 15.95
	7/2/2020	Cell phones - June / used by S Wyman	VERIZON WIRELESS MESSAGING SVC	$ 174.60
			Total Credit Card Amount	**$ 98,541.39**
BLDG GROUNDS 5/1	7/2/2020	PARTIAL PAYMENT FOR 2020 BOILERS KIP SP WIL / S Wyman	PORTER PIPE AND SUPPLY	$ 56,613.27
			Total Credit Card Amount	**$ 56,613.27**
HVAC SPECIAL 2/2	6/9/2020	Manifold, seal, gauge for HVAC repair / J. Ugarte	G&O THERMAL SUPPLY CO.	$ 334.75
	6/18/2020	Manifold hoses, refrigerant HVAC repair SP/ card used by S Wyman	G&O THERMAL SUPPLY CO.	$ 818.75
			Total Credit Card Amount	**$ 1,153.50**
SPEC MAINT 2 2/2	6/30/2020	Shower curtains, rings, tape for cubicle separation / J. Ugarte	CRAFTWOOD LUMBER COMPANY	$ 87.25
	7/3/2020	Screws, bits for Charging Station Install / J. Ugarte	CRAFTWOOD LUMBER COMPANY	$ 108.56
			Total Credit Card Amount	**$ 195.81**
ADM TECH COOR 5/	6/10/2020	ETHERNET SWITCH. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 118.46
	6/17/2020	RACK, HARD DRIVES, STORAGE CONTROLLER. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 5,293.77
	6/17/2020	VERKADA CAMERA PROJECT 50% COMPLETION. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 34,900.29
	6/18/2020	SOPHOS LICENSE RENEWAL. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 2,772.50
	6/18/2020	CABLING PROJECT - SMS. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 1,856.00
	6/18/2020	CABLING PROJECT - CMS. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 1,250.50
	6/19/2020	ETHERNET SWITCH. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 118.46
	6/23/2020	AIRTABLE ANNUAL PLAN RENEWAL. USED BY LEVINSTEIN	AIRTABLE	$ 588.00
	6/23/2020	LCD PROJECTOR WAL. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 3,178.94
	6/23/2020	RACK PANELS, RACK DRAWERS. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 152.22
	6/25/2020	ETHERNET SWITCH. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 118.46
	6/29/2020	ETHERNET SWITCH. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 118.46
	6/30/2020	FASTENERS, TAPE, TRANSCIEVERS, SWITCHES. USED BY AL	AMAZON	$ 822.28
	7/1/2020	FASTENERS, TAPE, TRANSCIEVERS, SWITCHES. USED BY AL	AMAZON	$ 409.64
	7/1/2020	SPEAKERS (4), MOUNTING KITS WAL. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 1,437.64
	7/2/2020	GLASS CLEANER (4 GAL) TECH CLEANING. USED BY LEVINSTEIN	AMAZON	$ 83.96
	7/2/2020	GOOGLE CLOUD VOICE JUNE. USED BY LEVINSTEIN	GOOGLE LLC	$ 107.48
	7/3/2020	SECURLY WEB FILTERING ANNUAL RENEWAL. USED BY PK	SECURLY, INC	$ 16,275.00
	7/3/2020	MIXER, AMPLIFIER, CONTROLLER WAL. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$ 3,238.84
			Total Credit Card Amount	**$ 72,840.90**

EXEC ADMIN 9/19	6/9/2020	Tribune unlimited digital access/Rudd	CHICAGO TRIBUNE	$	7.96
			Total Credit Card Amount	**$**	**7.96**
EXECUTIVE ADMI-1	6/16/2020	Screencast.com monthly subscription /Latham	FASTSPRING	$	10.82
	6/19/2020	Custom registration folders/Latham	STATE GRAPHICS	$	1,281.15
	7/2/2020	Smore Newsletter Software Annual Renewal/Latham	FIREPLACE INC	$	3,750.00
	7/3/2020	NSPRA Membership for Steckling/used by Rudd	NSPRA	$	285.00
			Total Credit Card Amount	**$**	**5,326.97**
ALLYSON BAISDEN	6/18/2020	Mileage Reimbursement / card used by A. Baisden	MARATHON	$	23.00
	6/29/2020	Mileage Reimbursement / card used by A. Baisden	SUNOCO	$	14.00
			Total Credit Card Amount	**$**	**37.00**
CENTRAL OFFICE 5	6/8/2020	Registration SIS/EIS Workshop Branick / card used by L. Branick	SKYWARD USER'S GROUP, NFP	$	15.00
	6/9/2020	CLEAR investigation software 05/20 / card used by K. Ruocco	THOMSON REUTERS	$	598.41
	6/16/2020	Admin water cooler rental July-Dec / card used by K. Ruocco	ENVIRONMENTAL FUTURES, INC.	$	480.00
	6/18/2020	Chicago Tribune subscription thru 8/20 / used by K. Ruocco	CHICAGO TRIBUNE	$	82.00
	6/26/2020	Toner for Monaghan home printing / card used by K. Ruocco	AMAZON	$	91.89
	7/1/2020	Payroll, AP blank checks for Qmlativ / card used by K. Ruocco	NATIONAL PRINT + PROMO	$	714.28
	7/2/2020	Postage machine lease payment July-Oct / card used by K. Ruocco	NEOPOST/MAILFINANCE	$	1,006.71
			Total Credit Card Amount	**$**	**2,988.29**
DANIELLE ARNOLD1	6/26/2020	Mileage Reimbursement / card used by D. Arnold	EXXON MOBIL	$	37.60
			Total Credit Card Amount	**$**	**37.60**
Heather Santella	6/10/2020	Mileage Reimbursement / card used by H. Santella	SHELL OIL COMPANY	$	23.15
			Total Credit Card Amount	**$**	**23.15**
SALLY WYMAN	6/29/2020	Mileage Reimbursement / card used by S. Wyman	SAM'S CLUB	$	27.91
	6/29/2020	Mileage Reimbursement / card used by S. Wyman	MURPHY USA	$	28.01
	6/29/2020	Mileage Reimbursement / card used by S. Wyman	SAM'S MART	$	22.00
	6/29/2020	Mileage Reimbursement / card used by S. Wyman	WEIGEL STORES, INC.	$	26.06
	6/30/2020	Mileage Reimbursement / card used by S. Wyman	SHELL OIL COMPANY	$	8.00
	7/2/2020	Mileage Reimbursement / card used by S. Wyman	BP	$	10.00
			Total Credit Card Amount	**$**	**121.98**
SCOTT SCHWARTZ	7/2/2020	Mileage Reimbursement / card used by S. Schwartz	BP	$	37.15
	7/2/2020	Mileage Reimbursement / card used by S. Schwartz	SHELL OIL COMPANY	$	40.00
			Total Credit Card Amount	**$**	**77.15**

STEPH STRENGER 5	6/8/2020	Mileage Reimbursement / card used by S. Strenger	EXXON MOBIL	$	33.31
			Total Credit Card Amount	**$**	**33.31**
CURRICULUM DEPT1	6/17/2020	NOODLETOOLS FY 21 RENEWAL. USED BY PK	NOODLETOOLS, INC.	$	621.00
	6/17/2020	SEESAW FOR SCHOOLS FY 21 RENEWAL. USED BY PK	SEESAW LEARNING INC	$	15,000.00
	6/18/2020	BREAKOUT EDU FY21 RENEWAL. USED BY PK	BREAKOUT, INC.	$	500.00
	6/19/2020	PEBBLEGO FY21 RENEWAL. USED BY PK	CAPSTONE PRESS	$	9,112.40
	6/19/2020	INFOBASE FY21 RENEWAL. USED BY PK	INFOBASE	$	3,924.45
	6/19/2020	IXL MATH FY21 RENEWAL. USED BY PK	IXL LEARNING	$	20,475.00
	6/23/2020	MYSTERY SCIENCE MEMBERSHIP FY21 RENEWAL. USED BY PK	MYSTERY SCIENCE	$	3,996.00
	6/23/2020	QUAVER MUSIC K-5 CURRICULUM FY21 RENEWAL. USED BY PK	QUAVER MUSIC.COM	$	6,720.00
	6/23/2020	COSPACES EDU PRO FY21 RENEWAL. USED BY PK	COSPACES	$	2,342.50
	6/23/2020	POWERKNOWLEDGE SCIENCE FY21 RENEWAL. USED BY PK	ROSEN PUBLISHING GROUP	$	3,495.00
	6/24/2020	MAP GROWTH K-12 FY21 RENEWAL. USED BY PK	NWEA	$	34,812.50
	6/24/2020	EDMENTUM FY21 RENEWAL. USED BY PK	EDMENTUM	$	39,940.50
	6/24/2020	GREAT MINDS PHD SCIENCE PILOT. USED BY PK	GREAT MINDS	$	9,361.72
	6/25/2020	WEBINAR SERVICE JUNE. USED BY FILIPPI	ZOOM	$	10.97
	6/26/2020	WEBINAR SERVICE 6.25.20-7.24.20. USED BY FILIPPI	ZOOM	$	340.00
	6/30/2020	GIFTED EDUCATION BOOK. USED BY PK	AMAZON	$	39.95
	7/2/2020	KINDY, GR 2 PHONICS KITS (16). USED BY PK	GREENWOOD-HEINEMANN	$	4,708.80
	7/2/2020	NEWSELA FY21 LICENSES. USED BY PK	NEWSELA, INC.	$	17,640.00
	7/2/2020	WORLD BOOK ONLINE FY21 RENEWAL. USED BY PK	WORLD BOOK INC.	$	2,669.00
	7/3/2020	WEVIDEO LICENSES FY21. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$	6,800.00
	7/3/2020	EXPLAIN EVERYTHING LICENSES FY21. USED BY PK	COMPUTER DISCOUNT WAREHOUSE	$	3,885.00
	7/3/2020	TYPING CLUB FY21 LICENSES. USED BY PK	EDCLUB INC	$	2,275.50
			Total Credit Card Amount	**$**	**188,670.29**
TEACH & LEARN 5/	6/16/2020	REGIST TALK TO YOUNG CHILDREN ABOUT RACE SCHWARTZ. BY SCHWARTZ	EVENTBRITE	$	30.75
			Total Credit Card Amount	**$**	**30.75**
STU SERVICES 2/2	6/8/2020	ESY DIGITAL PLATFORM PD. USED BY C HOFFMAN	EDGENUITY	$	850.00
	6/8/2020	SLP MONTHLY MEMBERSHIP (3) JUNE. USED BY PK	THE SLP SOLUTION	$	30.00
	6/8/2020	ESY BOOKS (4) FOR STUDENT SUPPORT. USED BY PK	AMAZON	$	55.04
	6/17/2020	JUST WORDS DURABLES GLICKSON. USED BY PK	WILSON LANGUAGE TRAINING	$	47.60
	6/17/2020	JUST WORDS DURABLES LANE. USED BY PK	WILSON LANGUAGE TRAINING	$	47.60
	6/17/2020	JUST WORDS DURABLES NIESSE. USED BY PK	WILSON LANGUAGE TRAINING	$	47.60
	6/18/2020	INTERPRETATION SERVICE SMS/CMS MAY. USED BY PK	HEARTLAND HEALTH OUTREACH CCIS	$	280.00
	6/24/2020	RETURN WATER TABLE DUE TO COVID. USED BY PK	DISCOUNT SCHOOL SUPPLY	$	(309.87)
	6/30/2020	1ST GR COMPREHENSION TASK CARDS. USED BY PK	TEACHERS PAY TEACHERS	$	21.00
	7/2/2020	PHONAK DEVICE WARRANTY RENEWAL (30). USED BY PK	PHONAK COMMUNICATIONS	$	3,892.50
	7/3/2020	SLP MONTHLY MEMBERSHIP (3) JULY. USED BY PK	THE SLP SOLUTION	$	150.00

