

**SUNSET RIDGE SCHOOL DISTRICT 29
525 SUNSET RIDGE RD
NORTHFIELD, IL 60093**

Regular Board of Education Meeting:

**Tuesday, September 15, 2020 – 7:00 p.m. at Sunset Ridge
School (525 Sunset Ridge Road, Northfield, IL. 60093)**



SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093

847 881 9400 • Fax: 847 446 6388 • www.sunsetridge29.org

Cultivating a learning community that engages the hearts and minds of students, one child at a time

BOARD OF EDUCATION SCHOOL DISTRICT 29

SUNSET RIDGE SCHOOL – 525 SUNSET RIDGE RD. NORTHFIELD, IL 60093

September 15, 2020 – 7:00 p.m.

Join Zoom Meeting <https://us02web.zoom.us/j/89323871079> Meeting ID: 893 2387 1079
Public comments should be submitted in writing to stangee@sunseridge29.org no later than 9 a.m., on
September 15, 2020.

AGENDA

1. **ROLL CALL:**
2. **CONSENT AGENDA:**
 - 2.1 Minutes of the Special Board Meeting – August 13, 2020
 - 2.2 Minutes of the Regular Board Meeting – August 18, 2020
 - 2.3 Bills and Salaries
 - 2.4 Board Policies Section 700 (Students)
3. **COMMUNICATIONS:**
 - 3.1 Thank You: Rachel Berkhof
4. **OLD BUSINESS:**
5. **NEW BUSINESS:**
 - 5.1 Audience Comments/Public Participation
 - 5.2 Board Open Discussion
 - 5.2a Discussion: Follow-Up From Board Self-Evaluation
 - 5.3 Discussion: BoardDocs School Board Management Software
 - 5.4 Discussion: District Strategic Dashboard
 - 5.5 Discussion: District Strategic Planning Process
6. **REPORTS:**
 - 6.1 Finance/Facilities Committee
 - 6.1a Public Hearing: FY 21 Budget
 - 6.1b Discussion and Possible Approval: FY 21 Budget
 - 6.1c FY 21 Compensation Reports
 - 6.1d Next Meeting: October 13, 2020 at 6:00 p.m.
 - 6.2 Education Committee
 - 6.2a Report from September 13, 2020 Meeting
 - 6.2b Next Meeting: November 10, 2020 at 6:00 p.m.
 - 6.3 Policy Committee
 - 6.3a Next Meeting: January 5, 2021

- 6.4 Return To School Task Force Committee
 - 6.4a Discussion: 2020-2021 Meeting Dates, Metrics and Targets
 - 6.4b Next Meeting: October 13, 2020 at 3:45 p.m.
- 6.5 External Relations
 - 6.5a IASB
 - 6.5a1 Mandatory Board Trainings
 - 6.5b PTO
 - 6.5c NSSD
 - 6.5d Northfield Park District
 - 6.5e Village of Northfield
 - 6.5f Foundation Fund
- 6.6 Administrative Report
 - 6.6a Freedom of Information Act Requests
 - 6.6b Respiratory Protection Plan
 - 6.6c 2020-2021 Enrollment Update
 - 6.6d 2020-2021 Staffing Projections
 - 6.6e School and Department Reports

7. CLOSED SESSION:

- 7.1 To Review the Closed Session Minutes of the Special Board Meeting – August 18, 2020
- 7.2 To Consider Information Regarding the Appointment, Employment, Compensation, Discipline, Performance or Dismissal of Specific Employees or Legal Counsel
- 7.3 To Discuss Matters Relating to Individual Students
- 7.4 To Discuss Potential Litigation
- 7.5 To Discuss Collective Bargaining

8. RESUMPTION OF OPEN MEETING:

9. DELEGATIONS AND PETITIONS:

10. ACTION ITEMS FOR BOARD APPROVAL:

- 10.1 Closed Session Minutes of the Special Board Meeting – August 18, 2020
- 10.2 Employment of Sean Hardiman (Teaching Assistant)
- 10.3 Employment of Michelle Gidron (Teaching Assistant)

11. ADJOURNMENT:

12. UPCOMING MEETINGS:

- 12.1 Return to School Task Force: October 13, 2020 at 3:45 p.m.
- 12.2 Finance Committee Meeting: October 13, 2020 at 6:00 p.m.
- 12.3 Regular Board of Education Meeting: October 13, 2020 at 7:00 p.m.

Note: Most agenda items are included for public dissemination prior to the meeting date. Some agenda documents may be excluded as they are pending Board approved or Closed Session materials.



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BOARD POLICIES SECTION 700 (STUDENTS)

EXISTING DISTRICT 29 BOARD POLICIES

PROPOSED DISTRICT 29 BOARD POLICIES

Number	Title	Proposal	Number	Title
700	Goals and Objectives	Delete	700	Equal Educational Opportunities
700.01	<u>Equal Educational Opportunities</u>	Integrate into 700	701	Student Records
700.02	<u>Sexual Harassment</u>	Integrate into 710	705	Student and Family Privacy Rights
700.03	<u>Bully and Other Harassment of Students Prohibited</u>	Integrate into 711	710	Harassment of Students Prohibited
700.04	<u>Preventing Bullying, Intimidation, and Harassment</u>	Integrate into 735	711	Prevention and Response to Bullying, Intimidation, and Harassment
705.04	<u>School Admissions</u>	Integrate into 714	712	Teen Dating Violence Prohibited
705.06	<u>Student Attendance</u>	Integrate into 715	713	Residency
705.07	<u>Residency</u>	Integrate into 713	714	Student Admissions and Transfer
705.08	<u>Advanced Tuition</u>	Integrate into 715	715	Attendance and Truancy
705.09	<u>Part-Time Attendance by Private and Parochial Students</u>	Integrate into 717	717	Non-Public Students
705.10	<u>Assignments to Classes</u>	Delete	718	Advanced Tuition
705.12	<u>Attendance & Truancy</u>	Integrate into 715	720	Release Time for Religious Instruction
705.15	<u>Tardiness</u>	Integrate into 715	721	Release During School Hours
705.16	<u>Release Time for Religious Instruction/Observation</u>	Integrate into 720	723	Grading, Retention, Promotion, & Acceleration
705.17	<u>Release During School Hours</u>	Integrate into 721	730	Student Rights and Responsibilities
705.18	<u>Health Examinations, Immunizations and Exclusion of Students</u>	Integrate into 760	731	Search and Seizure

705.23	<u>Student Transfers</u>	Delete		
710.03	<u>Search and Seizure</u>	Integrate into 731	732	Agency and Police Interviews
710.04	<u>Agency and Police Interrogation</u>	Integrate into 732	733	Student Appearance
710.06	<u>Student Conduct</u>	Integrate into 737	734	Vandalism
710.07	<u>Student Appearance</u>	Integrate into 733	737	Student Behavior
710.12	<u>Smoking and Use of Tobacco</u>	Integrate into 737	740	Suspension and Expulsion
715.01	<u>Student Discipline</u>	Integrate into 737	742	Bus Conduct
715.04	<u>Suspension</u>	Integrate into 740	750	Student Support Services
715.05	<u>Expulsion</u>	Integrate into 740	751	Misconduct by Students with Disabilities
715.07	<u>Behavioral Interventions for Students with Disabilities</u>	Integrate into 751	752	Extracurricular Athletics
715.09	<u>Suspension - Athletics</u>	Integrate into 752	755	Exemption from Physical Education
715.11	<u>Removal from Classroom - Short Term</u>	Integrate into 737	760	Health Exams and Immunizations
720.01	<u>Student Insurance</u>	Integrate into 435	761	Administering Medications to Students
720.02	<u>Home Visits and Instruction</u>	Delete	762	Food Allergy Management
720.03	<u>Health Department</u>	Delete	763	Communicable and Chronic Infectious Disease
720.04	<u>Emergency Closings</u>	Move to 400 section	770	Suicide and Depression Awareness and Prevention
720.06	<u>Psychological Testing</u>	Integrate into 750	780	Safety and Response To Injury
720.07	<u>Adolescent Suicide Awareness and Prevention Programs</u>	Integrate into 770	781	Concussions and Head Injuries
720.08	<u>Child Abuse</u>	Integrate into 505	785	Restrictions on Publications
			786	Student Fundraising Activities
720.09	<u>Student Support Services</u>	Integrate into 750		
720.10	<u>Student Concussion and Head Injuries</u>	Integrate into 781		
720.11	<u>Exemption from Physical Activity</u>	Integrate into 755		
720.12	<u>Accidents and Injuries</u>	Integrate into 780		
720.13	<u>Food Allergy Management Program</u>	Integrate into 762		
720.14	<u>Administering Medicines to Students</u>	Integrate into 761		
720.15	<u>Animal Bites</u>	Integrate into 780		
720.18	<u>Students with Chronic Communicable Diseases</u>	Integrate into 763		
720.19	<u>Safety</u>	Integrate into 780		
720.22	<u>Bicycle</u>	Integrate into 780		
725.01	<u>Grade and Reporting to Parents/Guardians</u>	Integrate into 723		

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 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 of another school 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). 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, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.
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).

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STUDENTS

Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request.
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*).
3. Is administered pursuant to the District's extracurricular drug and alcohol testing program.
4. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards.

Use of Educational Technologies; Student Data Privacy and Security

Educational technologies used in the District shall further the objectives of the District's educational program, as set forth in Board policy, align with the curriculum criteria in policy, and/or support efficient District operations. The Superintendent shall ensure that the use of educational technologies in the District meets the above criteria.

The District and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

Federal and State law govern the protection of student data, including school student records and/or covered information. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students and staff.

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Operator Contracts

The Superintendent or designee designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy, and shall include any specific provisions required by State law.

Security Standards

The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the District receives notice from an operator of a breach or has determined a breach has occurred, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Act.
 325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
 105 ILCS 5/10-20.38.
 20 U.S.C. §1232g, Family and Educational Rights and Privacy Act, implemented by 34 C.F.R.
 Part 99.
 105 ILCS 10/, Ill. School Student Records Act.
 105 ILCS 85/, Student Online Personal Protection Act.

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STUDENTS

Bullying and Other Harassment of Students Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, bully, or cyber-bully a student or staff member based upon race, color, nationality, sex, sexual orientation, ancestry, age, religion, creed, physical or mental disability, gender, gender identity, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, or other protected group status.

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of Education, that unreasonably interferes with a student's educational performance, or that substantially disrupts the school or work environment. Examples of prohibited conduct and bullying include, but are not limited to: name-calling, using derogatory slurs, threatening or causing physical harm, wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. This includes any form of electronic (cyber) bullying, conducted outside the school environment, even when conducted via non-District owned equipment.

Complaints of harassment, intimidation or bullying/cyber-bullying are handled according to the provisions on sexual harassment in Board policy. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying/cyberbullying.

Definitions

Bullying means a 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 in reasonable fear of harm to the student's or students' person or property.
2. Causing a substantially detrimental effect on the student's or students' physical or mental health.
3. Substantially interfering with the student's or students' academic performance.
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the school or School District.

Bullying may take various forms, including, but not limited to, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is illustrative and non-exhaustive.

Hazing is any act that subjects a student to electronic, written, physical or verbal harassment, mental or physical discomfort, intimidation, embarrassment, ridicule, or demeaning activity committed by an individual student or group of students for the purpose of initiation, maintaining membership, or holding office in any organization, club or athletic team, whether or not such group is recognized or informal.

Harassment includes any unwelcome electronic, written, physical or verbal conduct, contact or communication that is motivated by or related to individual characteristics such as race, color, national origin, gender, gender identity, economic status, disability, religion, religious affiliation or sexual orientation and that creates or can reasonably be predicted to create an intimidating, hostile or offensive educational environment. Although harassment that creates an intimidating, hostile or offensive environment can take many forms, some examples include name-calling, jokes, gestures or looks, posting, or distribution of derogatory pictures, notes or graffiti, blocking, pushing, hitting or other forms of physical aggression. Harassment may also include such conduct as persistent unwelcome attempts to interact with another, gesturing in a suggestive fashion, spreading of rumors, aggressive physical conduct such as kissing, touching or pulling at clothes. Sexual harassment also includes unwelcome sexual advances or requests for sexual favors when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of the receipt of educational or other school-related benefits.
2. Submission to or rejection of such conduct by an individual is used as the basis for educational or other school-related decisions affecting that individual.

Making a Complaint

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, a Building Principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. In addition, Students can anonymously report incidents via the confidential reporting link on the District 29 homepage.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal for investigation and appropriate action.