	7/3/2020	REGIST CPI VERBAL INT TRAINING HOFFMAN, ROSE. USED BY CH	CRISIS PREVENTION INSTITUTE	$	75.00
	7/3/2020	BOOK FOR STUDENT SUPPORT. USED BY PK	AMAZON	$	14.99
	7/3/2020	BOOK FOR STUDENT SUPPORT. USED BY PK	AMAZON	$	14.99
			Total Credit Card Amount	**$**	**5,216.45**
HUMAN RES 2 5/19	6/25/2020	Safe School Training for 2020-21 / by Dale Fisher	SCENARIO LEARNING, LLC	$	1,440.09
	7/3/2020	Seat cushions (2) for HR / card used by K Ruocco	AMAZON	$	29.98
			Total Credit Card Amount	**$**	**1,470.07**
KIPLING ELEM I-1	6/11/2020	classroom books (31) / card used by J Barr	AMAZON	$	367.66
			Total Credit Card Amount	**$**	**367.66**
SO PARK LIBRAR-1	6/17/2020	LIBRARY BOOK (1) - JAHNG	FOLLETT EDUCATIONAL SERVICES	$	21.04
			Total Credit Card Amount	**$**	**21.04**
SOUTH PARK OFF 5	6/30/2020	LAMINATOR SERVICE CALL - STALEY	ACCO BRANDS USA LLC	$	225.00
			Total Credit Card Amount	**$**	**225.00**
SP ELEMENTARY -1	6/11/2020	REGIST TEACH YOUR HEART OUT LAUGHLIN - LAUGHLIN	TEACH YOUR HEART OUT	$	65.00
			Total Credit Card Amount	**$**	**65.00**
WALDEN ELEM SC-2	6/10/2020	MARKERS (4 PACKS) (5TH GRADE) USED BY M. MCINTYRE	AMAZON	$	30.72
	6/11/2020	PENS (4 PACKS) (5TH GRADE) USED BY: M. MCINTYRE	OFFICE MAX	$	75.96
	6/11/2020	MOUNTING TAPE (4 ROLLS) (5TH GRADE) USED BY M. MCINTYRE	OFFICE MAX	$	179.96
	6/11/2020	ENVELOPES W/RETURN ADDRESS (OFFICE); USED BY M. MCINTYRE	STATE GRAPHICS	$	215.00
			Total Credit Card Amount	**$**	**501.64**
A ACCT II WIL 5/	6/11/2020	Book (1) - M. Anstett	AMAZON	$	7.88
			Total Credit Card Amount	**$**	**7.88**
WILMOT SCHOOL 5/	6/11/2020	Return plastic utensils - M. Anstett	AMAZON	$	(38.00)
	6/15/2020	Stackable chairs (5) - E. Brett	AMAZON	$	153.38
	6/22/2020	Vimeo PRO annual subscription - E. Brett	VIMEO.COM	$	206.49
			Total Credit Card Amount	**$**	**321.87**
SHEPARD ACT AC-1	6/23/2020	Banner, yard signs for 8th Graduation Parade/TLayne	PRINT911	$	262.00
	7/2/2020	2020 Award plaques for hallway award boards /TLayne	SCHOOL PRIDE	$	60.00
			Total Credit Card Amount	**$**	**322.00**

SHEPARD SCIENC-2	7/2/2020	Beakers and containers for all science grades/LisaOdden	FLINN SCIENTIFIC, INC.	$	183.82

Total Credit Card Amount	**$**	**183.82**
Grand Total Amount	**$**	**437,374.92**

August 24, 2020

INTERGOVERNMENTAL AGREEMENT BETWEEN THE COUNTY OF LAKE AND DEERFIELD PUBLIC SCHOOLS DISTRICT 109

ACTION ITEM

The Business Office recommend that the Board pass and sign the intergovernmental agreement (IGA) for Lake County Cares Act Funds.

Recommendation:

Roll call vote to approve the intergovernmental agreement (IGA) for Lake County Cares Acts Funds.

Department of Operations & Finance

Greg Himebaugh, CSBO, Assistant Superintendent of Operations and Finance
ghimebaugh@dps109.org
Dr. John Filippi, Ed.D., CSBO, Business Manager
jfilippi@dps109.org

DATE: 08/17/2020

TO: SUPERINTENDENTS WESTERHOLD, RAFFERTY AND THE BOARD OF EDUCATION

FROM: GREG HIMEBAUGH

RE: INTERGOVERNMENTAL AGREEMENT FOR LAKE COUNTY CARES ACT FUNDS

The CARES Act of 2020 included stimulus funds for state and local governments and included $13.5 billion dedicated to the nation's public and private schools. The funds were distributed based on Title 1 child count and District 109's total was $55,866. We have submitted requests for reimbursement on various cleaning, personal protective equipment and safety equipment which we purchased to increase our preparedness for staff and students to return to school.

States and counties were given some flexibility on how to spend funds, and Lake County has decided to dedicate a portion of their stimulus funds to the county's public schools. We are eligible for $88,666 and will request reimbursement on upgrades and improvements to our HVAC systems district-wide.

In order to request the funds, the County of Lake is asking School Boards to pass and sign the attached intergovernmental agreement which the Board's attorneys have reviewed. We have taken the liberty of adding to the Board's agenda as an atypical item appearing as both information and action at the August 24, 2020 meeting.

Please feel free to reach out with any questions or concerns.

INTERGOVERNMENTAL AGREEMENT

COVID19 RELIEF FUND

THIS AGREEMENT made this _____ day of _____, 2020**,** by and between the **County of Lake** (hereinafter referred to as "**COUNTY**") and _____ (hereinafter referred to as "**TAXING DISTRICT,**" regardless of legal organization which may include a Home Rule unit of government). The COUNTY and the TAXING DISTRICT shall hereinafter be referred to jointly as the Parties.

RECITALS

WHEREAS, the Illinois Constitution and the Intergovernmental Cooperation Act (5 ILCS 220/ *et. seq*) authorize units of local government, including counties and municipalities, to contract or otherwise associate among themselves in any manner not prohibited by law and to jointly exercise any power, privilege or authority conferred upon them by law; and

WHEREAS, Article 7, Section 10 of the Illinois Constitution of 1971 and the Illinois Intergovernmental Cooperation Act 5 ILCS 220/1 et seq. allow units of public entities to enter into intergovernmental agreements in the furtherance of their governmental purposes; and

WHEREAS, pursuant to the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") the COUNTY received approximately one hundred twenty-two million dollars from the United States Government ("CARES Act Funds"); and

WHEREAS, the CARES Act provides for payments to local governments navigating the impact of the COVID-19 outbreak via the Coronavirus Relief Fund; and

WHEREAS, the CARES Act provides that payments from the Coronavirus Relief Fund may only be used to cover expenses which: (1) are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19); (2) were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the local government; and (3) were incurred during the period that begins on March 1, 2020 and ends on December 30, 2020; and

WHEREAS, the COUNTY was eligible to receive payments under the CARES Act, as it is a unit of local government in excess of 500,000 residents; and

WHEREAS, the United States Department of Treasury ("Treasury") has issued guidelines with regards to the authorized use of funds allocated to local governments under the CARES Act; and

WHEREAS, this Agreement is intended to promote the most efficient distribution of financial resources which have been made available to the COUNTY to benefit the citizens of the COUNTY; and

WHEREAS, under the CARES Act, should the Office of the Inspector General determine that the funds were used in a manner contrary to the intent of the Act or contrary to the United States' Department of Treasury guidelines, the CARES Act provides that the federal government may recoup the improperly spent funds from the COUNTY; and

WHEREAS, the COUNTY and the TAXING DISTRICT within Lake County, and its residents, have suffered secondary effects of the coronavirus emergency; and

WHEREAS, the COUNTY, as the jurisdiction responsible for disbursement of funds under the CARES Act, finds that it is appropriate to use these funds to defray certain costs incurred by the TAXING DISTRICT related to the coronavirus emergency; and

WHEREAS, pursuant to guidance and interpretations of Treasury, the COUNTY as recipient of CARES Act funds may distribute a portion of those funds to other responsible entities within the COUNTY to assist in distributing CARES Act funds to those most in need of such funds

to be administered in compliance with the CARES Act, current and amended Treasury guidance and interpretations, and this Agreement; and

WHEREAS, the COUNTY may provide direct reimbursement to a TAXING DISTRICT that has eligible reimbursements per the Treasury guidance, both current and as amended; and

NOW, THEREFORE, the COUNTY and the TAXING DISTRICT hereby agree as follows:

1.0 Recitals, Definitions, and Purpose.

1.1 Recitals Incorporated. The recitals set forth above are incorporated in this Agreement by reference and made a part of this Intergovernmental Agreement ("IGA").

1.2 Definitions.

1.2.1 "CARES ACT funds" shall refer to funds which have been allocated to the COUNTY under the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") of which the COUNTY is responsible for the disposition.

1.2.2 "Forms" shall refer to forms or application documents used to seek reimbursement of coronavirus related expenses under this agreement.

1.2.3 All other words used in this agreement which are not specifically defined shall have their normal and ordinary meaning.

1.3 Purpose. The purpose of this Agreement is to establish a contractual relationship between the COUNTY and TAXING DISTRICT with regards to the proposed reimbursement of municipal expenses associated with the coronavirus emergency from federal CARES ACT funds which the United States Federal Government has disbursed to the COUNTY. The COUNTY has, by resolution, created the Lake COUNTY Local Government COVID-19 Reimbursement program. This agreement shall remain in effect between the parties to govern the form of applications for reimbursement, the review of applications, the criteria for reimbursable expenses, the retention of documents, and other material terms governing the processing of reimbursement applications as outlined in the guidelines provided by the COUNTY to the TAXING DISTRICT.

2.0 Obligations of the COUNTY

2.1 Generally. The COUNTY, by and through its Finance Department, shall process requests for reimbursement received from TAXING DISTRICT subject to the requirements set forth herein.

2.2 Submittal does not guarantee approval. The COUNTY, by receiving and processing the reimbursement requests of TAXING DISTRICT, does not guarantee approval of the reimbursement requests by the COUNTY, the United States Department of Treasury, or the Office of the Inspector General.

2.3 No further obligations. The COUNTY shall have no further obligations under this IGA other than those expressly set forth.

3.0 Obligations of the TAXING DISTRICT

3.1 Generally. In order to submit requests for reimbursement of coronavirus emergency related expenditures, TAXING DISTRICT agrees to submit the forms, certifications and documentation as may be required by the COUNTY for any expense for which TAXING DISTRICT seeks reimbursement under this Agreement. TAXING DISTRICT agrees that the sole and exclusive decision as to whether or not TAXING

DISTRICT's request is granted lies within the discretion of the COUNTY, and that submission of expenses for reimbursement does not obligate the COUNTY to agree to reimburse those expenses**.** TAXING DISTRICT agrees that the COUNTY, through its Finance Department, may deny reimbursement for expenses which, in the discretion of the Chief Financial Officer, are not permitted uses for CARES ACT funds. The parties also agree that expenses that may be otherwise eligible for reimbursement may be rejected by the COUNTY in its sole discretion, that the COUNTY is under no obligation to approve any particular reimbursement request, and that reimbursement is also subject to the availability of funds.

4.0 Form of Expense Submittals, Certification, failure to use form or comply with criteria

4.1 Generally. The Parties agree that expenses for which TAXING DISTRICT seeks reimbursement shall be submitted upon the forms and in the manner as may be required by the COUNTY. TAXING DISTRICT agrees to utilize these forms exclusively in seeking reimbursement of expenses related to the coronavirus emergency.

4.2 Certification. By entering into this IGA the Mayor, President, CFO or City Manager or other authorized official certifies that the expenses for which TAXING DISTRICT seeks reimbursement: (i) are necessary expenditures incurred due to the public health emergency with response to the Coronavirus Disease 2019, (ii) were not accounted for in the most recently approved budget of the TAXING DISTRICT, as of March 27, 2020, (iii) were incurred during the period between March 1, 2020 and December 30, 2020, and (iv) meet the criteria set forth in the United States Department of Treasury guidelines and interpretations, both current and as they may be amended and supplemented in the future.

4.3 Failure to use form or attach certification. The failure by TAXING DISTRICT to use the required forms or to accompany each and every reimbursement request with a completed certification, shall lead to the summary rejection of that submittal by the COUNTY.

4.4 Failure to comply with Department of Treasury Guidelines and Interpretations. The COUNTY reserves the right to reject any reimbursement which it determines, in its sole and exclusive discretion, does not meet the criteria of the CARES ACT or United States Department of Treasury guidelines and interpretations, both current and as may be amended and supplemented in the future, associated with disbursement of funds under the CARES ACT.

4.5 TAXING DISTRICT shall not submit for reimbursement to the COUNTY any expense which the TAXING DISTRICT has submitted or will submit to any other entity, whether public or private, for reimbursement. Should TAXING DISTRICT at any time receive reimbursement for any expense for which the COUNTY has already reimbursed the MUNCIPALITY under this IGA, the TAXING DISTRICT shall within 14 days or at the next scheduled municipal meeting occurring thereafter authorize and refund that reimbursement to the COUNTY.

5.0 Reimbursement guidelines; prohibition on duplicate reimbursement.

5.1 Reimbursement guidelines will be provided to TAXING DISTRICT that will include details specific to maximum reimbursement funding and allocation method, allowable expenses, required documentation and format of submittal, submission deadlines,

reporting requirements, compliance audit information, and records retention, among other guidance.

5.1.1 The reimbursement guidelines may be updated based on additional information received by COUNTY, or if additional funding is allocated.

5.2 TAXING DISTRICT shall not be entitled to reimbursement of expenses on application to the County for which it has sought and received reimbursement from any other entity, whether public or private, as described in 4.2, above.

6.0 Cooperation

6.1 The COUNTY shall assist TAXING DISTRICT in complying with the requirements of the CARES Act and the United States Department of Treasury guidelines by preparing sample forms and providing feedback and guidance with regards to the type and quality of information required to complete such forms.

6.2 TAXING DISTRICT agrees to abide by the terms of the CARES Act and all United States Department of Treasury guidelines and interpretations, both current and as may be amended and supplemented in the future.

6.3 TAXING DISTRICT shall, at the COUNTY's request, supply COUNTY with all relevant information for the COUNTY to evaluate whether a request for reimbursement meets the criteria under the CARES Act and United States Department of Treasury guidelines, both current and as may be amended and supplemented in the future.

7.0 Records

7.1 TAXING DISTRICT shall maintain all records relating to the expenses which TAXING DISTRICT seeks to have reimbursed by COUNTY from CARES Act funds for a period of at least ten (10) years or the period of time required by other state or federal law, whichever is longer.

7.2 At any time, the COUNTY may request that the TAXING DISTRICT provide records relating to the expenses which TAXING DISTRICT seeks to have reimbursed. TAXING DISTRICT agrees to provide records within 14 days in response to such requests.

7.3 Failure to provide records may result in the denial of the reimbursement request. In circumstances where the reimbursement request has been granted and the records are needed to justify the reimbursement to the Office of the Inspector General or any other office, official, or department which may later become responsible for auditing disbursements of CARES Act funds, failure by TAXING DISTRICT to provide these records, for any reason including the prior destruction of these records, shall constitute a breach of this Agreement. The sole and exclusive remedy for such a breach is that TAXING DISTRICT shall be responsible for repayment of any disbursement which the Office of Inspector General, or its successor, finds improper, unsupported, or unable to be verified within the time limit set by the Office of Inspector General. The TAXING DISTRICT shall make said repayment on or before the COUNTY is required to reimburse the federal government for such improper, unsupported, or unverified expense. Additionally, TAXING DISTRICT agrees to indemnify the COUNTY or make the COUNTY whole for any penalty assessed against the COUNTY based upon TAXING DISTRICT's failure to retain or provide records.

8.0 Timeliness.

8.1 The Parties agree that time is of the essence in the processing of applications for reimbursement. The COUNTY shall use all reasonable speed and diligence in the processing of applications for reimbursement.

8.2 The Parties agree that time is of the essence in communications seeking supporting documents or requesting records under this agreement. The Parties agree that they shall use all reasonable speed and diligence in responding to requests for records or supporting documents.

9.0 Indemnity.

9.1 The Parties agree that where the COUNTY may rely upon the certification of the TAXING DISTRICT that such expenses which TAXING DISTRICT sought to have reimbursed from CARES Act funds met the minimum requirements of the CARES Act, and where the Office of the Inspector General, or any other person, official, or department which is charged with the auditing and review of expenditures of CARES Act funds determines that such reimbursement was not permitted under the CARES Act, TAXING DISTRICT agrees to indemnify, reimburse and make whole the COUNTY for any funds which the United States Government or its agencies seeks to recoup or collect, either by litigation, or by withholding other federal funds owed to the COUNTY. TAXING DISTRICT further agrees to indemnify, reimburse, or make whole the COUNTY for any penalties associated with the federal government seeking to recoup the expended CARES Act funds which the COUNTY disbursed to TAXING DISTRICT including interest, attorneys fees or any penalty provided by law. Additionally, TAXING DISTRICT agrees to indemnify the COUNTY or make the COUNTY whole for any penalty assessed against the COUNTY based upon TAXING DISTRICT's duplication of reimbursements as provided in Article 5.2 above. TAXING DISTRICT also agrees to indemnify the COUNTY for any other loss or damage due to TAXING DISTRICT's violation of this IGA.

9.2 TAXING DISTRICT agrees to hold COUNTY harmless for any evaluation or advice which the COUNTY provided to TAXING DISTRICT as to whether the requested reimbursement is a permissible use of the CARES Act funds.

10.0 Term and termination

10.1 Term. This Agreement shall remain in effect until December 30, 2020 unless earlier terminated by either party provides written notice of termination to the other. Such notice shall be effective 14 days after receipt of the termination.

10.2 Survival of Terms. Those terms relating to the party's obligation to maintain records and provide records, and the TAXING DISTRICT's indemnification of the COUNTY shall survive the termination of this Agreement.

11.0 General Terms and Conditions

11.1 Amendment. Any revision to this Agreement shall be made by written amendment to this Agreement. This Agreement, including exhibits attached hereto and incorporated herein by reference, represents the entire Agreement between the parties with respect to the subject matter hereof and supersedes all prior communications, agreements, and understandings relating thereto.

11.2 Assignment. The performance covered by this Agreement shall not be assigned or delegated without the prior written consent of the COUNTY.

11.3 Conflict of Interest. No officer, employee, elected or appointed officials of the COUNTY or the TAXING DISTRICT (and no one with whom they have family or business ties) shall obtain any personal or financial benefit of the funds to be administered herein

11.4 Notices. Any notice under this IGA shall be sent by email to the following individuals at the indicated email addresses:

To the COUNTY:
Patrice Sutton, Chief Financial Officer, County of Lake at psutton@lakecountyil.gov

To the TAXING DISTRICT:
Greg Himebaugh, Assistant Superintendent for Finance and Operations, Deerfield Public Schools District 109 at ghimebaugh@dps109.org

IN WITNESS WHEREOF, the COUNTY and the TAXING DISTRICT have executed this Agreement as of the date first above written.

COUNTY OF LAKE

_____
County Administrator, Lake County

ATTEST:

_____
Lake County Clerk

(TAXING DISTRICT)

_____
Authorized Signature

_____
Printed Name

_____
Title

ATTEST:

_____
Clerk

August 24, 2020

MEMORANDUM OF UNDERSTANDING

ACTION ITEM

The Memorandum of Understanding for the Temperature Check Duty stipend is presented for the Board of Education's approval.

Recommendation:

Roll call vote to approve the Memorandum of Understanding for the Temperature Check Duty as presented.

MEMORANDUM OF UNDERSTANDING

TEMPERATURE CHECK DUTY

The purpose of this memorandum is to memorialize the understanding reached between the Board of Education of Deerfield Public Schools District No. 109 ("Board" or "District") and the Deerfield Education Association, IEA-NEA ("DEA") (collectively "the parties") concerning the implementation of Temperature Check Duty at all of the schools in the District commencing with the start of the 2020-2021 school year during the COVID-19 pandemic.

On June 23, 2020, the Illinois State Board of Education ("ISBE") and Illinois Department of Public Health ("IDPH") provided joint guidance titled "Starting the 2020-21 School Year" regarding operating schools in the time of COVID-19. As part of their guidance to prevent the spreading of COVID-19 at schools, ISBE and IDPH require all K-12 schools in Illinois to perform temperature and symptom screenings.

In July of 2020, DEA and the administration of the District ("District Administration") met to discuss the future implementation of the Temperature Check Duty. As a result of the discussion the parties reached an agreement as follows:

1. No more than 12 teachers will be assigned to Temperature Check each day at each school as the students arrive at school in the morning.

2. The building administrators shall have the sole discretion to increase, not to exceed 12 teachers, or decrease the number of teachers assigned to Temperature Check Duty throughout the duration of this Memorandum of Understanding as they deem necessary.

3. The administrators at each individual school ("building administrators") shall have the sole authority to assign teachers to Temperature Check Duty.

4. The building administrators shall have the sole discretion to determine how the teachers are to be utilized when they are assigned to Temperature Check Duty.

5. All teachers assigned to Temperature Check Duty shall be paid $20 for each session they perform their Temperature Check Duty.

6. The Temperature Check Duty stipend shall be paid using the "T" pay method provided for in the Collective Bargaining Agreement.

7. The Board and the DEA agree that the Temperature Check Duty is separate and distinct from the Door Duty pursuant to Category 5, Door Duty in Appendix C – Extra Duty Schedules of the Collective Bargaining Agreement between the District and the DEA, which such Door Duty may still be assigned to teachers as deemed necessary by the building administrators, and paid at the stipend amount set forth in the CBA.

This Memorandum of Understanding shall expire when the District determines that temperature checks are no longer needed.

The terms and conditions of this mutual agreement as noted herein are non-precedential and not subject to the Grievance Procedure or Arbitration Proceedings contained in the 2019-2023 Collective Bargaining Agreement between the Deerfield Education Association and the Deerfield Public Schools District, No. 109 Board of Education.

Reviewed and agreed to this _____ day of August, 2020, as a complete statement of the parties' understanding with respect to this mutual agreement

Board of Education, Deerfield Public Schools District No. 109	Deerfield Education Association, IEA-NEA
Date	Date

August 24, 2020

AMENDED 2020-2021 PUBLIC SCHOOL CALENDAR

ACTION ITEM

Attached for the Board's approval is an amended version of the 2020-2021 school calendar. If approved, this change will result in November 3, 2020 being denoted as Election Day, a State of Illinois holiday. Both staff and students will not be in attendance on November 3, 2020. Furthermore, March 1, 2021 will now become an attendance day for both students and staff to offset the switch and keep student attendance days and staff work days appropriately balanced.

(10 ILCS 5/2B-10 new)

Sec. 2B-10. Election Day State holiday. Notwithstanding any other provision of State law to the contrary, November 3, 2020 shall be a State holiday known as 2020 General Election Day and shall be observed throughout the State. November 3, 2020 shall be deemed a legal school holiday for purposes of the School Code, State Universities Civil Service Act, and any other law designating a holiday. All government offices, with the exception of election authorities, shall be closed unless authorized to be used as a location for election day services or as a polling place.

Any school closed pursuant to this amendatory Act of the 101st General Assembly and Section 24-2 of the School Code shall be made available to an election authority as a polling place for 2020 General Election Day. The election authority and the school shall comply with all safety and health practices established by the Illinois Department of Public Health pursuant to subsection (a) of Section 2B-35. The election authority shall be eligible for reimbursement of such reasonable cleaning expenses incurred as a result of using a school as a polling place for 2020 General Election Day, subject to the receipt and availability of federal funds, pursuant to Section 2B-60.

Recommendation:

Voice vote to approve the 2020-2021 amended school calendar, as presented.

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

2020-2021 School Calendar

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	X3	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	

July

3 Legal Holiday - Independence Day

Students - 0 Teachers - 0

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	NT	NT	NT	NT	14	15
16	&17	&18	(^19	20	21	22
23	24	25	26	27	28	29
30	31					

August

10, 11, 12, 13 New Teacher Orientation
17 Teacher Institute Day
18 Teacher Institute Day
19 School Opens
19 Half Day Inservice - PM

Students - 9 Teachers - 11

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	X7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	~~28~~	29	30			

September

7 Legal Holiday - Labor Day
28 Not in Attendance

Students - 20 Teachers - 20

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	X12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

12 Legal Holiday - Columbus Day

Students - 21 Teachers - 21

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	X3	4	5	6	7
8	9	10	X11	12	13	14
15	16	17	18	19	20	21
22	23	*24	~~25~~	X26	~~27~~	28
29	30					

November

3 Legal Holiday - Election Day
11 Legal Holiday - Veterans Day
23 Parent Teacher Conferences - PM
24 Parent Teacher Conferences
25 & 27 Not in Attendance
26 Legal Holiday - Thanksgiving

Students - 15 Teachers - 16

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	~~21~~	~~22~~	~~23~~	~~24~~	X25	26
27	~~28~~	~~29~~	~~30~~	~~31~~		

December

21 Winter Break Begins
25 Legal Holiday - Christmas

Students - 14 Teachers - 14

January 2021

Su	M	Tu	W	Th	F	Sa
					X1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1 Legal Holiday - New Year's Day
4 School Resumes
18 Legal Holiday - Dr. King's Birthday

Students - 19 Teachers - 19

February 2021

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

February

15 Legal Holiday - Presidents' Day
15 Possible Emergency Day
16 Teacher Institute Day
16 Possible Emergency Day

Students - 18 Teachers - 19

March 2021

Su	M	Tu	W	Th	F	Sa
	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			

March

22 Spring Break Begins
29 School Resumes

Students - 18 Teachers - 18

April 2021

Su	M	Tu	W	Th	F	Sa
				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	

April

2 Not in Attendance

Students - 21 Teachers - 21

May 2021

Su	M	Tu	W	Th	F	Sa
						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	X31					