The Superintendent shall insert into this policy the names and contact information of the District's current Nondiscrimination Coordinator, Principals, and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Title IX Coordinator: Edward Stange (847-881-9456; stangee@sunsetridge29.org)

Nondiscrimination Coordinator: Tom Beerheide (847-881-9457; beerheidet@sunsetridge29.org)

Building Principal:

Mrs. Jennifer Kiedaisch, Middlefork School (847-881.9505; kiedaischj@sunsetridge29.org)

Dr. Ivy Sukenik, Sunset Ridge School (847-881-9405; sukeniki@sunsetridge29.org)

Complaint Managers: Ms. Emily Dunham (847-881-9518; dunhame@sunsetridge29.org)
Dr. Edward Stange (847-881-9456; stangee@sunsetridge29.org)

The Superintendent shall also use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment.

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).

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)

STUDENTS

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy. Any student may file a discrimination grievance by using the *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex, sexual orientation, gender, or gender identity, be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by the *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: 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. §791 et seq., Rehabilitation Act of 1973.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).
Ill. Constitution, Art. I, §18.
105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60 (P.A.s 100-29 and 100-163, final citations pending), 5/10-22.5, and 5/27-1.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
775 ILCS 35/5, Religious Freedom Restoration Act.
23 Ill.Admin.Code §1.240 and Part 200.

APPROVED: SEPTEMBER 2020

STUDENTS

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, cyberbullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender, 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 non school-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 non school-related activity, function, or program.

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property.
2. Causing a substantially detrimental effect on the student's or students' physical or mental health.
3. Substantially interfering with the student's or students' academic performance.
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (1) are adapted to the particular needs of the school and community, (2) contribute to maintaining school safety, (3) protect the integrity of a positive and productive learning climate, (4) teach students the personal and interpersonal skills they will need to be successful in school and society, (5) serve to build and restore relationships among students, families, schools, and communities, and (6) 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. The District uses the definition of *bullying* as provided in this policy.

Full implementation of this policy includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, cyber-bullying, intimidation, harassing behavior, or similar conduct, (b) providing each student who violates one or more of these policies with appropriate consequences, restorative and/or remedial action, and (c) protecting students against retaliation for reporting such conduct.

In the implementation of this policy the District shall:

1. Engage in an examination of the appropriate steps to understand and rectify conditions that foster bullying, cyberbullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions. This includes bullying and cyber-bullying, prevention, and character and digital citizenship instruction in all grades.
2. Actively involve parents in the remediation of the behavior(s) of concern. This includes notifying parents/guardians whenever their student engages in bullying behavior.
3. Communicate the expectation that all students conduct themselves with a proper regard for the rights and welfare of other students and refrain from harassment of others.
4. Communicate this policy to students and their parents/guardians.
5. Engage in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying and cyber-bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
6. Comply with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates.

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: Tom Beerheide (847-881-9457; beerheidet@sunsetridge29.org)

Building Principal:

Ms. Jennifer Kiedaisch, Middlefork School (847-881.9505; kiedaischj@sunsetridge29.org)

Dr. Ivy Sukenik, Sunset Ridge School (847-881-9405; sukeniki@sunsetridge29.org)

Complaint Managers: Ms. Emily Dunham (847-881-9518; dunhame@sunsetridge29.org)
Dr. Edward Stange (847-881-9456; stangee@sunsetridge29.org)

LEGAL REF: 405 ILCS 49/, 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.
105 ILCS 5/27-23.7 (b)(10) & (11)
105 ILCS 5/27-23.7, amended by P.A. 100-137

STUDENTSTeen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. *Harassment of Students Prohibited*. This policy prohibits any person from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - b. *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

LEGAL REF.: 105 ILCS 110/3.10.

APPROVED: SEPTEMBER 2020

STUDENTS

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that person has assumed and exercises legal responsibility for the child, (b) the reason the child lives with that person, other than to receive an education in the District, and (c) that the parent/guardian exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's parent/guardian, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Nonresident Student Admission

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Board and Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, the Superintendent on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District, include a directive to enroll the student in the resident district, and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b. In addition, the Superintendent or designee shall notify the person who enrolled the student that the student is no longer eligible to attend school in the District.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.
105 ILCS 45/ and 70/.
23 Ill.Admin.Code §1.240.
Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992).
Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997).
Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

APPROVED: SEPTEMBER 2020

STUDENTS

School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit students to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of the student's readiness if the student attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days a copy of the must the student's birth certificate must be provided. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless a copy of the birth certificate is provided within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy and administrative procedure.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy and its implementing administrative procedure govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

LEGAL REF.: 8 U.S.C. §1101, Illegal Immigrant and Immigrant Responsibility Act of 1996.
 20 U.S.C. §1232, Family Educational Rights and Privacy Act
 20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.
 29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
 105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-
 8.1,
 105 ILCS 10/8.1, Ill. School Student Records Act
 105 ILCS 45/, Education for Homeless Children Act.
 105 ILCS 70/, Educational Opportunity for Military Children Act.
 325 ILCS 50/, Missing Children Records Act.
 325 ILCS 55/, Missing Children Registration Law.
 410 ILCS 315/2e, Communicable Disease Prevention Act.
 20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.
 23 Ill.Admin.Code Part 226, Special Education.
 23 Ill.Admin.Code Part 375, Student Records

STUDENTS

Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because religious requirements forbid secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.

9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

LEGAL REF.: 105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill.Admin.Code §§1.242 and 1.290.

APPROVED: SEPTEMBER 2020

STUDENTS

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. The student may participate in any co-curricular activity associated with a District class in which the student is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's Individualized Educational Program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

A nonpublic school student is eligible to participate in: (1) interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

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STUDENTS

Advanced Tuition

Upon the School Board's approval of the application of the parent(s)/guardian(s) of a non-resident student who have taken steps indicating a desire and intention to move into the District, such parents/guardians may, upon fulfilling the requirements herein contained, be permitted to enroll the prospective student in the District schools upon depositing with the Business Office an advance tuition guarantee amount as set forth herein.

The tuition rate shall be determined based on the Per Pupil Expenditure as defines in the most recent District Financial Audit. To be eligible for enrollment, the parent(s)/guardian(s) must submit the following to indicate that the family has established a residence within the District into which they will be moving within sixty (60) student attendance days of the date of the application supported by executed documents demonstrating proof of intent to become a resident as follows:

1. Home purchase contract including set guaranteed confirmation for occupancy date.
2. Executed rental agreement including verification date for beginning of the lease and continuing to at least the end of the current school year.
3. Written authority to contact the representative of the Seller or Landlord who will be contacted for confirmation before any approval.

If the proposed attendance is approved, the parent(s)/guardian(s) shall submit to the District in the amount of the tuition (per child) for ninety (90) days, which will be deposited into a District account.

If the parent/guardian and student(s) move into the residence, and provide proof of occupancy, within sixty (60) student attendance days from the date the student(s) began attending classes, the District will refund the advance tuition guarantee amount in full.

If the parent/guardian and student(s) move into the residence, and provide proof of occupancy, after sixty (60) student attendance days from the date the student(s) began attending classes, but before the conclusion of ninety (90) days from the date the student(s) began attending classes, the District will charge tuition (deducted from the from advance tuition funds received) from the date the student(s) began attending classes until the date on which residency in District 29 was established. Any unapplied advance tuition funds will be refunded.

If the parent/guardian and student(s) cannot provide proof of occupancy prior to the conclusion of ninety (90) days from the date the student(s) began attending classes, the District will retain the full amount of the advance tuition payment. In this case, the parent/guardian must tender to the District a Cashier's Check in the amount of the tuition (per child) for the remainder of the school year. If the parent/guardian and student(s) move into their residence, and provide proof of occupancy, prior to the conclusion of the school year, the District will charge tuition (deducted from the from advance tuition funds received) from the ninety-first (91st) day of student attendance until the date on which residency in District 29 was established. Any unapplied advance tuition funds will be refunded. In such cases, however, advanced tuition payments made for the first ninety (90) days will not be refunded.

APPROVED: SEPTEMBER 2020

STUDENTS**Release Time for Religious Instruction/Observance**

A student shall be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s). This notice shall satisfy the District's requirement for a written excuse when the student returns to school.

The Superintendent shall develop and distribute to staff the appropriate procedures regarding student absences for religious reasons, how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/
105 ILCS 5/26-1 and 5/26-2b.

APPROVED: SEPTEMBER 2020

STUDENTS**Release During School Hours**

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

LEGAL REF.: 10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

APPROVED: SEPTEMBER 2020

STUDENTS

Grade, Retention, Promotion, and Acceleration

Grading and Reporting to Parent(s)/Guardian(s)

Teachers shall administer the approved marking system or other approved means of evaluating pupil progress. The teacher shall maintain the responsibility and right to determine grades and other evaluations of students within the grading policies of the District based upon his/her professional judgment of available criteria pertinent to any given subject area or activity for which the teacher is responsible.

District policy shall provide the procedure and reasons by and for which a grade may be changed; provided that no grade or evaluation shall be changed without notification to the teacher concerning the nature and reasons for such change; and if such a change is made, the person making the change shall assume such responsibility for determining the grade or evaluation, and shall initial such change.

The following criteria will be observed:

1. The use of marks and symbols will be appropriately explained.
2. The District will strive for consistency in grading and reporting.
3. Grading will not be used for disciplinary purposes.
4. Grading will be based on improvement, achievement, capability of the student and the professional judgment of the teacher. Parent(s)/guardian(s) will be notified when a student's performance requires special attention.

Retention, Promotion, and Acceleration/Advanced Placement

The Superintendent (or designee) will direct and aid administrative and instructional staff in their evaluation of students and review of grade assignments in order to ensure the uniformity of evaluation standards. A student's achievement of the academic and social/emotional skills for the grade to which the student is assigned and his/her readiness for work at the next grade level will be assessed and evaluated before the student is retained, promoted, or accelerated.

In cases where a non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) is considered, the Superintendent (or designee) will ensure that such decisions adhere to the following published principles:

- a) Non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) is available to any student that may benefit.
- b) Recommendations/requests for non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) can be made by a teacher, administrator, and/or parent/guardian.
- c) The process for evaluating recommendations for non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) shall involve multiple people (e.g., teachers, parents/guardians, administrators).
- d) The process for evaluating recommendations for non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) shall include assessment data from multiple sources.
- e) The ultimate decision regarding non age-appropriate grade placement (e.g., retention, advanced placement, acceleration) shall be made by the administrative team and communicated in writing to the student's parents/guardians.

STUDENTS

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.: 20 U.S.C. §7904.
105 ILCS 20/5.
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

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STUDENTS

Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students.
2. In the presence of a school administrator or adult witness.
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or their parent(s)/guardian(s) to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
Right to Privacy in the School Setting Act, 105 ILCS 75/.
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir., 1993).
People v. Dilworth, 661 N.E.2d 310 (Ill., 1996), *cert. denied*, 116 S.Ct. 1692 (1996).
People v. Pruitt, 662 N.E. 2d 540 (Ill.App.1, 1996), *app. denied*, 667 N.E. 2d 1061
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).
Vernonia School Dist. 47J v. Acton, 115 S.Ct. 2386 (1995).
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

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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. 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.
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.
 - 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.

STUDENTS

Student Appearance

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Definitions and examples of appropriate dress and grooming are developed by the Superintendent and included in the *Student Handbook(s)*.

LEGAL REF.: 105 ILCS 5/10-22.25b.
Tinker v. Des Moines Independent School Dist., 89 S.Ct. 733 (1969).

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STUDENTS

Vandalism

Individual determined to have vandalized school property will be required to reimburse the District for any and all costs associated with such vandalism.

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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 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.

Application of Rules

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.
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 or vaping products.
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: unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
 - a. 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.
 - b. 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 liquid, tablet or powdered form.
 - c. *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; or (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.

- d. 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.
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 powered-off and 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. Using or possessing 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*).
8. Using or possessing anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
9. Using or possessing 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.
10. Using or possessing prescription drugs 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.
11. Disobeying rules of student conduct or directives from staff members or school officials.
12. 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.
13. 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, online bullying, or other comparable conduct.
14. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.
15. Teen dating violence.
16. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
17. Entering school property or a school facility without proper authorization; 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.

18. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
19. Bring involved in a secret society.
20. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
21. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel.
23. 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.
24. 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 student or staff member; or (b) endanger the health or safety of students, staff, or school property. 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.

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 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.

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.
11. Out-of-school suspension from school and all school activities in accordance with Board policy. 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. 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.

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 school staff members (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 their 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 their 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.

Student Handbook

The Superintendent, with input from a 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.

STUDENTSSuspension and ExpulsionIn-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 the student 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's 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.
 - 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) 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 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 the 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.

Expulsion

The School Board is authorized to expel students guilty of gross disobedience or misconduct for the remainder of the school term, or for a shorter period as determined by the School Board. The student and/or parent(s)/guardian(s) shall be due the following procedural protections:

1. Prior to expulsion, the student shall be provided written notice of the charges and the time and place of the hearing. If the charges are denied, the student shall have an opportunity for a hearing, at the time and place designated in the notice, conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, the hearing officer shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
2. The Board shall provide written notice to the parent(s) or guardian(s) of the time, place, and purpose of the hearing by registered or certified mail and request the appearance of the parent(s)/guardian(s) at the expulsion hearing.
3. During the expulsion hearing, the student and his parent(s) or guardian(s) may be represented by counsel, present witnesses and other evidence on his behalf and cross-examine adverse witnesses. The expulsion hearing shall be a bifurcated proceeding.