May

31 Legal Holiday - Memorial Day

Students - 20 Teachers - 20

June 2021

Su	M	Tu	W	Th	F	Sa
		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			

June

4 Last Day without Emergency Days
4 Half Day Inservice - PM
7 Emergency Days Begin
11 Emergency Days End

Students - 4 Teachers - 4

Legend

(	School Opens	)	School Closes
X	Legal Holiday	NT	New Teacher Orientation
-	Not in Attendance	*	Parent Teacher Conferences - No Students
#	Emergency Day	^	Half Day Inservice - PM
&	Institute Day - All Day		

Amended by Board of Education
August 24, 2020
**Can be changed at any time by BOE vote or for emergencies as determined by the Superintendent*

DEERFIELD PUBLIC SCHOOLS DISTRICT 109

DRAFT - 2020-2021 School Calendar - *DRAFT*

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	X3	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	

July

3 Legal Holiday - Independence Day

Students - 0 Teachers - 0

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	NT	NT	NT	NT	14	15
16	&17	&18	(^19	20	21	22
23	24	25	26	27	28	29
30	31					

August

10, 11, 12, 13 New Teacher Orientation
17 Teacher Institute Day
18 Teacher Institute Day
19 School Opens
19 Half Day Inservice - PM

Students - 9 Teachers - 11

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	X7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	~~28~~	29	30			

September

7 Legal Holiday - Labor Day
28 Not in Attendance

Students - 20 Teachers - 20

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	X12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

12 Legal Holiday - Columbus Day

Students - 21 Teachers - 21

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	X3	4	5	6	7
8	9	10	X11	12	13	14
15	16	17	18	19	20	21
22	23	*24	~~25~~	X26	~~27~~	28
29	30					

November

3 Legal Holiday - Election Day
11 Legal Holiday - Veterans Day
23 Parent Teacher Conferences - PM
24 Parent Teacher Conferences
25 & 27 Not in Attendance
26 Legal Holiday - Thanksgiving

Students - 15 Teachers - 16

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	~~21~~	~~22~~	~~23~~	~~24~~	X25	26
27	~~28~~	~~29~~	~~30~~	~~31~~		

December

21 Winter Break Begins
25 Legal Holiday - Christmas

Students - 14 Teachers - 14

January 2021

Su	M	Tu	W	Th	F	Sa
					X1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1 Legal Holiday - New Year's Day
4 School Resumes
18 Legal Holiday - Dr. King's Birthday

Students - 19 Teachers - 19

February 2021

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

February

15 Legal Holiday - Presidents' Day
15 Possible Emergency Day
16 Teacher Institute Day
16 Possible Emergency Day

Students - 18 Teachers - 19

March 2021

Su	M	Tu	W	Th	F	Sa
	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			

March

22 Spring Break Begins
29 School Resumes
22 Spring Break Begins
29 School Resumes

Students - 18 Teachers - 18

April 2021

Su	M	Tu	W	Th	F	Sa
				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	

April

2 Not in Attendance

Students - 21 Teachers - 21

May 2021

Su	M	Tu	W	Th	F	Sa
						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	X31					

May

31 Legal Holiday - Memorial Day

Students - 20 Teachers - 20

June 2021

Su	M	Tu	W	Th	F	Sa
		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			

June

4 Last Day without Emergency Days
4 Half Day Inservice - PM
7 Emergency Days Begin
11 Emergency Days End

Students - 4 Teachers - 4

Legend

(	School Opens	)	School Closes
X	Legal Holiday	NT	New Teacher Orientation
-	Not in Attendance	*	Parent Teacher Conferences - No Students
#	Emergency Day	^	Half Day Inservice - PM
&	Institute Day - All Day		

Amended by Board of Education
August 24, 2020
**Can be changed at any time by BOE vote or for emergencies as determined by the Superintendent*

August 24, 2020

FINAL READING – BOARD POLICY REVIEWS, ADOPTIONS, AND REVISIONS

ACTION ITEM

The Policy Committee meets periodically to review Board Policies and makes recommendations to maintain, add, revise or update policies, primarily based on recommendations from the Illinois School Board Association. The following policies, based on Policy Reference Education Subscription Service (PRESS) releases, have been reviewed and drafts are being presented for addition to the Board of Education Policies.

DISCUSSION & RECOMMENDATIONS		
Policy #	**Policy Name**	**Description of PRESS Recommended Changes**
2:20	Powers and Duties of the School Board; Indemnification	Adopt the recommended PRESS changes. Footnote changes were reviewed.
2:70	Vacancies on the School Board - Filling Vacancies	Adopt the recommended PRESS changes. Footnote changes were reviewed.
2:100	Board Member Conflict of Interest	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
2:105	Ethics and Gift Ban	Adopt the recommended PRESS changes. Footnote changes were reviewed, cross-references were reviewed and corrections were made to legal references.
2:110	Qualifications, Term, and Duties of Board Officers	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
2:200	Types of School Board Meetings	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
2:220	School Board Meeting Procedure	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
2:250	Access to District Public Records	Policy was reviewed. Footnotes changes were discussed.

2:260	Uniform Grievance Procedure	Adopt the recommended PRESS changes. Footnote changes were reviewed, cross-references were reviewed and corrections were made to legal references.
3:50	Administrative Personnel Other Than the Superintendent	Policy was reviewed. Footnotes changes were discussed.
4:15	Identity Protection	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
4:30	Revenue and Investments	Adopt the recommended PRESS changes. Note DPS109 specific language. Footnotes were reviewed and corrections were made to legal references.
4:80	Accounting and Audits	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
4:110	Transportation	Policy was reviewed. Footnotes changes were discussed.
4:140	Waiver of Student Fees	Policy was reviewed. Footnotes changes were discussed.
4:150	Facility Management and Building Programs	Policy was reviewed. Footnotes changes were discussed.
4:170	Safety	Policy was reviewed. Move DPS109 specific language to Policy 4:175
4:175	Convicted Child Sex Offender; Screening; Notifications	New policy to DPS109. Adopt current PRESS version and include DPS109 language from Policy 4:170.
5:10	Equal Employment Opportunity and Minority Recruitment	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:20	Workplace Harassment Prohibited	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:30	Hiring Process and Criteria	New policy to DPS109. Adopt current PRESS version.
5:50	Drug- and Alcohol-Free Workplace	Adopt the recommended PRESS changes. Footnote changes were reviewed, cross-references were reviewed and corrections were made to legal references and note the DPS109 specific language.
5:90	Abused and Neglected Child Reporting	Adopt the recommended PRESS changes. Footnote changes were reviewed, cross-references were reviewed and corrections were made to legal references.
5:100	Staff Development Program	Policy was reviewed. Footnotes changes were discussed.
5:120	Employee Ethics; Conduct; and Conflict of	Adopt the recommended PRESS changes. Footnote changes were reviewed, cross-references were reviewed and corrections were made to

	Interest	legal references.
5:150	Personnel Records	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:190	Teacher Qualifications	Adopt the recommended PRESS changes. Footnote changes were reviewed.
5:200	Terms and Conditions of Employment and Dismissal	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:220	Substitute Teachers	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:250	Leaves of Absence	Adopt the recommended PRESS changes. Footnote changes were reviewed and corrections were made to legal references.
5:260	Student Teachers	Adopt the recommended PRESS changes. Cross-references were updated.
5:290	Employment Termination and Suspensions	Adopt the recommended PRESS changes. Maintain DPS109 specific language. Cross-references were updated.
5:330	Sick Days, Vacation, Holidays, and Leaves	Adopt the recommended PRESS changes. Legal references were updated.
6:15	School Accountability	Policy was reviewed. Maintain DPS109 specific language.
6:60	Curriculum Content	Adopt the recommended PRESS changes. Maintain DPS109 specific language. Legal references were updated.
6:65	Student Social and Emotional Development	Policy was reviewed.
6:210	Instructional Materials	Adopt the recommended PRESS changes.
7:20	Harassment of Students Prohibited	Adopt the recommended PRESS changes. Changes were made to legal references and cross references.
7:150	Agency and Police Interviews	Adopt the recommended PRESS changes. Changes were made to legal references and cross references.
7:180	Prevention of and Response to Bullying, Intimidation, and Harassment	Adopt the recommended PRESS changes. Changes were made to legal references and cross references.
7:190	Student Behavior	Adopt the recommended PRESS changes. Maintain DPS109 specific language. Changes were made to legal references and cross references.

7:200	Suspension Procedures	Policy was reviewed. Cross-references were updated.
7:270	Administering Medicines to Students	Adopt the recommended PRESS changes. Cross-references were updated.
7:290	Suicide and Depression Awareness and Prevention	Adopt the recommended PRESS changes.
7:340	Student Records	Adopt the recommended PRESS changes. Legal references were updated.
8:30	Visitors to and Conduct on School Property	Adopt the recommended PRESS changes. Changes were made to legal references and cross references.

Recommendation:

Roll call vote to approve the following:

- *2:20 Powers and Duties of the School Board; Indemnification*
- *2:70 Vacancies on the School Board - Filling Vacancies*
- *2:100 Board Member Conflict of Interest*
- *2:105 Ethics and Gift Ban*

- *2:110 Qualifications, Term, and Duties of Board Officers*
- *2:200 Types of School Board Meetings*
- *2:220 School Board Meeting Procedure*
- *2:250 Access to District Public Records*
- *2:260 Uniform Grievance Procedure*
- *3:50 Administrative Personnel Other Than the Superintendent*
- *4:15 Identity Protection*
- *4:30 Revenue and Investments*
- *4:80 Accounting and Audits*
- *4:110 Transportation*
- *4:140 Waiver of Student Fees*
- *4:150 Facility Management and Building Programs*
- *4:170 Safety*
- *4:175 Convicted Child Sex Offender; Screening; Notifications*
- *5:10 Equal Employment Opportunity and Minority Recruitment*
- *5:20 Workplace Harassment Prohibited*
- *5:30 Hiring Process and Criteria*
- *5:50 Drug- and Alcohol-Free Workplace*
- *5:90 Abused and Neglected Child Reporting*
- *5:100 Staff Development Program*
- *5:120 Employee Ethics; Conduct; and Conflict of Interest*
- *5:150 Personnel Records*
- *5:190 Teacher Qualifications*
- *5:200 Terms and Conditions of Employment and Dismissal*
- *5:220 Substitute Teachers*
- *5:250 Leaves of Absence*
- *5:260 Student Teachers*
- *5:290 Employment Termination and Suspensions*
- *5:330 Sick Days, Vacation, Holidays, and Leaves*
- *6:15 School Accountability*
- *6:60 Curriculum Content*
- *6:65 Student Social and Emotional Development*
- *6:210 Instructional Materials*
- *7:20 Harassment of Students Prohibited*
- *7:150 Agency and Police Interviews*
- *7:180 Prevention of and Response to Bullying, Intimidation, and Harassment*
- *7:190 Student Behavior*

School Board

Powers and Duties of the School Board; Indemnification

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

1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law.

2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.

3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, including determining whether an employee has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by 325 ILCS 5/, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.

4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.

5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.

6. Entering contracts using the public bidding procedure when required.

7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.

8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.

9. Approving the curriculum, textbooks, and educational services. ~~as it comports to Section 600 of the Deerfield Public Schools District 109 Board of Education Policies.~~

10. Evaluating the educational program and approving School Improvement and District Improvement Plans.

11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School, and student performance.

12. Establishing and supporting student behavior policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.

13. Establishing attendance units within the District and assigning students to the schools.

14. Establishing the school year.

15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.

16. Providing student transportation services pursuant to State law.

17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.

18. Complying with requirements in the Abused and Neglected Child Reporting Act (ANCRA).~~.~~ Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA~~the Act~~, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's~~the Act's~~ requirements concerning the reporting of child abuse.

19. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

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

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

CROSS REF.: 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: October 21, 2019

REVISED: August 24, 2020

School Board

Vacancies on the School Board - Filling Vacancies

Vacancy

Elective office of a School Board member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,~~;~~
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 6045~~5~~ days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy.~~–~~ After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.: 105 ILCS 5/10-10 and 5/10-11.

CROSS REF.: 2:40 (Board Member Qualifications), 2:60 (Board Member Removal from Office), 2:120 (Board Member Development)

ADOPTED: December 18, 2006

REVISED: December 12, 2016; March 18, 2019, August 24, 2020

School Board

Board Member Conflict of Interest

No School Board member shall: (1) have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State or federal law; or (2) solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts with the District. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, Ethics and Gift Ban.