First, the Board or hearing officer shall hear evidence on the issue of whether the student is guilty of the gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt. If the Board finds the student guilty of the gross disobedience or misconduct as charged, it shall then hear evidence on the appropriate level of discipline to be meted out. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide whether expulsion or some lesser form of discipline shall be imposed upon the student.

Gross disobedience or misconduct of students shall include, but not be limited to, extreme or repeated instances of the following:

1. Disobedience of directives from staff members or school officials and/or rules and regulations governing student conduct.
2. Possession, use, distribution, purchase, sale, or found to be under the influence of illicit drugs and/or alcoholic beverages.
3. Injury or threat of injury to any school district employee, official, or student.
4. Destruction and/or defacement of any school property.
5. Possession, use, or distribution of a dangerous weapon.
6. Other such conduct that poses a danger to persons or property or disrupts the educational process.

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).

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STUDENTS

Bus Conduct

All students must follow the District's *School Bus Safety Rules*.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.
105 ILCS 5/10-20.14, 5/10-22.6, and 10/
720 ILCS 5/14-3(m).
23 Ill.Admin.Code Part 375, Student Records.

STUDENTS**Student Support Services**

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school counselor/social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act of 2003.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
105 ILCS 5/10-20.58.

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APPROVED: SEPTEMBER 2020

STUDENTS

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities (as defined by the Individuals With Disabilities Education Improvement Act and identified by the school district) to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

STUDENTS

Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must agree to follow all conduct rules and the coaches' instructions.
5. The student and their parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association) and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy and (2) shall maintain the necessary records to ensure student compliance with this policy.

Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with School Board policy. The conduct code shall:

1. Require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property.
2. Emphasize that hazing and bullying activities are strictly prohibited.
3. Notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at the principal's discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in 7th and 8th grades participating in these programs.

LEGAL REF.: Board of Education of Independent School Dist. No. 92 v. Earls, 122 S.Ct. 2559 (2002).
Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill.App.4, 1985).
Kevin Jordan v. O’Fallon THSD 203, 706 N.E.2d 137 (Ill.App.5, 1999).
Todd v. Rush County Schools, 133 F.3d 984 (7th Cir., 1998).
Veronia School Dist. 475 v. Acton, 515 U.S. 646 (1995).
105 ILCS 5/24-24, 5/27-23.3, and 25/2.
105 ILCS 5/10-20.30, 5/10-20.54, 5/22-80, and 25/2.
23 Ill.Admin.Code §1.530(b).

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STUDENTS

Exemption from Physical Education

In order to be excused from participation in physical education, students must present an appropriate excuse from their parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents the student's participation in the physical education course.

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student is in grades 3-12, has an IEP that requires that special education support and services be provided during physical education time, and the parent/guardian agrees or the IEP team makes the determination.
2. The student has an IEP, is participating in an adaptive athletic program outside of the school setting, and the parent/guardian documents the student's participation as required by the Superintendent or designee.

Students requiring adapted physical education must receive that service in accordance with the student's Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of their ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases.
2. The student's class schedule.
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in policy.

LEGAL REF.: 105 ILCS 5/27-6.
225 ILCS 60/, Medical Practice Act.
23 Ill.Admin.Code §1.420(p) and §1.425(d), (e).

STUDENTS

Health, Dental and Eye Examinations, Immunizations, and Exclusion of Students

A student's parent(s)/guardian(s) shall present proof that the student received a health examination and the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one (1) year prior to:

1. Entering kindergarten or the first grade.
2. Entering the sixth and ninth grades.
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, head-start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out- of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to the student's (or parent/guardian's) failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parent(s)/guardian(s) of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The District will provide informational materials regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parent(s)/guardian(s).

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if the student provides proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parent(s)/guardian(s) are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parent(s)/guardian(s) of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parent(s)/guardian(s) are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parent(s)/guardian(s) are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parent(s)/guardian(s) present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parent(s)/guardian(s) of exclusion procedures and State rules if there is an outbreak of a disease from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced registered practice nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parent(s)/guardian(s) show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parent(s)/guardian(s) show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act
105 ILCS 5/27-8.1 and 45/1-20.
410 ILCS 45/7.1 and 315/2e.
23 Ill.Admin.Code §1.530.
77 Ill.Admin.Code Part 665.
77 Ill.Admin.Code Part 690.

STUDENTS

Administering Medications 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.

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 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, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the 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 medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) 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 their 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 5/22-30(f) 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 their 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 Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist 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 opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

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 the nurse is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers 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 a school or on a school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH.
 - b. Copies of the registry identification cards are provided to the District.
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*.
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. 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.

3. The student 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.

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 the student 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 Opioid Antagonists** 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 opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

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 **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 medication permitted by State law, 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.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians 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.
105 ILCS 145/, Care of Students with Diabetes Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act, and scheduled to be
repealed on July 1, 2020.
720 ILCS 550/, Cannabis Control Act.
23 Ill.Admin.Code §1.540.

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STUDENTS

Safety And Response To Injury

General Safety

The safety of students is taken very seriously by District personnel. The District will take all appropriate steps to monitor the safety of students in all school buildings and grounds. The District's goals and objectives relating to safety include, but are not limited to, the following:

1. Maintaining a safe school environment (life-safety consultants shall be called in periodically to inspect the physical condition of all buildings and grounds).
2. Observation of safe practices of school personnel and students, particularly in those areas of instruction of extracurricular activities which may provide special hazards.
3. Offering safety education to students in particular subjects, such as laboratory courses in science, shop courses, and health and physical education.
4. Providing immediate and appropriate aid for students in case of accident or sudden illness.

Collaboration with Law Enforcement

In addition to the above safety measures, school personnel have been advised to watch for suspicious strangers loitering in or near school buildings or seated in parked automobiles nearby. The Building Principal shall notify the police in appropriate circumstances. Teachers shall instruct students not to accept gifts or automobile rides from strangers and the students will also be instructed to tell the teachers, school personnel, their parent(s)/guardian(s), and/or police of any suspicious strangers. The Officer Friendly Program shall also be used to provide such instruction.

The District shall maintain a comprehensive Bicycle Safety Program in conjunction with the Northfield Police Department. Students who ride bicycles to school shall observe safety rules and procedures for the use of bicycles. Bicycles brought to school must be stored in the bike racks provided by the District. Students shall be encouraged to adhere to bicycle rules as provided during classroom instruction and those students who do not exhibit cyclist courtesy or who do not follow District safety rules shall be prohibited by the Superintendent from bringing their bicycle to school. A letter will be sent from the Superintendent to the student's parent(s)/guardian(s) explaining the reasons for denial to the student of this privilege.

Accidents and Injuries

School buildings and grounds should be regularly inspected for health, fire and safety hazards. The school staff should be alert to hazardous practices or situations especially when students are moving about within the buildings or on the grounds.

Rules and understandings should be developed which will help reduce the chances for accidents.

Guidelines should be established for caring for a student who has suffered an accident ranging from those requiring simple cleansing to those for which professional assistance is required. A copy of these guidelines shall be readily available in every Building Principal's office and distributed each year to every parent(s)/guardian(s). All staff members shall be expected to understand and follow such procedures.

For any but minor occurrences, the parent(s)/guardian(s) should be contacted. A written report of any accident involving a student shall be sent immediately to the Building Principal's office by the person having supervision or jurisdiction over the student at the time of the accident. A copy of the report will also be sent to the Superintendent.

Orders to Forgo Life-Sustaining Treatment

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child must be signed by the student's physician and given to the Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act. 755 ILCS 40/.

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes:

1. The student, when appropriate.
2. The student's parent(s)/guardian(s).
3. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner.
4. Local first responders for the building in which the student is assigned to attend school.
5. The school nurse.
6. Clergy, if requested by the student or his or her parent(s)/guardians(s).
7. Other individuals to provide support to the student or parent(s)/guardian(s).
8. School personnel designated by the Superintendent.

STUDENTS

Food Allergy Management

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in the School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: www.isbe.net/Documents/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39.

Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines), jointly published by the State Board of Education and Ill. Dept. of Public Health.

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STUDENTS**Communicable and Chronic Infectious Disease**

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.
410 ILCS 315/2a.
23 Ill.Admin.Code §§ 1.610 and 226.300.
77 Ill.Admin.Code Part 690.
Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act, Section 504, 29 U.S.C. §794(a).

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, 1-5, 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 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 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.
 - 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.
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.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended 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.

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
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/.

STUDENTS

Safety And Response To Injury

General Safety

The safety of students is taken very seriously by District personnel. The District will take all appropriate steps to monitor the safety of students in all school buildings and grounds. The District's goals and objectives relating to safety include, but are not limited to, the following:

1. Maintaining a safe school environment (life-safety consultants shall be called in periodically to inspect the physical condition of all buildings and grounds).
2. Observation of safe practices of school personnel and students, particularly in those areas of instruction of extracurricular activities which may provide special hazards.
3. Offering safety education to students in particular subjects, such as laboratory courses in science, shop courses, and health and physical education.
4. Providing immediate and appropriate aid for students in case of accident or sudden illness.

Collaboration with Law Enforcement

In addition to the above safety measures, school personnel have been advised to watch for suspicious strangers loitering in or near school buildings or seated in parked automobiles nearby. The Building Principal shall notify the police in appropriate circumstances. Teachers shall instruct students not to accept gifts or automobile rides from strangers and the students will also be instructed to tell the teachers, school personnel, their parent(s)/guardian(s), and/or police of any suspicious strangers. The Officer Friendly Program shall also be used to provide such instruction.

The District shall maintain a comprehensive Bicycle Safety Program in conjunction with the Northfield Police Department. Students who ride bicycles to school shall observe safety rules and procedures for the use of bicycles. Bicycles brought to school must be stored in the bike racks provided by the District. Students shall be encouraged to adhere to bicycle rules as provided during classroom instruction and those students who do not exhibit cyclist courtesy or who do not follow District safety rules shall be prohibited by the Superintendent from bringing their bicycle to school. A letter will be sent from the Superintendent to the student's parent(s)/guardian(s) explaining the reasons for denial to the student of this privilege.

Accidents and Injuries

School buildings and grounds should be regularly inspected for health, fire and safety hazards. The school staff should be alert to hazardous practices or situations especially when students are moving about within the buildings or on the grounds.

Rules and understandings should be developed which will help reduce the chances for accidents.

Guidelines should be established for caring for a student who has suffered an accident ranging from those requiring simple cleansing to those for which professional assistance is required. A copy of these guidelines shall be readily available in every Building Principal's office and distributed each year to every parent(s)/guardian(s). All staff members shall be expected to understand and follow such procedures.

For any but minor occurrences, the parent(s)/guardian(s) should be contacted. A written report of any accident involving a student shall be sent immediately to the Building Principal's office by the person having supervision or jurisdiction over the student at the time of the accident. A copy of the report will also be sent to the Superintendent.

Orders to Forgo Life-Sustaining Treatment

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child must be signed by the student's physician and given to the Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act. 755 ILCS 40/.

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes:

1. The student, when appropriate.
2. The student's parent(s)/guardian(s).
3. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner.
4. Local first responders for the building in which the student is assigned to attend school.
5. The school nurse.
6. Clergy, if requested by the student or his or her parent(s)/guardians(s).
7. Other individuals to provide support to the student or parent(s)/guardian(s).
8. School personnel designated by the Superintendent.

STUDENTS

Student Athlete Concussions and Head Injuries

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
 - a. The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.
 - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
 - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
 - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
 - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
 - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
 - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
 - f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
 - g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association (IHSA), including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussion*, which includes its *Return to Play (RTP) Policy*. These specifically require that:
 - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
 - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student has provided the school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant.

3. Require all student athletes to view the IHSA video about concussions.
4. Inform student athletes and their parent(s)/guardian(s) about this policy in the *Agreement to Participate* or other written instrument that student athletes and their parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
5. Provide coaches and student athletes and their parent(s)/guardian(s) with educational materials from the IHSA regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
6. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.
7. Include a requirement for staff members to distribute the Ill. Dept. of Public Health concussion brochure to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity, if available.

LEGAL REF.: 105 ILCS 5/22-80.
105 ILCS 25/1.15.

STUDENTS

Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities.
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright.
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and Student Handbooks.
4. Is reasonably viewed as promoting illegal drug use.
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy, in addition to any response required by this policy.

LEGAL REF.: 105 ILCS 5/27-23.7

Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).

Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969).

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APPROVED: SEPTEMBER 2020

Page 2 of 2

STUDENTS

Student Fundraising Activities

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations.
2. Parent organizations and booster clubs that are recognized pursuant to policy.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount.
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fundraising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must:
 - a. Develop viewpoint neutral guidelines for the creation of messages.
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned.
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement by the District of any message's content."

LEGAL REF.: 105 ILCS 5/10-20.19(3).
23 Ill.Admin.Code Part 305, School Food Service.

APPROVED: SEPTEMBER 2020

Dear Dist 29 Board of Educator,

Thank you for the amazing characterie board to celebrate my 25 years at Middlefork! It will be used frequently and always remind me of how fortunate I have been to spend my entire career in such a supportive school district.

I have loved every second I have spent with your children and so many more! Thank you for helping a fabulous environment for
Gratefully, Rachel Berkhof

to make Dist 29 such
the students and staff.

PLEASE REPLY TO:

July 19, 2020

Board of Education Sunset Ridge SD 29
C/o Mr. Adelbert Spaan, Board of Education President
Dr. Edward Stange, Superintendent
Sunset Ridge SD 29
525 Sunset Ridge Rd.
Northfield, IL 60093-1025

Dear Members of the Board of Education and Dr. Stange:

Thank you for your recent participation in a board self-evaluation workshop on July 9, 2020. I appreciated the open and thoughtful discussion the group exhibited throughout the session. The team's willingness to engage in a self-evaluation shows the commitment and passion for the district and the team's effectiveness.

The team reviewed the Board Governance Review results and selected areas to discuss. I have included the tally of the items chosen for your records. Based on the topics, you will find draft Board Protocols for the district.

The following are the "Next Steps" identified during the session:

- Creation of Board Protocols; examples are attached. (Foundational Principle #6)
- Determine indicators for a dashboard. Look to the superintendent for the guidance of the best data. (Foundational Principle #5)
- Revise the onboarding process for new members; an example is included. (Foundational Principle # 6)
- When a Board member hears a "customer" concern, follow the chain of command or the mechanisms in place for sharing concerns. A board member is not the point person to solve the problem. (Foundational Principle # 2, 6)

I encourage the Board to review the "Next Steps" for accuracy. Make any necessary wording change to better capture the Board's consensus and take action on the next steps at a regularly scheduled board meeting.

Your district will receive an invoice of \$400 for the session.

Thank you for your time and dedication to this vital work. I enjoyed working with your governance team. I look forward to working with your Board in the future.

Sincerely,

Dee Molinare

Dee Molinare, Ed.D.
IASB Field Services Director
dmolinare@iasb.com

Encl: BGR Tally Report, Draft Board Protocols, Examples of Board Protocols,
Model for Orientating New Board Members

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217/528-9688
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Thomas Neeley
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Vice President

Joanne Osmond
Immediate Past President

Linda Eades
Treasurer

Thomas E. Bertrand, Ph.D.
Executive Director

Sunset Ridge SD 29

Board Protocols

July 9, 2020

Unity of Purpose

We affirm the unique role of public education, whereby each community collectively pools its resources for the common good through the education of its students. Therefore, we seek to uphold and improve public education for our community.

- We want to build trust and move the district forward.
- We want to become an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common, focused direction.
- We want to create a district culture that supports positive change.
- We want to perpetuate a positive district culture that survives in the face of board member and staff turnover.

Please refer to the PRESS Policy Reference Manual:

2:20 Powers and Duties of the School Board

2:80-E Board member Code of Conduct

Roles & Responsibilities

The board will seek always to:

- govern with a focus on the future, on results, and on continuous improvement;
- encourage collective decision making and diversity in viewpoints;
- respect the distinction between board and superintendent/staff roles, and
- pursue rigorous and continual improvement in its ability to define community values and its vision of the future.

Behavioral Expectations

- a. Start with the common belief that everyone has good intentions.
- b. Create a safe environment for the productive exchange of ideas.
- c. Sincerely listen and seek to understand the viewpoints of others.
- d. Solve problems through a collaborative process where all participants support the decision and actively work toward its implementation.

No Surprises!

Meaning, no one (superintendent, board member) gets surprised at any time – in the meeting, or between meetings. The truth of no surprises is respect. Each board member and superintendent must respect all the other participants, and the processes the board team shares. Jump outside of respect for either people or processes, and someone will get surprised – and end up looking or feeling bad. And the work will suffer.

Engaging the Community

Because the board sits in trust for the whole community, the board will make continuing efforts to hear and engage the whole community. We will seek venues beyond the board meeting where we can effectively engage community members and listen to their concerns. We will attempt to be in touch with all stakeholders and all segments of the community, not just those who seek us out. We will monitor our efforts in this area, asking the question “which community voices are not part of board considerations, and how can we allow these voices to be heard?”

2:230 Public Participation at School Board Meetings and Petitions to the Board

8:10 Connection with the Community

Concerns from the community and staff

When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story. We will then direct that person to the person in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one board member has no individual authority to fix a problem.

2:140 Communications To and From the Board

2:260 Uniform Grievance Procedure

8:110 Public Suggestions & Complaints

Board Meeting Agenda

The board’s agenda is an expression of what the board understands its work to be and how it intends to pursue that work. Typically, the agenda is a cooperative effort of the board president and superintendent. All board members are invited to submit suggestions for agenda items. Periodically, the entire board will consider important topics or agenda items for consideration in the following months.

2:220 School Board Meeting Procedure

Meetings of the Board

We understand that board meetings are meetings of the board held in public, not open-forum town-hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted on the agenda to ensure the multiple voices of the community inform board deliberations. However, when the board deliberates, it will be a time for the board to listen and learn from each other, taking the public input into consideration; not a time to re-engage with the public.

We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. We will review our policies relating to board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

2:200 Types of School Board Meetings

2:220 School Board Meeting Procedure

Please review your written board policy to ensure alignment with your Board Protocols.

New Board Member Orientation

The board desires to be a team where all members contribute to effective board leadership. The board takes initiative in helping new members learn, understand and practice effective governance. The board president shall arrange a meeting of the whole board to review board processes and procedures. The superintendent shall meet with new board members to answer questions and acquaint the member with the district. If desired by the new board member, a veteran member will be identified as a mentor.

2:120 Board Member Development

Board Member Request for Information

When an individual board member requests information, it will be provided to all board members. An individual board member will - insofar as possible - work to let the superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.

Individual board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

2:130 Board/Superintendent Relationship

Board Member Requests for Action

The only authority to direct action rests with the full board sitting at the board table during a duly called open meeting. A majority vote sets such direction. The board president is responsible for focusing board agendas on appropriate content (board work). Board members and district residents may suggest items for inclusion on the agenda. Such items may be added to the agenda upon approval of the board. Since action items must be posted in the meeting notice, such items will typically be scheduled for a subsequent meeting.

When a majority of the board, sitting in a formal meeting, requests action, it should be made relative to the intended results, not the methods used to achieve those results.

2:220 School Board Meeting Procedure

The Board President

The board is a group of seven equals and the board president is the first in the line of equals. Each board member takes full responsibility for board activity and behavior. The task of the board president is the facilitation of the work of the board and its ability to comply with its working agreements and mutual expectations. The board president will also assume some responsibility for facilitating the relationship between the superintendent and the board. The board will elect a member for this important position who is well suited to the responsibilities.

In accord with the School Code, the board president will be elected every two years at the board organizational meeting following the April school board election. The president pro tempore will accept nominations for the position, including self-nominations. A second is not necessary for the nomination. Roll call voting will continue until one candidate receives a majority of the votes cast. A run-off of the top vote-getters may be necessary to achieve the required majority.

2:110 Qualification, Terms and Duties of Board Officers

Please review your written board policy to ensure alignment with your Board Protocols.

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The Board Takes Responsibility for Itself

The board will schedule an annual workshop to complete a board self-evaluation and review governance team agreements and processes.

2:120

Board Member Development

Speaking with One Voice

- a. No board member or subset of the board of education has the authority to act or speak on behalf of the board without the consent of the board.
- b. The relationship between the superintendent and any individual board members is collegial not hierarchical, based on mutual respect for their complimentary roles.
- c. The superintendent is accountable only to the full board of education.
- d. The board and the superintendent have the right to expect performance, candor and honesty from one another.
- e. Board members have an obligation to express their opinions and respect others' opinions.
- f. Board members understand the importance of speaking with one clear voice to the superintendent.
- g. Board members have the right to disagree with the decision of the board, but understand the importance of abiding by the majority decisions of the board.

2020-2021
School Board Reference Memorandum

Board of Education Purpose

- The Board of Education recognizes that as a collective group we are representatives of the community.
- We must continually strive to understand and articulate the aspirations of our school system.
- As trustees, we must responsibly direct our community's resources in order to reinforce our district's mission to inspire all of our students to achieve to their greatest potential.
- The Board of Education recognizes that ensuring future high functioning school boards is critical to long-term success. This is accomplished by nurturing a positive and inviting board culture through educating our community members on our district's mission and goals, conveying institutional knowledge and practices, and discussing the competencies and skills necessary for school board membership.

(Policy references – 1:30, 2:10, 2:20, 2:80 2:80E)

Board President

- Elected every two years at the board organizational meeting following the April school board election.
- Supports the work of the board.
- Facilitates the relationship with superintendent and the board.
- Works with the superintendent and board vice-president to develop school board meeting agendas.
- Presides at meetings to ensure timeliness, productivity, and the exchange of different viewpoints.

(Policy references – 2:10, 2:110, 2:210, 2:20, 2:80 2:80E)

Board of Education Members

- Prepare for, attend and participate in school board meetings.
- Inform the board president and/or superintendent if they are not able to attend a meeting or will be late.
- Remain knowledgeable about educational issues.
- Encourage diversity of viewpoints.
- Understand that no individual board member or subset of the board has the authority to act or speak on behalf of the board without prior consent.
- Affirm their role as policy makers.
- Ensure the confidentiality of privileged information.

- Take responsibility for holding each other accountable to the defined school board norms and procedures.
- Make continual efforts to hear and engage our stakeholders across all segments of the community at board meetings and community venues.
- If a board member engages a community group to listen to their concerns, such engagements should be communicated to the superintendent prior to the meeting.
- Are encouraged to visit schools, but will channel visitation/tours through the superintendent's office.

(Policy references – 2:10, 2:130, 2:130ED, 2:140, 2:200, 2:220, 2:220E1 2:230 2:240, 2:80 2:80E, 8:10, 8:12, 8:30)

General Communication

- To the extent possible, the board receives a regular superintendent update every Friday via Board Docs for board review.
- The board is notified by text when a school, student, staff emergency occurs, including bus accidents.
- When emergencies arise, board members receive the information that is sent to the public as soon as reasonably possible.
- The board president and superintendent coordinate who will respond to emails and/or media requests that are directed to the Board.
- Board members will contact the superintendent regarding questions. The superintendent will forward the question to the appropriate cabinet member, if necessary. The cabinet member will answer the question directly to the board member copying the superintendent on the correspondence. If there is a follow up question to cabinet member, the board may contact the cabinet member directly.

(Policy references - 2:130, 2:130ED, 2:140 2:140E)

Board Meeting Communication

- To the extent possible, the Board receives packets and supporting documentation on Tuesday prior to the scheduled Monday board meeting.
- After reading the board packet and all supporting documentation, board members can contact the superintendent by noon Friday with questions. Prior to the meeting, a member of the administrative team provides all board members the same information and a response.
- Questions may be submitted after Friday. The administration, however, may not have sufficient time to answer the questions prior to the meeting.

(Policy reference – 2:140, 2:140E, 2:20 2:80)

Board Meeting Procedures

- Unless given permission by the speakers, board members wait until the presentations are concluded before asking questions.
- Generally, the board president recognizes board members before speaking.
- Board members may explain the reasons for their vote either during deliberation or before casting their vote.
- Board members will provide feedback ~~indicate concerns about~~ regarding the meeting on the Exit Slip.
- Board members will take responsibility to resolve concerning behavior with fellow board members, as needed. The board president shall be informed of these instances understanding there is not a need to be involved unless necessary.

(Policy reference – 2:220)

Board Meeting Agenda Items

- Board members make every effort to minimize Board meeting time on consent agenda items. If a board member believes a consent agenda item needs further consideration, the board president must be contacted and informed prior to the meeting.
- Requests for additions to the regular agenda go to the board president and/or superintendent, and will be received at least ten days before meeting.
- The full board votes to put a requested added agenda item on a future agenda.

(Policy reference – 2:220)

Social Media

- Board members recognize that while we may be giving our individual opinion or stating a fact on social media, it has the potential to impact the entire board.
- No more than two Board members shall comment or post on a matter that is related to the operations and/or issues within our school district.
- When more than two board members are “tagged” by community members on a matter that is a current or a potential district issue, remove yourself (or ask to have yourself removed) from that conversation to avoid the appearance of any Open Meeting Act violations.