Board members must annually file a Statement of Economic Interests as required by the Illinois Governmental Ethics Act. Each Board member is responsible for filing the statement with the county clerk of the county in which the District's main office is located by May 1.

Federal and State Grant Awards

No Board member shall participate in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) if he or she has a real or apparent conflict of interest. A conflict of interest arises when a Board member or any of the following individuals has a financial or other interest in the entity selected for the contract:

1. Any person that has a close personal relationship with a Board member that may compromise or impair the Board member's fairness and impartiality, including a member of the Board member's immediate family or household;

2. The Board member's business partner; or

3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

LEGAL REF.: 5 ILCS 420/4A-101.5, 420/4A-105, 420/4A-106.5, and 420/4A-107.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 105/3.
105 ILCS 5/10-9.
2 C.F.R. §200.318(c)(1).

CROSS REF.: 2:105 (Ethics and Gift Ban), 5:120 (Employee Ethics; Conduct; and Conflict of Interest)

ADOPTED: December 13, 2010

REVISED: November 13, 2017, August 24, 2020

REVIEWED: July 21, 2014; May 16, 2016

School Board

Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any ~~"~~political activity~~"~~ during any ~~"~~compensated time~~,"~~ as those terms are defined herein.

2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.

3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: ~~–~~(a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.

4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in ~~-~~any activity that: ~~-~~(1)~~-~~ is otherwise appropriate as part of his or her official duties, or (2) is~~are~~ undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee, shall intentionally solicit or accept any ~~"~~gift~~"~~ from any ~~"~~prohibited source~~,"~~ as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.

2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.

3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising~~fund-raising~~ event in support of a political organization or candidate.

4. Educational materials and missions.

5. Travel expenses for a meeting to discuss business.

6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.

8. Food or refreshments not exceeding $75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume, which are delivered by any means.

9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.

10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee from an officer or employee of another governmental entity.

11. Bequests, inheritances, and other transfers at death.

12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than $100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes

reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under 26 U.S.C. §~~Section~~ 501(c)(3)~~.) of the Internal Revenue Code.~~

Enforcement
The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. ~~-~~If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney~~attorney~~, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. ~~-~~A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. ~~-~~If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions
Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.

2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.

3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.

4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.

5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.

6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.

7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.

8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.

9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.

10. Preparing or reviewing responses to candidate questionnaires.

11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.

12. Campaigning for any elective office or for or against any referendum question.

13. Managing or working on a campaign for elective office or for or against any referendum question.

14. Serving as a delegate, alternate, or proxy to a political party convention.

15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, *compensated time* includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

Prohibited source means any person or entity who:

1. Is seeking official action by:- (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;

2. Does business or seeks to do business with: -(a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;

3. Conducts activities regulated by: -(a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;

4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;

5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or

6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

Gift means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials
Pursuant to the State Officials and Employees Ethics Act (5 ILCS 430/70-5), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Board President shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. If the allegations concern the President, or the President is a witness or otherwise conflicted, the Vice President shall make the appointment. If the allegations concern both the President and Vice President, and/or they are witnesses or otherwise conflicted, the Board Secretary shall make the appointment. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office.

LEGAL REF.: 5 ILCS 430/, State Officials and Employees Ethics Act.
10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 5:120 (Employee Ethics; Conduct; and Conflict of Interest)

REVISED: December 9, 2013, August 24, 2020

School Board

Qualifications, Term, and Duties of Board Officers

The School Board officers are: President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

President

The Board elects a President from its members for a two~~2~~-year term. The duties of the President are to:

1. Preside at all meetings;

~~1.~~2. Focus the Board meeting agendas on appropriate content ~~and preside at all meetings~~;

~~2.~~3. Make all Board committee appointments, unless specifically stated otherwise;

~~3.~~4. Attend and observe any Board committee meeting at his or her discretion;

~~4.~~5. Represent the Board on other boards or agencies;

~~5.~~6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;

~~6.~~7. Call special meetings of the Board;

~~7.~~8. Serve as the *head of the public body* for purposes of the Open Meetings Act and Freedom of Information Act;

~~8.~~9. Ensure that a quorum of the Board is physically present at all Board meetings;

~~9.~~10. Administer the oath of office to new Board members; ~~and~~

~~10.~~11. Serve as or appoint the Board's official spokesperson to the media; and~~.~~

12. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

Vice President

The Board elects a Vice President from its members for a two~~2~~-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;

2. The President is absent; or

3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

Secretary
The Board elects a Secretary for a two~~2~~-year term. The Secretary~~secretary~~ may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the Secretary~~secretary~~ is a Board member, the compensation shall not exceed $500 per year, as fixed by the Board at least 180 days before the beginning of the term. The duties of the Secretary are to:

1. Keep minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;

2. Mail meeting notification and agenda to news media who have officially requested copies;

3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;

4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;

5. Act as the local election official~~authority~~ for the District;

6. Arrange public inspection of the budget before adoption;

7. Publish required notices;

8. Sign official District documents requiring the Secretary's signature; and

9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary
The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;

2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and

3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer
The Treasurer of the Board shall be either a member of the Board who serves a one~~1~~-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;

2. Not be a member of the County Board of School Trustees; and

3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;

2. Maintain custody of school funds;

3. Maintain records of school funds and balances;

4. Prepare a monthly reconciliation report for the Superintendent and Board; and

5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.:~~—~~ 5 ILCS 120/7 and 420/4A-106.
105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, and 5/17-1.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:220 (School Board Meeting Procedure)

ADOPTED: December 13, 2010

REVISED: March 18, 2013; July 21, 2014, August 24, 2020

School Board

Types of School Board Meetings

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.).

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).

5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).

6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).

7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).

8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).~~),amended by P.A. 99-235. Eff 1-1-16.~~

9. Student disciplinary cases. 5 ILCS 120/2(c)(9).

10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).

11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).

12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).

13. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).

14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).

15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(2928).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings
A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings
Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings
Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website
In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public

notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meetings~~Meeting~~ Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks)

ADOPTED: May 17, 2010

REVISED: October 15, 2012; March 18; 2013; May 16, 2016; November 13, 2017, August 24, 2020

REVIEWED: January 26, 2015

School Board

School Board Meeting Procedure

Agenda

The School Board President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion ~~or explanation~~ before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of School Board Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of "abstain" or "present," or a vote other than "aye/yea/yes" or "nay/no," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "aye/yea/yes" or "nay/no," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;

2. Board members recorded as either present or absent;

3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;

4. On all matters requiring a roll call vote, a record of who voted "aye/yea/yes" and "nay/no";

5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;

6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;

7. A record of all motions, including individuals making and seconding motions;

8. Upon request by a Board member, a record of how he or she voted on a particular motion; and

9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten~~10~~ days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order
Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (11th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings
Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/72.06.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of School Board Meetings), 2:210 (Organizational School Board Meeting), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

ADOPTED: April 11, 2011

REVISED: March 18, 2013; November 13, 2017, August 24, 2020

REVIEWED: January 26, 2015

School Board

Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated. The Superintendent or designee(s) shall report any FOIA requests and the status of the District's response to the Board at each regular Board meeting.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;

2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or

3. Complying with the request would be unduly burdensome.

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend

the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a recurrent *requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a commercial purpose and fees, costs, and personnel hours in connection with responding to a voluminous request.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.
105 ILCS 5/10-16 and 5/24A-7.1.
820 ILCS 40/11.
820 ILCS 130/5.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: April 11, 2011

REVISED: January 9, 2012; September 21, 2015; November 13, 2017

REVIEWED: April 28, 2014, October 21, 2019, August 24, 2020

School Board

Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment (State Officials and Employees Ethics Act, Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq. ~~,~~)
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager

will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and-/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260, *Uniform Grievance Procedure*.

Investigation

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

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

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

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

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

Nondiscrimination Coordinator:

Dr. Dale R. Fisher

517 Deerfield Road, Deerfield, IL 60015

dfisher@dps109.org

(847) 945-1844

Complaint Managers:

Ms. Joanna Ford

517 Deerfield Road, Deerfield, IL 60015

jford@dps109.org

(847) 945-1844

Dr. John Filippi

517 Deerfield Road, Deerfield, IL 60015

jfilippi@dps109.org

(847) 945-1844

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60, ~~(P.A. 100-29, final citation pending),~~ 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
Illinois Genetic Information Privacy Act, 410 ILCS 513/.
Illinois Whistleblower Act, 740 ILCS 174/.
Illinois Human Rights Act, 775 ILCS 5/.
Victims' Economic Security and Safety Act, 820 ILCS 180/, ~~;~~ 56 Ill.Admin.Code Part 280.
Equal Pay Act of 2003, 820 ILCS 112/. ~~;~~
Employee Credit Privacy Act, 820 ILCS 70/.
23 Ill.Admin.Code §§1.240 and 200. ~~-~~40.

CROSS REF.: 2:105 (Ethics and Gift Ban), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

ADOPTED: April 11, 2011

REVISED: October 15, 2012; August 22, 2016; August 28, 2017; March 19, 2018; March 18, 2019, August 24, 2020

General School Administration

Administrative Personnel Other Than the Superintendent

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

All administrative personnel shall be appropriately licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rules.

Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board.

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent.

Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board in a timely manner.

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel.

LEGAL REF: 105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A.
23 Ill.Admin.Code §§1.310, 1.705, and 50.300; and Parts 25 and 29.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

ADOPTED: December 12, 2016

REVIEWED: November 13, 2017, August 24, 2020

Operational Services

Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.

2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.

2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.

3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.

4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.

5. All employees must be advised of this policy's existence, and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.

6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards
The Superintendent ensures that the District takes reasonable measures to safeguard: (1) *protected personally identifiable information*, (2) other information that a federal awarding agency, pass-through agency or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.: 2 C.F.R. §200.303(e).
5 ILCS 179/, Identity Protection Act.
30 ILCS 708/, Grant Accountability and Transparency Act
50 ILCS 205/3, Local Records Act.
105 ILCS 10/, Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

APPROVED: April 11, 2011

REVISED: December 9, 2013; November 13, 2017; March 19, 2018; March 18, 2019, August 24, 2020

Operational Services

Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.

2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.

3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.

4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.

2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

   The term "agencies of the United States of America" includes: (a~~i~~) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit

Act of 1971 and Acts amendatory thereto, (bii) the federal home loan banks and the federal home loan mortgage corporation, and (ciii) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.

4. Short term obligations of corporations organized in the United States with assets exceeding $500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short term obligations of corporations.

5. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.

6. Intentionally Omitted: Reference the Deerfield Public Schools District 109 – Board of Education – Finance Committee Meeting Minutes of May 28, 2014.

7. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.

8. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principle office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.

9. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.

10. The Illinois School District Liquid Asset Fund Plus.

11. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject

to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.

b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.

c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.

d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.

e. The security interest must be perfected.

f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.

g. Agreements shall be for periods of 330 days or less.

h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.

i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.

j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.

k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

11. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 11 supersedes paragraphs 1-10 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/.

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two~~2~~ sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;

2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;

3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;

4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and

5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/. The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,

2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or

3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.: 30 ILCS 235/, Public Funds Investment Act.~~/~~
30 ILCS 238/, Ill. Sustainable Investing Act.
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: May 17, 2010

REVISED: July 21, 2014, October 21, 2019, August 24, 2020

Operational Services

Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by ~~the~~ ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. 200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $5,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive

value. The Superintendent shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of $500.00. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from an account containing student activity funds and revolving accounts may be signed by the respective account custodian.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third party to audit internal controls in addition to the annual audit.

LEGAL REF.: 2 C.F.R. §200 et seq.
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Adm.Code 7000 et seq.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.
23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:55 (Use of Credit and Procurement Cards)

ADOPTED: January 26, 2015

REVISED: December 12, 2016, March 19, 2018, August 24, 2020

REVIEWED: November 13, 2017

Operational Services

Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious *safety* hazard due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated,

and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.: 20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/10-22.22 and 5/29-1 et seq.
105 ILCS 45/1-15 and /1-17.
625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.
23 Ill.Admin.Code §§1.510 and 226.750; Part 120.
92 Ill.Admin.Code Part 440.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics;~~,~~ Conduct;~~,~~ and Conflict of Interest), 5:280 (Educational Support Personnel - Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

ADOPTED: December 13, 2010

REVISED: October 15, 2012; November 13, 2017; March 19, 2018, October 21, 2019

REVIEWED: August 24, 2020

Operational Services

Waiver of Student Fees

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Notification

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE)~~ISBE~~ rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter, but not more often than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE~~Illinois State Board of Education~~ rule on waiver of fees.

LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.
23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services)

ADOPTED: December 13, 2010

REVISED: December 9, 2013, August 24, 2020

Operational Services

Facility Management and Building Programs

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed $12,500, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

Standards for Facility Construction and Building Programs

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.

6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.

7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.: 42 U.S.C. §12101 et seq., Americans with Disabilities Act of 1990, implemented by 28 C.F.R. Parts 35 and 36.
20 ILCS 3130/, Green Buildings Act.
105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.63, and 5/17-2.11.
105 ILCS 140/, Green Cleaning Schools Act.
105 ILCS 230/, School Construction Law.
410 ILCS 25/, Environmental Barriers Act.
410 ILCS 35/25, Equitable Restrooms Act.
820 ILCS 130/, Prevailing Wage Act.
23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.
71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED: April 11, 2011

REVISED: October 21, 2019, August 24,2020

REVIEWED: November 13, 2017; March 19, 2018

Operational Services

Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;

2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;

3. A school safety drill plan;

4. Instruction in safe bus riding practices; and

5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.

2. One bus evacuation drill.

3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.

4. One law enforcement drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators or school support personnel.

~~The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan with the participation of the appropriate law enforcement agency. This drill may be conducted on days and times that students are not present in the building.~~

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. ~~-~~This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE). 29 Ill.Admin.Code Part 1500.

Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District.~~-~~ The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH.~~-~~ This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,

2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and

3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

~~Convicted Child Sex Offender and Notification Laws~~

~~State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:~~

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or

2. The offender received permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, amended by P.A.s 97-248 and 97-607, or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The contractor shall make every employee who will be sent to any school building or school property available to the district for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9 before any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the costs of the checks. The district must also provide a copy of the report to the individual employee, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry.

If the District receives information that concerns the record of conviction as a sex offender of any employee of a District contractor, the District will provide the information to another school, school district, community college district, or private school that requests it.

Unsafe School Choice Option
The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.

2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water
The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Student Insurance
The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company. Students participating in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

Emergency Closing
The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.
105 ILCS 128/, School Safety Drill Act, implemented by 29 Ill.Admin.Code Part 1500.
210 ILCS 74/~~,~~ ~~/.~~ Physical Fitness Facility Medical Emergency Preparedness Act~~,~~.
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness), 5:30 (Hiring Process and Criteria), 7:220 (Bus Conduct), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: April 11, 2011

REVISED: October 15, 2012; December 9, 2013; May 16, 2016; November 13, 2017; March 19, 2018; March 18, 2019, August 24, 2020

Operational Services

Convicted Child Sex Offender; Screening; Notifications

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or

2. The offender received permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

> The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, amended by P.A.s 97-248 and 97-607, or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The contractor shall make every employee who will be sent to any school building or school property available to the district for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9 before any employee or agent is sent to any

school building or school property. The contractor will reimburse the District for the costs of the checks. The district must also provide a copy of the report to the individual employee, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry.

If the District receives information that concerns the record of conviction as a sex offender of any employee of a District contractor, the District will provide the information to another school, school district, community college district, or private school that requests it.

Screening

The Superintendent or designee shall perform fingerprint-based criminal history records information checks and/or screenings required by State law or Board policy for employees; student teachers; students doing field or clinical experience other than student teaching; contractors' employees who have direct, daily contact with one or more children; and resource persons and volunteers. He or she shall take appropriate action based on the result of any criminal background check and/or screen.

Notification to Parents/Guardians

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

LEGAL REF.: 20 ILCS 2635/, Uniform Conviction Information Act.
720 ILCS 5/11-9.3.
730 ILCS 152/, Sex Offender Community Notification Law.
730 ILCS 154/75-105, Murderer and Violent Offender Against Youth Community Notification Law.

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:260 (Student Teachers), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: August 24, 2020

General Personnel

Equal Employment Opportunity and Minority Recruitment

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

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

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator :

Dr. Dale Fisher

517 Deerfield Road, Deerfield, IL 60015

(847) 945-1844

Complaint Managers:

Ms. Joanna Ford	Dr. John Filippi
517 Deerfield Road, Deerfield, IL 60015	517 Deerfield Road, Deerfield, IL 60015
(847) 945-1844	(847) 945-1844

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

Minority Recruitment

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

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §701~~791~~ et seq., Rehabilitation Act of 1973.
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964, implemented by 29 C.F.R. Part 1601.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.
Ill. Constitution, Art. I, §§17, 18, and 19.
105 ILCS 5/10-20.7, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
410 ILCS 130/40, Compassionate Use of Medical Cannabis ~~Pilot~~ Program Act.
410 ILCS 513/25, Genetic Information Privacy~~Protection~~ Act.
740 ILCS 174/, Ill. Whistleblower Act.
775 ILCS 5/1-103, 5/2-102, 103, and 5/6-101, Ill. Human Rights Act.
775 ILCS 35/5, Religious Freedom Restoration Act.
820 ILCS 55/10, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.
820 ILCS 112/, Ill. Equal Pay Act of 2003.
820 ILCS 180/30, Victims' Economic Security and Safety Act.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), ~~,~~ 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED: April 11, 2011

REVISED: October 15, 2012; July 21, 2014; November 13, 2017; March 19, 2018; March 18, 2019, August 24, 2020

REVIEWED: October 21, 2019

General Personnel

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's~~or~~ other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

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

Sexual Harassment Prohibited

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

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

Making a Complaint

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

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

Whom to Contact with a Report or Complaint

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

Employees may also report claims using Board policy 2:260, Uniform Grievance Procedure. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy ~~5:20, *Workplace Harassment Prohibited*~~.

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

Nondiscrimination Coordinator:

Dr. Dale Fisher

517 Deerfield Road, Deerfield, IL 60015

(847) 945-1844

Complaint Managers:

Ms. Joanna Ford	Dr. John Filippi
517 Deerfield Road, Deerfield, IL 60015	517 Deerfield Road, Deerfield, IL 60015
(847) 945-1844	(847) 945-1844

Investigation Process

Supervisors, Building Principals, or administrators who receive a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment. The District shall investigate alleged workplace harassment when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Enforcement

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

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see

Board policy 2:260, *Uniform Grievance Procedure*), and whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/).

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

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

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

LEGAL REF.: Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e -et -seq., implemented by 29 C.F.R. §1604.11.
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., implemented by 34 C.F.R. Part 106.
~~Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/2-102(E-5), 5/5-102, and 5/5-102.2.~~
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).
Ill. Human Rights Act, 775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Burlington Industries v. Ellerth, 524 U.S. 742 (1998).
Crawford v. Metro. Gov't of Nashville & Davidson County, 555 U.S. 271 (2009).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Oncale v. Sundowner~~Sundown~~ Offshore Services, 523 U.S. 75 (1998).
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill.~~.~~ 2009).
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

ADOPTED: April 11, 2011

REVISED: October 15, 2012; December 9, 2013; March 19, 2018; March 18, 2019, August 24, 2020

General Personnel

Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for purposes of clarifying the information, the Ill. Dept. of State Police and/or Statewide Sex Offender Database. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80 or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.

2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.

3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.

4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.

5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.

6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.

7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.

8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the

Acknowledgement of Mandated Reporter Status form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/21B-10, 5/21B-80, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-5.
20 ILCS 2630/3.3, Criminal Identification Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
Americans with Disabilities Act, 42 U.S.C. §12112, and 29 C.F.R. Part 1630.
Fair Credit Reporting Act, 15 U.S.C. § 1681 et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482(Ill. 1987).
Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).
Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:220 (Substitute Teachers), 5:280 (Educational Support Personnel - Duties and Qualifications)

ADOPTED: August 24, 2020

General Personnel

Drug- and Alcohol-Free Workplace; E-Cigarette,~~;~~ Tobacco, and Cannabis Prohibition
All District workplaces are drug- and alcohol-free workplaces.

All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.

2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.

3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests the specific articulable symptoms listed in the Cannabis Regulation and Tax Act (CRTA).

~~3. Possession or use of medical cannabis.~~

Drug, Alcohol and Cannabis Testing of Employees
Alcohol and Illegal or Controlled Substances
Any employee of the Board of Education for whom there is a reasonable suspicion that the employee has used drugs or alcohol or is under the influence of drugs alcohol while on school property or at school sponsored activities shall be asked to submit to drug and alcohol testing. The Superintendent or designee may establish additional guidelines and procedures for reasonable suspicion drug and alcohol testing. Employees found to be under the influence of alcohol, or illegal or controlled substances shall be subject to discipline, including termination.

For purposes of this section, "under the influence" is any mental, emotional, sensory or physical impairment due to the use of drugs or alcohol.

For purposes of this section, "reasonable suspicion" is a belief that an employee may be under the influence of drugs or alcohol. Such a belief must be based on objective indicia, which may include, but is not limited to the following: erratic or unusual behavior by an employee, including but not limited to, noticeable imbalance, incoherence and disorientation, which would lead a person of ordinary sensibilities to conclude that the employee is under the influence of drugs and/or alcohol; observation of possible ingestion of alcohol or use of drugs; and involvement in an accident; excessively aggressive behavior; or other circumstances which could lead a reasonable person to believe that the use of drugs or alcohol may have been involved.

Cannabis
Any employee of the Board of Education for whom there is a good faith belief that the employee has used cannabis or is under the influence of cannabis while on school property or at school sponsored activities shall be asked to submit to drug testing.

For purposes of this section, "under the influence" is any mental, emotional, sensory or physical impairment due to the use of drugs or alcohol.

For purposes of this section, a "good faith belief" is the belief that an employee manifests specific, articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others.

For purposes of this policy, a controlled substance means a substance that is:

1. Not legally obtainable,

2. Being used in a manner different than prescribed,

3. Legally obtainable, but has not been legally obtained, or

4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the CRTA in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of the Board~~District~~ policy respecting a drug- and alcohol-free workplace; and

2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five~~5~~ calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.

2. Post notice of this policy in a place where other information for employees is posted.

3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.

4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.

5. Establish a drug-free awareness program to inform employees about:

   a. The dangers of drug abuse in the workplace,

   b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and

   c. The penalties that the District may impose upon employees for violations of this policy.

6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location. ~~*Tobacco* shall have the meaning provided in section 10-20.5b of the School Code.~~

Tobacco shall have the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis shall have the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively~~Alternatively~~, the ~~School~~ Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse~~, employee assistance~~ rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer
The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.
~~Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/.~~
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.
Drug-Free Workplace Act of 1988, 41 U.S.C. §8101 et seq.
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.
30 ILCS 580/, Drug-Free Workplace Act.~~, 30 ILCS 580/.~~
105 ILCS 5/10-20.5b.
410 ILCS 82/, Smoke Free Illinois Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.
720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
21 C.F.R. Parts 1100, 1140, and 1143.
23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 6:60 (Curriculum Content), ~~,~~ 8:30 (Visitors to and Conduct on School Property)

ADOPTED: April 11, 2011

REVISED: December 9, 2013; April 28, 2014; August 22, 2016, August 24, 2020

General Personnel

Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child ~~or, for a student aged 18 through 21, an abused or neglected individual with a disability,~~ shall ~~immediately~~: (1) immediately report or cause a report to be made to the Ill.~~Illinois~~ Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-8001800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement. *Negligent failure to report* occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at www.report.cybertip.org or www.missingkids.org.report.cybertip.org or www.cybertipline.com. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.

2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.

The Superintendent will encourage all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child sexual abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting.

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

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities
The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

The Superintendent shall notify the State Superintendent and the Regional Superintendent in writing when he or she has reasonable cause to believe that a license holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license~~certificate~~ holder.

Special School Board Member Responsibilities
Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA~~the Act~~, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's~~the Act's~~ requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under 105 ILCS 5/21B, has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

LEGAL REF.: 105 ILCS 5/10-21.9.
20 ILCS 1305/1-1 et seq., Department of Human Services Act.
325 ILCS 5/,/., Abused and Neglected Child Reportingreporting Act.
720 ILCS 5/12C-50.1, Criminal., Crminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:20 (Workplace Harassment Prohibited), 5:100 (Staff Development Program), 5:120 (Employee Ethics; and Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 6:120 (Education of Children with Disabilities), ~~6:250 (Community Resource Persons and Volunteers),~~ 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

ADOPTED: January 11, 2010

REVISED: January 9, 2012; April 28, 2014; May 16, 2016; March 19, 2018, August 24, 2020

General Personnel

Staff Development Program

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

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

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

LEGAL REF.: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.
7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109, Ill. Human Rights Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADOPTED: December 13, 2010

REVISED: January 9, 2012; April 28, 2014; May 16, 2016; November 13, 2017; March 19, 2018; March 18, 2019; August 24, 2020

General Personnel

Employee Ethics; Conduct; and Conflict of Interest

Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

Statement of Economic Interests~~Interest~~

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

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

Ethics and Gift Ban

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

Prohibited Interests; Conflict of Interest; and Limitation of Authority

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

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

1. Any person that has a close personal relationship with an employee that may compromise or impair the employee's fairness and impartiality, including a member of the employee's immediate family or household;

2. An employee's business partner; or

~~1.~~3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above. ~~as defined by 2 C.F.R. §200.318(c)(1).~~

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors actively soliciting business with the District, or parties to agreements or contracts regardless of whether or not federal funds are at issue. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, Ethics and Gift Ban.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties except as otherwise specifically authorized by the Board of Education.