(Policy references – 2:140, 2:140E)

Board Member Development

- Board members commit to at least one annual workshop, to complete a board self-evaluation, and review governance team agreements, processes and norms.
- The board initiates orientation meetings and provides a Board mentor to help new board members learn, understand and practice effective governance.
- Board members recognize that differing opinions are productive and negativity is to be minimized. We take individual responsibility to discuss our own mistakes and hold each other accountable.
- Avoid all surprises. Each board member and administrative team member should respect all other participants and processes.

(Policy reference – 2:120, 2:120-E1)

Sunset Ridge SD 29

Board Protocols

July 9, 2020

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Engaging the Community

Because the board sits in trust for the whole community, the board will make continuing efforts to hear and engage the whole community. We will seek venues beyond the board meeting where we can effectively engage community members and listen to their concerns. We will attempt to be in touch with all stakeholders and all segments of the community, not just those who seek us out. We will monitor our efforts in this area, asking the question “which community voices are not part of board considerations, and how can we allow these voices to be heard?”

2:230 *Public Participation at School Board Meetings and Petitions to the Board*

8:10 *Connection with the Community*

Concerns from the community and staff

When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story. We will then direct that person to the person in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one board member has no individual authority to fix a problem.

2:140 *Communications To and From the Board*

2:260 *Uniform Grievance Procedure*

8:110 *Public Suggestions & Complaints*

Board Meeting Agenda

The board’s agenda is an expression of what the board understands its work to be and how it intends to pursue that work. Typically, the agenda is a cooperative effort of the board president and superintendent. All board members are invited to submit suggestions for agenda items. Periodically, the entire board will consider important topics or agenda items for consideration in the following months.

2:220 *School Board Meeting Procedure*

Meetings of the Board

We understand that board meetings are meetings of the board held in public, not open-forum town-hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted on the agenda to ensure the multiple voices of the community inform board deliberations. However, when the board deliberates, it will be a time for the board to listen and learn from each other, taking the public input into consideration; not a time to re-engage with the public.

We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. We will review our policies relating to board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

2:200 *Types of School Board Meetings*

2:220 *School Board Meeting Procedure*

Please review your written board policy to ensure alignment with your Board Protocols.

New Board Member Orientation

The board desires to be a team where all members contribute to effective board leadership. The board takes initiative in helping new members learn, understand and practice effective governance. The board president shall arrange a meeting of the whole board to review board processes and procedures. The superintendent shall meet with new board members to answer questions and acquaint the member with the district. If desired by the new board member, a veteran member will be identified as a mentor.

2:120 Board Member Development

Board Member Request for Information

When an individual board member requests information, it will be provided to all board members. An individual board member will - insofar as possible - work to let the superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.

Individual board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

2:130 Board/Superintendent Relationship

Board Member Requests for Action

The only authority to direct action rests with the full board sitting at the board table during a duly called open meeting. A majority vote sets such direction. The board president is responsible for focusing board agendas on appropriate content (board work). Board members and district residents may suggest items for inclusion on the agenda. Such items may be added to the agenda upon approval of the board. Since action items must be posted in the meeting notice, such items will typically be scheduled for a subsequent meeting.

When a majority of the board, sitting in a formal meeting, requests action, it should be made relative to the intended results, not the methods used to achieve those results.

2:220 School Board Meeting Procedure

The Board President

The board is a group of seven equals and the board president is the first in the line of equals. Each board member takes full responsibility for board activity and behavior. The task of the board president is the facilitation of the work of the board and its ability to comply with its working agreements and mutual expectations. The board president will also assume some responsibility for facilitating the relationship between the superintendent and the board. The board will elect a member for this important position who is well suited to the responsibilities.

In accord with the School Code, the board president will be elected every two years at the board organizational meeting following the April school board election. The president pro tempore will accept nominations for the position, including self-nominations. A second is not necessary for the nomination. Roll call voting will continue until one candidate receives a majority of the votes cast. A run-off of the top vote-getters may be necessary to achieve the required majority.

2:110 Qualification, Terms and Duties of Board Officers

Please review your written board policy to ensure alignment with your Board Protocols.

The Board Takes Responsibility for Itself

The board will schedule an annual workshop to complete a board self-evaluation and review governance team agreements and processes.

2:120

Board Member Development

Speaking with One Voice

- a. No board member or subset of the board of education has the authority to act or speak on behalf of the board without the consent of the board.
- b. The relationship between the superintendent and any individual board members is collegial not hierarchical, based on mutual respect for their complimentary roles.
- c. The superintendent is accountable only to the full board of education.
- d. The board and the superintendent have the right to expect performance, candor and honesty from one another.
- e. Board members have an obligation to express their opinions and respect others' opinions.
- f. Board members understand the importance of speaking with one clear voice to the superintendent.
- g. Board members have the right to disagree with the decision of the board, but understand the importance of abiding by the majority decisions of the board.




SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange, Ph.D. 

DATE: September 15, 2020

SUBJECT: District 29 Strategic Dashboard

During the District 29 School Board Self-Evaluation process conducted over the summer of 2020, the Board indicated a desire to implement a Strategic Dashboard.

The ECRA Group, Inc., a premiere firm in school leadership, planning, and analytics, offers public schools a no-cost Strategic Dashboard through the Illinois Association of School Boards. The ECRA Dashboard is organized into three general pages:

1. Landing Page - Highlights District mission, beliefs, and core information.
2. Key Indicators Page - Highlights key quantitative indicators of District success.
3. Strategic Plan Goals and Strategies Page - Highlights major strategic plan goals and progress.

I have started to customize the ECRA Dashboard for District 29. While the items on the Landing Page and the Key Indicators Page are copied directly from the District 29 Strategic Plan, the information included on the Key Indicators Page is at the sole discretion of Board of Education.

At the September 2020 Board of Education meeting, I would like to gather input from Board members regarding the Key Indicators that you would like to see presented on this page of the Dashboard.

District 29 Dashboard Landing Page

[Home](#) [Indicators](#) [Strategy](#) Admin Mod

Welcome to the Sunset Ridge District 29 Strategic Dashboard

In the spirit of continuous improvement, District 29 maintains transparent, open communication about the performance of its schools through a public dashboard. As a user of the dashboard, you have access to student achievement, financial, and other data that are important to you as a community member.

We are a student-oriented district where children come first and where students always remain at the heart of our commitment. Thanks to the efforts of our talented and dedicated staff, strong support from our Board of Education, involved parents and a community that values education, our students benefit from a rich and varied curriculum. As we pursue our Strategic Plan to provide a first-class educational program for all our students, our ongoing commitment is to improve student achievement and to support all areas of student development.

Our Mission


Cultivating a learning community that engages the hearts and minds of students, one child at a time

We Believe

- The whole child is at the heart of all decisions
- Each child deserves an education tailored to his or her unique abilities, learning style, social and emotional needs. 1 Commitment to excellence drives continuous improvement.
- Student growth and learning thrives in communities that embrace creativity and innovation, critical thinking and problem solving, collaboration, communication and self-advocacy.
- Exceptional educational programming fosters ethical, respectful, independent and socially responsible citizens

Our Formula for Success

- Recruit and retain the most effective, professional and committed staff? Cultivate a safe, supportive and intimate learning community
- Promote active parent engagement, community partnerships and strong student staff connections
- Implement innovative curricular and instructional practices supported by effective professional development
- Tailor curriculum and instructional practices to children's unique abilities, learning styles, and social and emotional needs
- Utilize quantitative and qualitative data and research to guide decision making and drive student growth
- Maintain transparent and strategic fiscal management



District 29 Key Indicators Page



Student Success



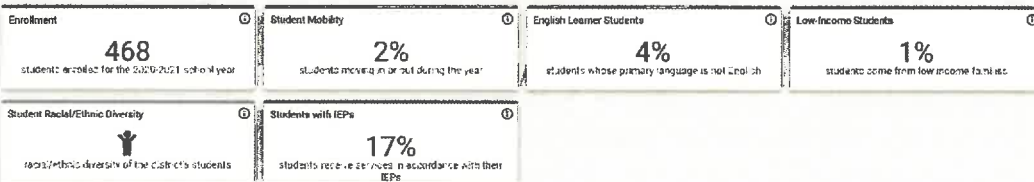
Learning Environment



Finance and Operations



District Characteristics



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District 29 Strategic Plan Goals and Strategies Page

Home Indicators Strategy

Admin Mode



HIGH QUALITY TEACHING & LEARNING

1 Objective



Create consistently rich, innovative, engaging, and high-quality learning opportunities that result in growth and achievement for all students and foster collaboration, problem solving, critical thinking, and independent learning.

7 Strategies

MEETING THE NEEDS OF LEARNERS

1 Objective



Sustain a learning environment that supports the unique strengths and evolving needs of individual students.

4 Strategies

MAINTAIN A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

1 Objective



Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.

2 Strategies

FACILITATE MEANINGFUL STAKEHOLDER ENGAGEMENT

1 Objective



Cultivate and strengthen intentional and meaningful partnerships with families and community agencies to support the educational success and healthy development of all students.

4 Strategies

CULTIVATE A THRIVING WORKFORCE

1 Objective



Foster a collaborative, creative, and inclusive workplace that attracts, develops, and actively supports the best talent.

5 Strategies

SUPPORT FISCAL SUSTAINABILITY

1 Objective



Ensure the long-term financial stability of the District by aligning resources with District priorities.

3 Strategies




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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange, Ph.D. 

DATE: September 15, 2020

SUBJECT: District 29 Strategic Plan Update

The 2020-2021 school year is the final year of the District's current 3-year Strategic Plan. Historically, the District has reviewed and revised its Strategic Plan according to the following timeline:

-2007-2008 School Year:	Engage in Strategic Planning Process
-2008-2009 School Year:	Begin 3-Year Plan Implementation (FY09, FY10, FY11)
-2011-2012 School Year:	Engage in Strategic Planning Process
-2012-2013 School Year:	Begin 5-Year Plan Implementation (FY13, FY14, FY15, FY16, FY17)
	*Note: Board reviewed data and updated goals in 2015.
-2017-2018 School Year:	Engage in Strategic Planning Process
-2018-2021 School Year:	Begin 3-Year Plan Implementation (FY19, FY20, FY21)

The District has two options regarding the timing of the strategic planning process this year:

1. Conduct the Strategic Planning process during the 2020-2021 school year, targeting implementation of the plan during FY22-FY24.
2. Conduct the Strategic Planning process during the 2021-2022 school year, targeting implementation of the plan during FY23-FY25.

I would like to discuss the Board's preference regarding this matter at the September 2020 Board of Education meeting.

Please contact me if you have any questions.

DRAFT
2018-2021 STRATEGIC PLAN





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Cultivating a learning community that engages the hearts and minds of students, one child at a time

BACKGROUND INFORMATION

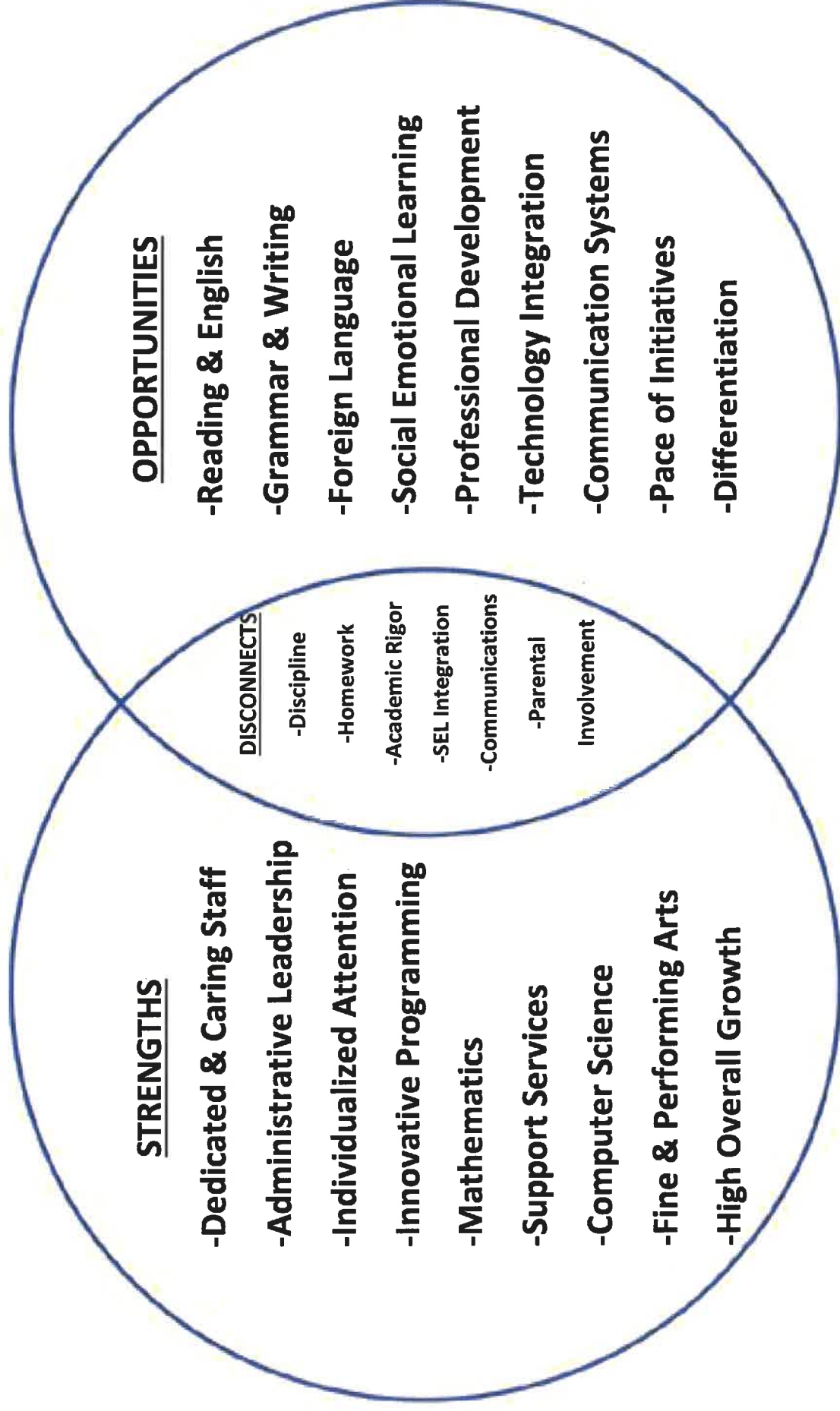
The original District #29 Strategic Plan was developed in 2007-2008. A diverse team of staff, parents and community members reviewed the District's survey data, assessment data, school improvement plans, and future trends in education. The team created a mission statement and list of beliefs, which captured the spirit of the District and expressed our core purpose, broad goal areas and general objectives. District committees comprised of administrators, staff, Board members, and parents specified goals and objectives and carried out the plans. Progress was reported at regular Board of Education meetings and posted on the District website. This plan served as a guide to District endeavors from 2008-2011.

The Strategic Planning process was repeated during the 2011-2012 school year. The second process began with a comprehensive District survey of parents, staff, students and community members. The Team, which again included staff, parents, and Board members, reviewed the components and accomplishments of the past plan, analyzed survey data, and researched educational trends. The Team identified strengths, areas for improvement, future opportunities, and potential challenges. The Team reaffirmed the District's mission statement and revised the belief statements. New themes were developed, and action plans were created. This plan served as a guide to District endeavors from 2012-2015.

During the 2015-2016 school year, the District completed another comprehensive survey (utilizing the same questions from the 2008 and 2011 surveys). Stakeholder input was gathering regarding strengths and areas for growth. Based on the results of that survey, combined with data from the Illinois 5Essential Survey, Measures of Academic Progress (MAP), the Partnership for Assessment of Readiness for College and Careers (PARCC), New Trier Placement Tests, the District adopted new annual goals and objectives. This plan continued served as a guide to District endeavors from 2015-2017.

During the 2017-2018 school year a Strategic Planning Steering Committee comprised of staff, administrators, parents, and Board members reviewed the components and accomplishments of the most recent plan, analyzed current survey and assessment data, and researched educational trends. Data reviewed included the following; 2009-2017 Measures of Academic Progress Assessment Results, 2015-2017 Partnership for Assessment of Readiness for College and Careers Results, 2010-2017 New Trier Placement Tests Results, 2010-2017 New Trier Freshman Survey Results, 2008-2016 Parent Survey Results, 2008-2016 Staff Survey Results, 2014-2017 Illinois 5Essentials School Climate Survey results. The Committee identified a number of strengths, opportunities for growth, and disconnects (i.e., areas with conflicting data) for targeted goal setting. Broad goals and objectives to achieve them were generated and vetted through various stakeholder groups. District committees comprised of administrators, staff, Board members, and parents will then turn the goals and objectives into specific action plans, and progress will be reported to the Board of Education and community.

Strengths, Opportunities, Disconnects Analysis





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Our Mission...

Cultivating a learning community that engages the hearts and minds of students, one child at a time

We Believe...

- The whole child is at the heart of all decisions.
- Each child deserves an education tailored to his or her unique abilities, learning style, social and emotional needs.
- Commitment to excellence drives continuous improvement.
- Student growth and learning thrive in communities that embrace creativity and innovation, critical thinking and problem solving, collaboration, communication and self-advocacy.
- Exceptional educational programming fosters ethical, respectful, independent and socially responsible citizens.

Our Formula for Success...

- Recruit and retain the most effective, professional and committed staff
- Cultivate a safe, supportive and intimate learning community
- Promote active parent engagement, community partnerships and strong student-staff connections
- Implement innovative curricular and instructional practices supported by effective professional development
- Tailor curriculum and instructional practices to children's unique abilities, learning styles, and social and emotional needs
- Utilize quantitative and qualitative data and research to guide decision making and drive student growth
- Maintain transparent and strategic fiscal management

2018-2021 GOALS & OBJECTIVES

High Quality Teaching & Learning:

GOAL AREA - Create consistently rich, innovative, engaging, and high-quality learning opportunities that result in growth and achievement for all students and foster collaboration, problem solving, critical thinking, and independent learning.

OBJECTIVES:

- Implement the new K-8 reading curricula.
- Implement the Lucy Calkins writing program in first through eighth grades.
- Complete modifications and improvements to the foreign language curriculum.
- Continue to write and implement the new K-8 social studies curriculum.
- Complete Year II of 3-year 4th-8th grade science cross curriculum collaboration partnership with Museum of Science and Industry and make recommendations for improvements and enhancements.
- Document the K-8 computer science scope and sequence and make recommendations for improvements and enhancements.
- Regularly monitor the high-quality programming in all content areas while seeking opportunities for growth.

PERFORMANCE INDICATORS:

- Performance on standardized academic assessments (e.g., MAP, PARCC, Subject Area Assessment Rubrics)
- Self-reported student engagement and consumer satisfaction

Meeting Needs of Learners:

GOAL AREA - Sustain a learning environment that supports the unique strengths and evolving needs of individual students.

OBJECTIVES:

- Monitor and assess the effectiveness of the continuum of support services provided to diverse learners at both ends of the learning continuum, and make recommendations for improvement and enhancement.
- Continue the commitment to differentiation as essential to meeting the needs of all learners, one child at a time, through professional development and on-going assessment of instructional effectiveness.

PERFORMANCE INDICATORS:

- Number of outplaced students
- Self-reported student engagement and satisfaction with instructional program
- Self-reported student and parental satisfaction with student services

Safe and Supportive Learning Environment:

GOAL AREA - Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.

OBJECTIVES:

- Review and revise K-8 SEL curriculum and activities, including preventative measures, direct instruction, internal activities, and service learning opportunities that seamlessly integrate SEL practices into the fabric of the District curriculum.
- Examine “disconnects” in parent and staff perspectives regarding discipline and recommend ways to enhance the clarity and transparency of behavior expectations.

PERFORMANCE INDICATORS:

- Staff, parent, and student satisfaction with school climate

2018-2021 GOALS & OBJECTIVES

Meaningful Stakeholder Engagement:

GOAL AREA – Cultivate and strengthen intentional and meaningful partnerships with families and community agencies to support the educational success and healthy development of all students.

OBJECTIVES:

- Review and revise the district's communication systems (e.g., website, teacher pages, newsletters) in order to improve the accessibility and effectiveness of information.
- Investigate opportunities to improve communication between parents and teachers regarding student growth and performance.
- Explore opportunities to engage stakeholders in district decision-making processes, district programs, and activities.
- Examine and address the “disconnects” between staff and parent perceptions as identified in the 2018 satisfaction survey.

PERFORMANCE INDICATORS:

- Consumer satisfaction with the District website, reporting systems, and opportunities for involvement

Thriving Workforce:

GOAL - Foster a collaborative, creative, and inclusive workplace that attracts, develops, and actively supports the best talent.

OBJECTIVES:

- Recruit, select, develop, and retain only the most effective, professional, compassionate and committed personnel.
- Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.
- Continue implementation of formal district mentoring program.
- Encourage innovation at all levels.
- Develop a research-based, analytical process for determining the appropriate pace and evaluation procedures for new initiatives.

PERFORMANCE INDICATORS:

- Consumer satisfaction with educational programming
- Staff satisfaction with mentoring support
- Evidence of innovative programming

GOAL - Ensure the long-term financial stability of the District by aligning resources with District priorities.

OBJECTIVES:

- Finalize the Middlefork Capital Improvement plan and implement the project as scheduled.
- Remain fiscally responsible by monitoring state finances and fiscal policy, and taking appropriate steps to counteract possible ill effects.
- Manage district resources in a way that secures financial strength, maintains appropriate reserves, and reflects transparency.

PERFORMANCE INDICATORS:

- Construction budget and timeline
- State and private financial rating

ACTION PLANS

GOAL AREA I - HIGH QUALITY TEACHING & LEARNING :

Create consistently rich, innovative, engaging, and high-quality learning opportunities that result in growth and achievement for all students and foster collaboration, problem solving, critical thinking, and independent learning.

OBJECTIVES:

1. Implement the new K-8 reading curricula.
2. Implement the Lucy Calkins writing program in first through 8th grade.
3. Continue to write and implement the new K-8 social studies curriculum.
4. Monitor & assess revision of the 5-8 foreign language curriculum.
5. Complete Year II of 3-year 4th-8th grade science cross curriculum collaboration partnership with Museum of Science and Industry and make recommendations for improvements and enhancements.
6. Document the K-8 computer science program and make recommendations for improvements and enhancements.

PARTICIPANTS	ACTIVITIES (Committee Assignment)	TIMELINE	DELIVERABLES
Mary Frances Greene Ivy Sukenik <i>To Be Determined: Select Staff Members Select Parents Board Member</i>	1a. Continue to implement and assess the new K-8 reading curriculum scope and sequence and make recommendations for improvements. (ELA) 1b. Analysis initial data (implementation process and student outcomes) regarding program effectiveness. (ELA) 2a. Continue staff training on Lucy Calkins writing program. (ELA) 2b. Identify strategies to assess program effectiveness, including implementation and the impact on student growth. (ELA) 3a. Complete K-3 unit development activities. (Social Studies) 3b. Continue modification of 4-8 common assessment. (Social Studies) 4a. Implement new 5-8 curricular units and assess effectiveness. (Foreign Lang.) 5a. Implement and support Year II MoSI partnership. (MSI) 6a. Publish the K-8 computer science scope and sequence. (Technology) 6b. Evaluate the strengths and opportunities for growth and report findings to the Board of Education. (Technology)	August 2018 – May 2019 May 2019 August 2018 – May 2019 August 2018 – May 2019 August 2018 – May 2019 August 2018 -May 2019 August 2018 -May 2019	Reports to the Board of Education Reports to the Board of Education Report to the Board of Education Report to the Board of Education Report to the Board of Education Published Scope & Sequence Report to the Board of Education

GOAL AREA II - MEETING THE NEEDS OF LEARNERS:

Sustain a learning environment that supports the unique strengths and evolving needs of individual students.

OBJECTIVES:

1. Monitor and assess the effectiveness of the continuum of support services provided to diverse learners at both ends of the learning continuum, and make recommendations for improvement and enhancement.
2. Continue the commitment to differentiation as essential to meeting the needs of all learners, one child at a time, through professional development and ongoing assessment of instructional effectiveness.
3. Explore athletic offerings and make recommendations for improvement/enhancement.
4. Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
Emily Dunham Mary Frances Greene Ivy Sukenik <i>To Be Determined: Select Staff Members Select Parents Select Board Member</i>	<p>1a. Review and analyze existing and collect new qualitative (e.g., survey) and quantitative (e.g., MAP growth) data regarding services for diverse learners. (Special Ed.)</p> <p>1b. Report recommendations for improvements to the Board of Education. (Special Ed.)</p> <p>2a. Explore opportunities to provide whole-district in-service training on the topic of differentiation. (Staff Development)</p> <p>2b. Utilize private consultants/coaches to provide training on differentiation in the context of specific curricular areas.</p> <p>2c. Support and promote teacher training through the Professional Growth and Service program. (PGS)</p> <p>2d. Maximize in-house opportunities to provide on-going skills development opportunities for staff (e.g., staff meetings, peer-to-peer support).</p> <p>3a. Evaluate the appropriateness of the continuum and structure of athletic offerings and make recommendations for revisions as appropriate. (Athletics)</p> <p>4a. Articulate the professional development plan for new initiatives including district, building, curricular, and teacher level opportunities. (Staff Development)</p>	<p>August 2018 – February 2019</p> <p>February 2019</p> <p>August 2018– May 2019</p> <p>February 2019</p> <p>May 2019</p>	<p>Report to the Board of Education</p> <p>Report to the Board of Education</p> <p>Year-end report of activities</p> <p>Year-end report of activities</p> <p>Report to the Board of Education</p> <p>Year-end report of activities</p>

GOAL AREA III - SAFE AND SUPPORTIVE LEARNING ENVIRONMENT:

Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.