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

CROSS REF.: 2:105 (Ethics and Gift Ban), 5:100 (Staff Development Program)

ADOPTED: April 11, 2011

REVISED: April 28, 2014; September 21, 2015; November 13, 2017; October 21, 2019~~;~~, August 24, 2020

General Personnel

Personnel Records

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Digital access or manual access to personnel records shall be coordinated in the District's administrative office, under the Superintendent or designee's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.

2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.

3. Anyone having the respective employee's written consent may have access.

4. Access will be granted to anyone authorized by State or federal law to have access.

5. All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

LEGAL REF.: 325 ILCS 5/4, Abused and Neglected Child Reporting Act. ~~745 ILCS 46/10.~~
745 ILCS 46/10, Employment Record Disclosure Act.
820 ILCS 40/, Personal Record Review Act.~~/~~.
23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to ~~District~~District's Public Records), 7:340 (Student Records)

ADOP TED: April 13, 2015

REVISED: December 12, 2016; August 24, 2020

Professional Personnel

Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:

   a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.

   b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.

   c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.

   d. Notify the Superintendent of any change in the teacher's transcript.

2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;

2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and

3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.: 20 U.S.C. §6312(e)(() (1)(A).
105 ILCS 5/10-20.15, 5/21-11.4, 5/21B-15, 5/21B-20, 5/21B-25, and 5/24-23.
23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: December 13, 2010

REVISED: October 15, 2012; July 21, 2014; November 13, 2017; March 18, 2019

REVIEWED: August 24, 2020

Professional Personnel

Terms and Conditions of Employment and Dismissal

The School Board delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

School Year

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days. Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); the third Monday in February (known as President's Day); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); the first Tuesday in November 2020 (known as Election Day), and November 11 (Veterans' Day).

School Day

Teachers are required to work the school day adopted by the Board. Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

Salary

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

Assignments and Transfers

The Superintendent or designee is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

School Social Worker and School Counselor Services Outside of District Employment

Social Workers and School Counselors may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in 105 ILCS 5/14-1.09a.

Dismissal

The District will follow State law when dismissing a teacher.

Evaluation
The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/60 (P.A. 100-356, final citation pending), 5/14-1.09a, 5/18-8, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.
820 ILCS 260/1 et seq.
23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed~~Certified~~ Employees) and 51 (Dismissal of Tenured Teachers).
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions

ADOPTED: September 21, 2015

REVISED: March 19, 2018; March 18, 2019; August 24, 2020

Professional Personnel

Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license or short-term substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows: .

~~1.~~ A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.

~~2.~~ A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

3. A short-term substitute teacher holding a short-term substitute teaching license may teach for any one licensed teacher under contract with the District only for a period not to exceed five consecutive school days.

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2020, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.: 105 ILCS 5/10~~510~~-20.68,~~67 (P.A. 100-596, final citation pending),~~ 5/21B-20(2), ~~and~~ 5/21B-20(3), and 5/21B~~211B~~-20(4).
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

ADOPTED: April 11, 2011

REVISED: March 19, 2018; March 18, 2019; August 24, 2020

Professional Personnel

Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Association, IEA-NEA."

Child Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take child bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Child Bereavement Leave Act. Child bereavement leave allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child, (2) making arrangements necessitated by the death of the staff member's child, or (3) grieving the death of the staff member's child, without any adverse employment action.

The leave must be completed within 60 days after the date on which the employee received notice of the death of his or her child. However, in the event of the death of more than one child in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Child Bereavement Leave Act. This policy does not create any right for an employee to take child bereavement leave that is inconsistent with the Child Bereavement Leave Act.

Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

Personal Leave

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Association, IEA-NEA."

Leave of Absence Without Pay

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Association, IEA-NEA."

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Child-Rearing Leave
Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Association, IEA-NEA."

Leaves for Service in the Military
Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave
Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense
The Board may grant teachers a leave of absence to accept employment in a Department of Defense overseas school.

School Visitation Leave
An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings~~classroom activities~~ related to the teacher's child, if the conference or meeting~~activity~~ cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence,~~or~~ Sexual Violence, or Gender Violence
An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence,~~or~~ sexual violence, or gender violence, or (2) has a family or household member who is a victim of such~~domestic or sexual~~ violence whose interests are not adverse to the employee as it relates to the domestic violence,~~or~~ sexual violence, or gender violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leaves to Serve as an Officer or Trustee of a Specific Organization
Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers'

Retirement System in accordance with 105 ILCS 5/24-6.3, and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2.

LEGAL REF.: 10 ILCS 5/13-2.5
~~20 ILCS 1805/30.1 et seq.~~
105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Child Bereavement Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: December 13, 2010

REVISED: March 18, 2013; November 13, 2017; March 19, 2018, October 21, 2019; August 24, 2020

Professional Personnel

Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to Section 5/21B-80 of the School Code or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach ~~or,~~ begin a required internship, or participate in any field experience in the District, the Superintendent or designee shall ensure that:

1. The District performed a *105 ILCS 5/10-21.9(g) Check* as described below; and

2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5.

A *105 ILCS 5/10-21.9(g) Check* shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);

2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); and

3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her 105 ILCS 5/10-21.9(g) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.: Adam Walsh Child Protection and Safety Act, P.L. 109-248.
Uniform Conviction Information Act, 20 ILCS 2635/1.
105 ILCS 5/10-21.9, 5/10-22.34, and 5/24-5.

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), ~~5:190~~ (Teacher Qualifications)

ADOPTED: September 21, 2015

REVISED: November 13, 2017, August 24, 2020

Educational Support Personnel

Employment Termination and Suspensions

Resignation

An employee is requested to provide two weeks' notice of a resignation. A resignation notice cannot be revoked once given.

Retirement

Please refer to the current "Agreement between Board of Education District 109 Lake County, Deerfield, Illinois and Deerfield Educational Support Staff Association - IEA-NEA (DESSA)."

Non-RIF Dismissal

The District may terminate an at-will employee at any time for any or no reason, but not for a reason prohibited by State or federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the School Board consistent with the Board's goal of having a highly qualified, high performing staff. This includes recommending a non-licensed employee for immediate dismissal for willful or negligent failure to report an instance of suspected child abuse or neglect as required by 325 ILCS 5/.

Reduction in Force and Recall

The Board may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow Sections 10-22.34c (outsourcing non-instructional services) and 10-23.5 (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee

is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. Upon receipt of a recommendation from the Ill. Dept. Children and Family Services (DCFS) that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or

Remove the employee as recommended, proceeding with:

~~a.~~ A suspension with pay; or

b. A suspension without pay.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430 et seq.
105 ILCS 5/10-22.34c and 5/10-23.5.
325 ILCS 5/7.4(c-10).
820 ILCS 105/4a.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 5:240 (~~Professional Personnel~~ Suspension), 5:270 (~~Educational Support Personnel~~ Employment At-Will, Compensation, and Assignment)

ADOPTED: December 18, 2006

REVIEWED: September 21, 2015; August 22, 2016

REVISED: March 19, 2018

Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Support Staff Association DESSA/IEA-NEA."

Vacation

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Support Staff Association DESSA/IEA-NEA."

Holidays

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Support Staff Association DESSA/IEA-NEA."

Personal Leave

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Support Staff Association DESSA/IEA-NEA."

Child-Rearing Leave

Please refer to the current "Collective Bargaining Agreement between Board of Education, Deerfield School District 109 and Deerfield Education Support Staff Association DESSA/IEA-NEA."

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leaves for Service in the Military and General Assembly.

2. School Visitation Leave.

3. Leaves for Victims of Domestic Violence, Sexual Violence, or Gender Violence~~Sexual Violence~~.

4. Child Bereavement Leave.

5. Leave to serve as an election judge.

LEGAL REF.: ~~20 ILCS 1805/30.1 et seq.~~

105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147School Visitation Rights Act.
820 ILCS 154/, Child Bereavement Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.
School Dist 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, Ill.App2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

ADOPTED: December 18, 2006

REVISED: March 18, 2013; December 9, 2013; November 13, 2017; March 19, 2018, October 21, 2019, August 24, 2020

REVIEWED: January 26, 2015

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared State Goals for Learning with accompanying Illinois Learning Standards.

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.

2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.

3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.

4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

5. In accordance with 105 ILCS 5/2-3.153, annually~~,~~ administer a climate survey on the instructional environment within the school to, at minimum, students in grades 4 through 8 and teachers.

LEGAL REF.: 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d-5,~~–~~, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/2-3.153, 5/10-21.3a, and 5/27-1.
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: January 11, 2010

REVISED: September 21, 2015; May 16, 2016; November 13, 2017, October 21, 2019

REVIEWED: August 24, 2020

Instruction

Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. Beginning with the 2020-2021 school year, in grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.

~~1.~~2. In grades 7 through 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.

~~2.~~3. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.

~~3.~~4. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.

~~4.~~5. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment.*

~~5.~~6. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.

~~6.~~7. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days

per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education.*

~~7.~~8. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.

~~8.~~9. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, and (d) the relationship between learning and work~~, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.~~. A career awareness and exploration program must be available at all grade levels.

~~9.~~10.In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.

~~10.~~11.In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, ~~and~~ (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovakians in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, and (g) Illinois history. .

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

~~11.~~12.~~In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government~~In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.

~~12.~~13.In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

~~13.~~14. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.

~~14.~~15. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.

~~15.~~16. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

~~16.~~17. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.
47 C.F.R. §54.520
5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-24.2, 435/, and 110/3.
625 ILCS 5/6-408.5.
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

ADOPTED: December 13, 2010

REVISED: January 9, 2012; March 18, 2013; April 28, 2014; May 16, 2016; November 13, 2017; March 19, 2018; March 18, 2019; August 24, 2020

Instruction

Student Social and Emotional Development

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

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

1. Develop self-awareness and self-management skills to achieve school and life success.

2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.

3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.

2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.

3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.

4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.

5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.

6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

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

CROSS REF.: 1:30~~,~~ (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:60 (Curriculum Content), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment)

ADOPTED: December 18, 2006

REVISED: March 18, 2013; ~~,~~ October 21, 2019

REVIEWED: July 21, 2014; August 24, 2020

Instruction

Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. ~~–~~These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;

2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;

3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;

4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and

5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

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

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. ~~and to ensure it is age-appropriate.~~ No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no~~or~~ movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. ~~-~~These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.: 6:170 (Title I Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

ADOPTED: April 11, 2011

REVISED: March 18, 2013; November 13, 2017; August 24, 2020

Students

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. ~~1.~~ Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. ~~2.~~ Has the purpose or effect of:
    a. ~~a.~~ Substantially interfering with a student's educational environment;
    b. ~~b.~~ Creating an intimidating, hostile, or offensive educational environment;
    c. ~~c.~~ Depriving a student of educational aid, benefits, services, or treatment; or
    d. ~~d.~~ Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating, hostile,* and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Sexting may also be considered prohibited sexual harassment. Sexting is the sending of sexually explicit texts or nude or partially nude images of minors by minors; these images in some instances have been classified as child pornography. Sexting may also include possessing or storing such sexually explicit electronic media on electronic devices, such as a cell phone,

computer or electronic storage site on the internet. Consent or permission by the subject of the photographs or recipient of the message or media is not relevant.

Making a Complaint~~; Enforcement~~
Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. A student may choose to report to a person of the student's same sex~~. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined~~.

An allegation that a student was a victim of any prohibited conduct perpetrated by school personnel, including a school vendor or volunteer,~~another student~~ shall be processed and reviewed according~~referred~~ to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy. ~~the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.~~

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Dr. Dale Fisher

517 Deerfield Road, Deerfield, IL 60015

dfisher@dps109.org

(847) 945-1844

Complaint Managers:

Ms. Joanna Ford	Mr. Greg Himebaugh
517 Deerfield Road, Deerfield, IL 60015	517 Deerfield Road, Deerfield, IL 60015
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The Superintendent shall use reasonable measures to inform staff members and students of this policy~~, such as,~~ by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school. ~~appropriate handbooks.~~

2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Supervisors, Building Principals, or administrators who receive a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator who fails to promptly comply may be disciplined, up to and including discharge.