OBJECTIVES:

1. Review and revise K-8 SEL curriculum and activities, including preventative measures, direct instruction, internal activities, and service learning opportunities that seamlessly integrate SEL practices into the fabric of the District curriculum.

PARTICIPANTS	ACTIVITIES (Committee)	TIMELINE	DELIVERABLES
Emily Dunham Mary Frances Greene Ivy Sukenik <i>To Be Determined: Select Staff Members Select Parents Select Board Member</i>	1a. Articulate the scope and sequence of the K-8 SEL curriculum in a published document. (SEL) 1b. Articulate and reinforce behavioral expectations for all students. 1c. Identify opportunities for improvement and/or expansion of SEL activities as appropriate in formal report to the Board of Education. (SEL) 1c1. Preventative measures 1c2. Direct instruction activities 1c3. Classroom/Grade/School activities 1c4. Service learning activities	February 2019 September 2018 February 2021	Published scope & sequence Published behavioral expectations Report to Board of Education

GOAL AREA IV - MEANINGFUL STAKEHOLDER ENGAGEMENT:

Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.

OBJECTIVES:

1. Review and revise the district's communication systems (e.g., website, teacher pages, newsletters) in order to improve the accessibility and effectiveness of information.
2. Explore opportunities to engage stakeholders in district decision-making processes.
3. Examine and address the "disconnects" between staff and parent perceptions as identified in the 2018 satisfaction survey (Parent and staff perspectives regarding behavior expectations & discipline; Homework; Student Growth & Achievement).

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
Sheri Styczen Ed Stange Mary Frances Greene Ivy Sukenik Emily Dunham <i>To Be Determined: Select Staff Members Select Parents Select Board Member</i>	1a. Implement new District website with focus on improving accessibility and consistency. 1b. Review Board newsletter (format, frequency) and make recommendations for revisions. 1c. Exploring new opportunities through social media to connect with stakeholders. 2a. Identify and publish opportunities for parent engagement including both daytime and evening events. (Parent Connections) 2b. Explore opportunities to increase parental engagement at diverse times. (Parent Connections) 3a. Develop schedule of topics related to "disconnects" through the Parent Connections Committee. (Parent Connections) 3b. Discuss and analyze "disconnects" and report finding back to the Board of Education for further recommendations. (Parent Connections)	September 2018 November 2018 December 2018 September 2018 November 2018 September 2018- May 2019 October 2018	New District website Report to Board of Education Report to Board of Education Schedule of opportunities Report to Board of Education Schedule of discussion items Report to Board of Education

GOAL AREA V - THRIVING WORKFORCE:

Foster a collaborative, creative, and inclusive workplace that attracts, develops, and actively supports the best talent.

OBJECTIVES:

1. Recruit, select, develop, and retain only the most effective, professional, and committed personnel.
2. Encourage innovation at all levels.
3. Develop a research-based, analytical process for determining the appropriate pace and evaluation procedures for new initiatives.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
Ed Stange Tom Beerheide Mary Frances Greene Ivy Sukeik Emily Dunham Sheri Styczen Corey Dreher <i>To Be Determined:</i> <i>Select Staff Members</i> <i>Select Parents</i> <i>Select Board Member</i>	1a. Explore more opportunities for advertising open positions. 1b. Continue implementation of District Mentoring program. (Mentor) 1c. Collect and analyze data regarding the effectiveness of the staff mentoring program. (Mentor) 1d. Conduct staff evaluations as prescribed by the PERA-JOINT Committee. (PERA/JOINT) 2a. Continue to explore opportunities for new and innovative programming options, making recommendations to the Board for implementation as appropriate. 3a. Articulate and publish 3-year schedule of District initiatives including systems for evaluation.	August 2018- May 2021 August 2018- May 2021 August 2018- May 2021 February 2021 August 2018- May 2019	Mentoring Program schedule of activities Employment recommendations to Board of Education Report to Board of Education Recommendations to Board of Education 3-year schedule of District initiatives

GOAL AREA VI - FINANCIAL SUSTAINABILITY:

Ensure the long-term financial stability of the District by aligning resources with District priorities.

OBJECTIVES:

1. Finalize the Middlefork Capital Improvement plan and implement the project as scheduled.
2. Remain fiscally responsible by monitoring state finances and fiscal policy, and taking appropriate steps to counteract possible negative effects.
3. Manage district resources in a way that secures financial strength, maintains appropriate reserves, and reflects transparency.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
Ed Stange Tom Beerheide Mary Frances Greene Ivy Sukenik Sheri Styczen Emily Dunham Corey Dreher	1a. Obtain Board of Education approval for preliminary capital improvement project and financing plans. 1b. Complete subcontractor bidding process. 1c. Coordinate and complete construction activities.	July 2018 January 2019 Summer 2019	Board approval of project. Award subcontractor bids. Completed renovation activities
	2a. Monitor changes in state and federal fiscal policy and make recommendation to Board of Education to respond as appropriate.	August 2018-June 2021	Reports and recommendations to the Finance Committee
<i>To Be Determined: Select Staff Members Select Parents Select Board Member</i>	2b. Maintain approved budget and report financial status on a quarterly basis to the Board of Education. 3a. Monitor the District's long-term finances in relation to Fund Balance Policy, including the settlement of a fiscally responsible contract with the teachers' union.	September 2018-June 2021 September 2018-August 2021	Reports to the Finance & Facilities Committee Negotiated Collective Bargaining Agreement Reports to the Finance & Facilities Committee



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Cultivating a learning community that engages the hearts and minds of students, one child at a time

DATE: September 15, 2020

TO: Board of Education
Dr. Ed Stange, Superintendent

FROM: Tom Beerheide, Chief School Business Official
TRB

RE: Final 2020-21 Budget Hearing and Approval

Background:

The law requires the District to hold a Budget hearing for public comment prior to the Board approving the final FY 2021 budget on September 15, 2020. This hearing was advertised in the Winnetka Talk in the legal notices section and stated that the Tentative Budget was on display for public review starting July 23rd. The Board of Education President will state the time the budget hearing started, ask for comments from the audience, then declare the budget hearing adjourned.

For FY 21, I am projecting the District will have a balanced budget. A portion of the operating surplus will be transferred to the Debt Service Fund at the end of the Fiscal year to help pay the principal and interest on outstanding debt. There were a few changes made to the Tentative Budget which are now reflected in the Final Budget. The changes from the Tentative Budget to the Final Budget operating fund surplus resulted in a net decrease of \$5,640. The changes are identified in the attached spreadsheet.

Recommendation:

The School Code of Illinois also requires that the Board of Education approve a budget by September 30th of each year. All legal requirements have been met:

- The tentative budget was on display for 30 days.
- A budget hearing was held on September 15th as required.

For the Board of Education to approve the FY 2021 budget with a motion and a second followed by a roll call vote.

Attachments

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division

☒ School District
☐ Joint Agreement

Accounting Basis:

☒ Cash
☐ Accrual

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2020 - June 30, 2021

Balanced budget, no deficit reduction
plan is required.

Date of Amended Budget:

(MM/DD/YY)

District Name:

Sunset Ridge School District 29

District RCDT No:

05016029002

If your FY20 AFR states that you need to do a deficit reduction plan and your FY21 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Sunset Ridge School District 29, County of Cook,
 State of Illinois, for the Fiscal Year beginning July 1, 2020 and ending June 30, 2021.

WHEREAS the Board of Education of Sunset Ridge School District 29,
 County of COOK,

of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

15th day of September, 20 20,

notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
 beginning July 1, 2020 and ending June 30, 2021.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
 and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this

15th

September, 2020

by a roll call vote of

Yeas, and

Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.

** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required
 by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30,
 whichever comes first. Budgets are submitted to **School Finance Report (SFR)**:

<https://sec1.isbe.net/attachmgr/default.aspx>

The electronic version does not require member signatures, we do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.	Act #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1												
2	Description: Enter Whole Numbers Only											
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2020 ¹ (without Student Activity Funds)		9,018,451	1,473,065	216,985	265,297	282,387	0	60,869	71,422	77,679	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	12,477,799	1,307,665	428,831	115,289	340,043	0	4,845	80,408	969	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	370,130	0	0	124,485	0	0	0	0	0	
8	FEDERAL SOURCES	4000	400,553	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		13,248,482	1,307,665	428,831	239,774	340,043	0	4,845	80,408	969	
10	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
11	Total Receipts/Revenues		13,248,482	1,307,665	428,831	239,774	340,043	0	4,845	80,408	969	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	7,781,641				215,653			0		
14	SUPPORT SERVICES	2000	3,025,121	981,190		208,950	139,281	0		78,994	0	
15	COMMUNITY SERVICES	3000	17,940	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	915,369	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	1,801,577	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0			0	0	
19	Total Direct Disbursements/Expenditures ⁹		11,740,071	981,190	1,801,577	208,950	354,934	0		78,994	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		11,740,071	981,190	1,801,577	208,950	354,934	0		78,994	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		1,508,411	326,475	(1,372,746)	30,824	(14,891)	0	4,845	1,414	969	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110	0	0	0	0	0	0		0	0	
28	Transfer of Working Cash Fund Interest	7120	0	0	0	0	0	0		0	0	
29	Transfer Among Funds	7130	0	0	0	0	0	0		0	0	
30	Transfer of Interest	7140	0	0	0	0	0	0	0	0	0	
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210	0	0	0	0	0	0	0	0	0	
36	Premium on Bonds Sold	7220	0	0	0	0	0	0	0	0	0	
37	Accrued Interest on Bonds Sold	7230	0	0	0	0	0	0	0	0	0	
38	Sale or Compensation for Fixed Assets ⁵	7300	0	0	0	0	0	0	0	0	0	
39	Transfer to Debt Service to Pay Principal on Capital Leases	7400			0							
40	Transfer to Debt Service Fund to Pay Interest on Capital Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			805,000							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			571,751			0				
43	Transfer to Capital Projects Fund	7800										
44	ISBE Loan Proceeds	7900	0	0	0	0	0	0	0	0	0	
45	Other Sources Not Classified Elsewhere	7990	0	0	0	0	0	0	0	0	0	
46	Total Other Sources of Funds ⁸		0	0	1,375,751	0	0	0	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	Description: Enter Whole Numbers Only		Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
1												
2												
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁵	8110										
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130	0	0		0			0			
53	Transfer of Interest ⁶	8140	0	0	0	0	0	0		0		
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a}	8170									0	
57	Taxes Pledged to Pay Principal on Capital Leases	8410	0	0	0			0			0	
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420	0	0	0			0			0	
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430	0	0	0			0			0	
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440	0	0	0			0			0	
61	Taxes Pledged to Pay Interest on Capital Leases	8510	0	0	0			0			0	
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520	0	0	0			0			0	
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530	0	0	0			0			0	
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540	0	0	0			0			0	
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610	0	0	0			0			0	
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620	0	0	0			0			0	
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630	0	0	0			0			0	
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640	805,000	0	0			0			0	
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710	0	0	0			0			0	
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720	0	0	0			0			0	
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730	0	0	0			0			0	
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740	571,751	0	0			0			0	
73	Taxes Transferred to Pay for Capital Projects	8810	0	0	0			0			0	
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820	0	0	0			0			0	
75	Other Revenues Pledged to Pay for Capital Projects	8830	0	0	0			0			0	
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840	0	0	0			0			0	
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910	0	0	0			0			0	
78	Other Uses Not Classified Elsewhere	8990	0	0	0			0			0	
79	Total Other Uses of Funds ⁹		1,376,751	0	0			0		0	0	
80	Total Other Sources/Uses of Fund		(1,376,751)	0	1,376,751			0		0	0	
81	ESTIMATED ENDING FUND BALANCE June 30, 2021 (Without Student Activity Funds)		9,150,111	1,799,540	220,990	296,121	267,496	0	65,714	71,836	78,648	
82	Student Activity ESTIMATED BEGINNING FUND BALANCE July 1, 2020											
83	Fund 11		28,708									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1798	0									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	0									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE June 30, 2021		28,708									
90												
91	TOTAL ESTIMATED BEGINNING FUND BALANCE July 1, 2020 (All Sources Including Student Activity Funds)		9,047,159	1,473,065	216,985	265,297	267,387	0	60,869	71,422	77,679	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	12,477,799	1,307,665	428,831	115,289	340,043	0	4,845	80,408	969	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0	0	0	0	0	0	
95	STATE SOURCES	3000	370,130	0	0	124,485	0	0	0	0	0	
96	FEDERAL SOURCES	4000	400,553	0	0	0	0	0	0	0	0	