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

The District shall investigate alleged harassment of students when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Alleged Incidents of Sexual Abuse

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior~~discipline~~ policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972.
34 C.F.R. Part 106.
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).~~1992).~~
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).~~10th Cir., 2000).~~

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

ADOPTED: December 14, 2009

REVISED: April 11, 2011; October 15, 2012; January 26, 2015; August 28, 2017; March 19, 2018; August 24, 2020

Students

Agency and Police Interviews

The Superintendent shall develop procedures to manage requests by agency officials or police officers to interview students at school. Procedures will: ~~(1) recognize individual student rights and privacy, (2) minimize potential disruption, (3) foster a cooperative relationship with public agencies and law enforcement, and (4) comply with State law.~~

1. Recognize individual student rights and privacy,

2. Recognize the potential impact an interview may have on an individual student,

3. Minimize potential disruption,

4. Foster a cooperative relationship with public agencies and law enforcement, and

5. Comply with State law including, but not limited to, ensuring that before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will:

   a. Notify or attempt to notify the student's parent/guardian and document the time and manner in writing;

   b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, guidance counselor, or any other mental health professional) are present during the questioning; and

   c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning.

LEGAL REF.: 105 ILCS 5/10-20.64, 5/22-85 (final citation pending)
55 ILCS 80/, Children's Advocacy Center Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

ADOPTED: May 16, 2016

REVISED: August 24, 2020

Students

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's~~student's~~ ability to learn and a school's~~school's~~ ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service~~nationality~~, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

~~1.~~ During any school-sponsored education program or activity.~~;~~

~~2.~~ While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

~~3.~~ Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

~~4.~~ Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from ~~Section 27-23.7 of the School Code (~~105 ILCS 5/27-23.7 ~~)~~

Bullying includes *cyberbullying~~cyber-bullying~~* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

~~1.~~ Placing the student or students in reasonable fear of harm to the student's~~student's~~ or students'~~students~~' person or property;

~~2.~~ Causing a substantially detrimental effect on the student's~~student's~~ or students'~~students~~' physical or mental health;

~~3.~~ Substantially interfering with the student's~~student's~~ or students'~~students~~' academic performance; or

~~4.~~ Substantially interfering with the student's~~student's~~ or students'~~students'~~ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying~~*Cyber-bullying*~~ means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying*~~Cyber-bullying~~ includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. *Cyberbullying*~~Cyber-bullying~~ also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of bullying as provided in this policy.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and

parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

    c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to

discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

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

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, 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.

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

    a. The frequency of victimization;

    b. Student, staff, and family observations of safety at a school;

    c. Identification of areas of a school where bullying occurs;

    d. The types of bullying utilized; and

    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website

is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

    a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.

    b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.

    c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.

    d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.

    e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

    f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.

    g. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

    h. 7:310, *Restrictions on Publications; Elementary Schools.* This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS~~ILS~~ 49/, Children's~~Children's~~ Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§~~§~~ 1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment

of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:-190 (Student Behavior~~Discipline~~), 7-:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

ADOPTED: April 11, 2011

REVISED: July 21, 2014; January 26, 2015; August 28, 2017; March 19, 2018; August 24, 2020

Students

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities~~.~~, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;

2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;

3. Traveling to or from school or a school activity, function, or event; or

4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

~~1.~~ Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling, or offering for sale:

   a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).

b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.

c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.

d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

g "Look-alike" or counterfeit drugs, including a substance, that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.

5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic

device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.

11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited.*

12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.

13. Entering school property or a school facility without proper authorization.

14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of

a bomb or explosive device on school grounds, school bus, or at any school activity.

15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.

16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.

18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

22. Engaging in Sexting. Sexting is the sending of sexually explicit texts or nude or partially nude images of minors by minors; these images in some instances have been classified as child pornography. Sexting may also include possessing or storing such sexually explicit electronic media on electronic devices, such as a cell phone, computer or electronic storage site on the internet. Consent or permission by the subject of the photographs or recipient of the message or media is not relevant.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

The term "bullying" is more fully defined in District Policy No. 7:180. Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior, including bullying, that may reasonably produce physical, or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student. Nothing in this Section shall prohibit the discipline of students for violations of school policies or rules.

Student with disabilities shall be disciplined in accordance with *Individuals with Disabilities Education Act* (IDEA), District Policy No. 7:230.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s)

2. Disciplinary conference.

3. Withholding of privileges.

4. Temporary removal from the classroom.

5. Return of property or restitution for lost, stolen, or damaged property.

6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.

7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.

8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.

9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.

10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.

11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint
Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons
A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

~~1.~~ A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the *United States Code* (18 U.S.C. § 921), firearm as defined in Section 1.1 of the *Firearm Owners Identification Card Act* (430 ILCS 65/),

or firearm as defined in Section 24-1 of the *Criminal Code of 1961* (720 ILCS 5/24-1).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Enrollment
This District shall not enroll a student who is under suspension or expulsion in the school district in which he/she was previously enrolled until such time as the duration of the suspension or expulsion imposed by the school district of prior enrollment is completed. In the alternative, the Board reserves the right to accept the student for enrollment, but place the student in an alternative school program for the remainder of the suspension or expulsion.

Re-Engagement of Returning Students
The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices
A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. "*School grounds*" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority
Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other

persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

Parent Advisory Committee

The Board shall maintain a parent-teacher advisory committee to develop with the Board policy guidelines on student discipline, including school searches, and such committee may review these guidelines on an annual basis.

Reciprocal Reporting Agreement

The parent-teacher advisory committee, in cooperation with local law enforcement agencies, shall establish and maintain a reciprocal reporting system between the District and the local law enforcement agencies regarding criminal offenses committed by students.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

LEGAL REF.:
20 U.S.C. §6081, Pro-Children Act of 1994.
20 U.S.C. §7961 et seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and 110/3.10.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill.Admin.Code §§ ~~§~~1.280, 1.285.

CROSS REF.:
2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

ADOPTED:
January 11, 2010

REVISED:
April 11, 2011; October 15, 2012; December 9, 2013; April 28, 2014; May 16, 2016; November 13, 2017; March 19, 2018; March 18, 2019; August 24, 2020

Students

Suspension Procedures

In-School Suspension

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

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.

2. Students are supervised by licensed school personnel.

3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.

2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

3. An attempted phone call to the student's parent(s)/guardian(s).

4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:

    a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;

    b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;

    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;

    d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and

    e. Depending upon the length of the out-of-school suspension, include the following applicable information:

i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:

a) A threat to school safety, or

b) A disruption to other students' learning opportunities.

ii. For a suspension of 4 or more school days, an explanation:

a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,

b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and

c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or

ii) Substantially disrupt, impede, or interfere with the operation of the school.

iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.: 105 ILCS 5/10-22.6.
Goss v. Lopez, 95 S.Ct. 729 (1975).
Sieck v. Oak Park River-Forest High School, 807 F.Supp. 73 (N.D. Ill., E.D., 1992).

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

ADOPTED: December 13, 2010

REVISED: January 26, 2015; May 16, 2016; March 18, 2019; August 24, 2020

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form (*SMA Form*)" is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians parent(s)/guardian(s) of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g.., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an Ill. Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The a School Medication Authorization Form. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, injector or the storage of any medication required under a qualifying plan. by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma and/or medication, and/or a the storage of any medication required under a qualifying plan. by school personnel.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/~~Section~~ 22-30(f) ~~of the School Code~~ and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors
The Superintendent or designee shall implement 105 ILCS 5/~~Section~~ 22-30(f) ~~of the School Code~~ and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Glucagon
The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

~~*Designated Caregiver*~~ Administration of Medical Cannabis
The Compassionate Use of Medical Cannabis ~~Pilot~~ Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

A parent/guardian of a student who is a minor who registers~~to register~~ with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;

2. Copies of the registry identification cards are provided to the District; ~~and~~

3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and ~~.~~

a. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.

1. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.

2. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

~~After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus.~~ The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy
The School District Supply of Undesignated Asthma Medication section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, or (2) fill the District's prescription for undesignated school glucagon.

The~~The ***Designated Caregiver***~~ **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication
Upon any administration of an undesignated ~~asthma~~ medication permitted by State law~~or epinephrine injector~~, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers
Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply. ~~as explained in Section 22-30(c) of the School Code apply.~~

No one, including without limitation, parents/guardians ~~parent(s)/guardian(s)~~ of students, should rely on the District for the availability of undesignated ~~asthma~~ medication ~~or an undesignated epinephrine injector~~. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians~~parent(s)/guardian(s)~~ should consult their own physician regarding these medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33~~30~~.
105 ILCS 145/, Care of Students with Diabetes Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis ~~Pilot~~ Program Act, and scheduled to be repealed on July 1, 2020.
720 ILCS 550/, Cannabis Control Act.
23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

ADOPTED: April 11, 2011

REVISED: October 15, 2012; December 12, 2016; November 13, 2017; March 19, 2018; March 18, 2019; August 24, 2020

Students

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.

    a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).

    b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).

2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:

    a. The training required by 105 ILCS 5/10-22.39 for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and

    b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.

3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:

    a. Board policy 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b)

(requiring student social and emotional development in the District's educational program);

b. Board policy 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;~~.~~

c. Board policy 7:250, *Student Support Services*, implementing the Children's Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and

d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.

4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.

5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommended~~recommend~~ resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to Ann Marie's Law and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.: 105 ILCS 5/2-3.166, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.
745 ILCS 10/.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment)

ADOPTED: April 11, 2011

REVISED: May 16, 2016; March 18, 2019; August 24, 2020

Students

Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.

2. Records maintained by law enforcement officers working in the school.

3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.

4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of~~object to~~ the release of directory information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. Upon request, the District discloses school student records without parent consent to the official records custodian~~officials~~ of another school ~~district~~ in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for

individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.: 20 U.S.C. §1232g, ~~Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).~~
~~Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).~~
Family Educational Rights and Privacy Act, ~~20 U.S.C. §1232g~~ implemented by 34 C.F.R. Part 99.
~~Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.~~
~~105 ILCS 5/10-20.21b, 20.37, 5/20.40, and 5/14-1.01 et seq.~~
50 ILCS 205/7.
105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.
105 ILCS 10/, Ill. School Student Records Act.
105 ILCS 85/, Student Online Personal Protection Act.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.
23 Ill.Admin.Code Parts 226 and 375.
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADOPTED: December 18, 2006

REVISED: October 15, 2012; August 22, 2016; March 19, 2018; August 24, 2020

REVIEWED: December 12, 2016; November 13, 2017

Community Relations

Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. ~~event.~~

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, ~~and~~ friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member ~~by telephone or email~~ to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, ~~a~~ Board member, sports official or coach, or any other person.

2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.

3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.

4. Damage or threaten to damage another's property.

5. Damage or deface school property.

6. Violate any Illinois law, or town or county ordinance.

7. Smoke or otherwise use tobacco products.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.

~~8.~~9. Be~~; be~~ present when the person's alcoholic beverage, cannabis, other lawful product,~~alcohol~~ or illegal drug consumption is detectible, regardless of when and/or where the use occurred.

~~9.~~10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.

~~10.~~11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).

~~11.~~12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.

~~12.~~13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.

~~13.~~14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.

~~14.~~15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.

~~15.~~16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or

2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized~~Authorized~~ agents of an exclusive bargaining representative will be provided reasonable access to ~~, upon notifying the Building Principal's office, may meet with a school employee (or group of~~ employees~~)~~ in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District~~school building during duty-free times of such employees~~.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten~~10~~ days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 313 ~~730 N.E.2d 96~~ (~~I~~Ill. App.3d 344 (4th Dist.~~4,~~ 2000).
20 U.S.C. §7181 et seq., Pro-Children Act of 1994~~, 20 U.S.C. §7181 et seq~~.
105 ILCS 5/10-20.5b, 5/22-33, 5/24-25~~24~~, and 5/27-23.7(a).~~24 25.~~
115 ILCS 5/3(c), Ill. Educational Labor Relations Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis ~~Pilot~~ Program Act.
430 ILCS 66/, Firearm Concealed Carry Act.
410 ILCS 705/, Cannabis Tax and Regulation Act.
720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

ADOPTED: December 13, 2010

REVISED: April 28, 2014; May 16, 2016; November 13, 2017; August 24, 2020