1	A	B	C	D	E	F	G	H	I	J	K	L
	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
2	Description: Enter Whole Numbers Only											
97	Total Direct Receipts/Revenues ⁸		13,248,482	1,307,665	428,831	239,774	340,043	0	4,845	80,408	969	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		13,248,482	1,307,665	428,831	239,774	340,043	0	4,845	80,408	969	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	7,781,641				215,653			0		
102	SUPPORT SERVICES	2000	3,025,121	981,190		208,950	139,281	0		78,994	0	
103	COMMUNITY SERVICES	3000	17,940	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	915,369	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	1,801,577	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0			0	0	
107	Total Direct Disbursements/Expenditures ⁹		11,740,071	981,190	1,801,577	208,950	354,934	0		78,994	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0			0	0	
109	Total Disbursements/Expenditures		11,740,071	981,190	1,801,577	208,950	354,934	0		78,994	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		1,508,411	326,475	(1,372,746)	30,824	(14,891)	0	4,845	1,414	969	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	0	1,376,751	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		1,376,751	0	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		(1,376,751)	0	1,376,751	0	0	0	0	0	0	
118	ESTIMATED ENDING FUND BALANCE June 30, 2021 (All Sources With student Activity Funds)		9,178,819	1,799,540	220,990	296,121	267,496	0	65,714	72,836	78,648	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121												
122												
123	Object Name	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
124	Salaries	100	7,842,014	243,680		0		0		0	0	8,085,694
125	Employee Benefits	200	1,419,818	52,110		0		0		0	0	1,826,862
126	Purchased Services	300	791,325	541,450	1,300	208,950	354,934	0		78,994	0	1,622,019
127	Supplies & Materials	400	507,120	46,550		0		0		0	0	553,670
128	Capital Outlay	500	6,000	65,000		0		0		0	0	71,000
129	Other Objects	600	872,150	0	1,800,277	0	0	0		0	0	2,672,427
130	Non-Capitalized Equipment	700	285,000	32,400		0		0		0	0	317,400
131	Termination Benefits	800	16,644	0		0		0		0	0	16,644
132	Total Expenditures		11,740,071	981,190	1,801,577	208,950	354,934	0		78,994	0	15,165,716

SUMMARY OF CASH TRANSACTIONS

1	A	B	C (10)	D (20)	E (30)	F (40)	G (50) Municipal Retirement/ Social Security	H (60) Capital Projects	I (70) Working Cash	J (80) Tort	K (90) Fire Prevention & Safety
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation					
3	BEGINNING CASH BALANCE ON HAND July 1, 2020 ⁷ (Without Student Activity Funds)		9,113,524	1,497,320	216,985	239,545	282,387	0	60,869	71,422	77,679
4	Total Direct Receipts & Other Sources ⁸		13,248,482	1,307,665	1,805,582	239,774	340,043	0	4,845	80,408	969
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411	0	0	0	0	0	0	0	0	0
7	Interfund Loans Receivable (Repayment of Loans)	141	0	0	0	0	0	0	0	0	0
8	Notes and Warrants Payable	433	0	0	0	0	0	0	0	0	0
9	Other Current Assets	199	0	0	0	0	0	0	0	0	0
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		13,248,482	1,307,665	1,805,582	239,774	340,043	0	4,845	80,408	969
12	Total Amount Available		22,362,006	2,804,985	2,022,567	479,319	622,430	0	65,714	151,830	78,648
13	Total Direct Disbursements & Other Uses ⁹		13,116,822	981,190	1,801,577	208,950	354,934	0	0	78,994	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141	0	0	0	0	0	0	0	0	0
16	Interfund Loans Payable (Repayment of Loans)	411	0	0	0	0	0	0	0	0	0
17	Notes and Warrants Payable	433	0	0	0	0	0	0	0	0	0
18	Other Current Liabilities	499	0	0	0	0	0	0	0	0	0
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		13,116,822	981,190	1,801,577	208,950	354,934	0	0	78,994	0
21	ENDING CASH BALANCE ON HAND June 30, 2021 ⁷ (Without Student Activity Funds)		9,245,184	1,823,795	220,990	270,369	267,496	0	65,714	72,836	78,648
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND July 1, 2020 ⁷		28,708								
24	Total Direct Receipts & Other Sources ⁸		0								
25	Total Amount Available		28,708								
26	Total Direct Disbursements & Other Uses ⁹		0								
27	Activity Funds ENDING CASH BALANCE ON HAND June 30, 2021 ⁷		28,708								
28											
29	Total BEGINNING CASH BALANCE ON HAND July 1, 2020 ⁷ (With Student Activity Funds)		9,142,232	1,497,320	216,985	239,545	282,387	0	60,869	71,422	77,679
30	Total Direct Receipts & Other Sources ⁸		13,248,482	1,307,665	1,805,582	239,774	340,043	0	4,845	80,408	969
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		13,248,482	1,307,665	1,805,582	239,774	340,043	0	4,845	80,408	969
33	Total Amount Available		22,390,714	2,804,985	2,022,567	479,319	622,430	0	65,714	151,830	78,648
34	Total Direct Disbursements & Other Uses ⁹		13,116,822	981,190	1,801,577	208,950	354,934	0	0	78,994	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		13,116,822	981,190	1,801,577	208,950	354,934	0	0	78,994	0
37	Total ENDING CASH BALANCE ON HAND June 30, 2021 ⁷ (With Student Activity Funds)		9,273,892	1,823,795	220,990	270,369	267,496	0	65,714	72,836	78,648

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ¹¹ (1110-1120)	-	11,866,699	1,202,555	428,751	115,267	169,994	0	4,843	80,396	968
6	Leasing Purposes Levy ¹²	1130	0	0							
7	Special Education Purposes Levy	1140	0	0		0	0	0			
8	FICA and Medicare Only Levies	1150					169,994				
9	Area Vocational Construction Purposes Levy	1160		0	0			0			
10	Summer School Purposes Levy	1170	0								
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0
12	Total Ad Valorem Taxes Levied by District		11,866,699	1,202,555	428,751	115,267	339,988	0	4,843	80,396	968
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	0	0	0	0	0	0	0	0	0
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0
16	Corporate Personal Property Replacement Taxes ¹³	1230	0	103,890	0	0	0	0	0	0	0
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0
18	Total Payments in Lieu of Taxes		0	103,890	0	0	0	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311	0								
21	Regular Tuition from Other Districts (In State)	1312	0								
22	Regular Tuition from Other Sources (In State)	1313	0								
23	Regular Tuition from Other Sources (Out of State)	1314	0								
24	Summer School Tuition from Pupils or Parents (In State)	1321	0								
25	Summer School Tuition from Other Districts (In State)	1322	0								
26	Summer School Tuition from Other Sources (In State)	1323	0								
27	Summer School Tuition from Other Sources (Out of State)	1324	0								
28	CTE Tuition from Pupils or Parents (In State)	1331	0								
29	CTE Tuition from Other Districts (In State)	1332	0								
30	CTE Tuition from Other Sources (In State)	1333	0								
31	CTE Tuition from Other Sources (Out of State)	1334	0								
32	Special Education Tuition from Pupils or Parents (In State)	1341	0								
33	Special Education Tuition from Other Districts (In State)	1342	0								
34	Special Education Tuition from Other Sources (In State)	1343	0								
35	Special Education Tuition from Other Sources (Out of State)	1344	0								
36	Adult Tuition from Pupils or Parents (In State)	1351	0								
37	Adult Tuition from Other Districts (In State)	1352	0								
38	Adult Tuition from Other Sources (In State)	1353	0								
39	Adult Tuition from Other Sources (Out of State)	1354	0								
40	Total Tuition		0								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0					
43	Regular Transportation Fees from Other Districts (In State)	1412				0					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0					
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0					
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0					
48	Summer School Transportation Fees from Other Districts (In State)	1422				0					
49	Summer School Transportation Fees from Other Sources (In State)	1423				0					
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0					
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				0					
52	CTE Transportation Fees from Other Districts (In State)	1432				0					
53	CTE Transportation Fees from Other Sources (In State)	1433				0					
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0					
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0					
56	Special Education Transportation Fees from Other Districts (In State)	1442				0					

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
57	Special Education Transportation Fees from Other Sources (In State)	1443					0				
58	Special Education Transportation Fees from Other Sources (Out of State)	1444					0				
59	Adult Transportation Fees from Pupils or Parents (In State)	1451					0				
60	Adult Transportation Fees from Other Districts (In State)	1452					0				
61	Adult Transportation Fees from Other Sources (In State)	1453					0				
62	Adult Transportation Fees from Other Sources (Out of State)	1454					0				
63	Total Transportation Fees						0				
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	135,000	220	80	22	55	0	2	12	1
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	0	0	0	0
67	Total Earnings on Investments		135,000	220	80	22	55	0	2	12	1
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	210,000								
70	Sales to Pupils - Breakfast	1612	0								
71	Sales to Pupils - A la Carte	1613	0								
72	Sales to Pupils - Other (Describe & Itemize)	1614	0								
73	Sales to Adults	1620	0								
74	Other Food Service (Describe & Itemize)	1690	0								
75	Total Food Service		210,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	0	0							
78	Admissions - Other	1719	3,000	0							
79	Fees	1720	11,500	0							
80	Book Store Sales	1730	0	0							
81	Other District/School Activity Revenue (Describe & Itemize)	1790	0	0							
82	Student Activity Fund Revenues	1799	0	0							
83	Total District/School Activity Income (without Student Activity Funds 1799)		14,500	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		14,500								
85	TEXTBOOK INCOME	1800									
86	Rentals - Regular Textbooks	1811	0								
87	Rentals - Summer School Textbooks	1812	0								
88	Rentals - Adult/Continuing Education Textbooks	1813	0								
89	Rentals - Other (Describe)	1819	0								
90	Sales - Regular Textbooks	1821	0								
91	Sales - Summer School Textbooks	1822	0								
92	Sales - Adult/Continuing Education Textbooks	1823	0								
93	Sales - Other (Describe & Itemize)	1829	0								
94	Other (Describe & Itemize)	1890	0								
95	Total Textbooks		0								
96	OTHER REVENUE FROM LOCAL SOURCES	1900									
97	Rentals	1910	0	1,000							
98	Contributions and Donations from Private Sources	1920	200,000	0	0	0	0	0	0	0	0
99	Impact Fees from Municipal or County Governments	1930	0	0	0	0	0	0	0	0	0
100	Services Provided Other Districts	1940	0	0							
101	Refund of Prior Years' Expenditures	1950	0	0	0	0	0	0	0	0	0
102	Payments of Surplus Moneys from TIF Districts	1960	0	0	0	0	0	0	0	0	0
103	Drivers' Education Fees	1970	0								
104	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
105	School Facility Occupation Tax Proceeds	1983			0			0			
106	Payment from Other Districts	1991	0	0	0	0	0	0			
107	Sale of Vocational Projects	1992	0								
108	Other Local Fees (Describe & Itemize)	1993	0	0	0	0	0	0		0	0
109	Other Local Revenues (Describe & Itemize)	1999	51,600	0	0	0	0	0	0	0	0
110	Total Other Revenue from Local Sources		251,600	1,000	0	0	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	12,477,799	1,307,665	428,831	115,289	340,043	0	4,845	80,408	969
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		12,477,799								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
114	Flow-Through Revenue from State Sources	2100	0	0	0	0	0				
115	Flow-Through Revenue from Federal Sources	2200	0	0	0	0	0				
116	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0	0	0	0				
117	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0	0	0	0				
118	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
119	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	369,370	0	0	0	0	0		0	0
121	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0		0	0
122	Fast Growth District Grants	3030	0	0	0	0	0	0		0	0
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099	0	0	0	0	0	0		0	0
124	Total Unrestricted Grants-In-Aid		369,370	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private Facility Tuition	3100	0	0	0	0	0				
128	Special Education - Funding for Children Requiring Sp Ed Services	3105	0	0	0	0	0				
129	Special Education - Personnel	3110	0	0	0	0	0				
130	Special Education - Orphanage - Individual	3120	0	0	0	0	0				
131	Special Education - Orphanage - Summer Individual	3130	0	0	0	0	0				
132	Special Education - Summer School	3145	0	0	0	0	0				
133	Special Education - Other (Describe & Itemize)	3199	0	0	0	0	0				
134	Total Special Education		0	0	0	0	0				
135	CAREER AND TECHNICAL EDUCATION (CTE)										
136	CTE - Technical Education - Tech Prep	3200	0	0	0	0	0				
137	CTE - Secondary Program Improvement (CTEI)	3220	0	0	0	0	0				
138	CTE - WIECEP	3225	0	0	0	0	0				
139	CTE - Agriculture Education	3235	0	0	0	0	0				
140	CTE - Instructor Practicum	3240	0	0	0	0	0				
141	CTE - Student Organizations	3270	0	0	0	0	0				
142	CTE - Other (Describe & Itemize)	3299	0	0	0	0	0				
143	Total Career and Technical Education		0	0	0	0	0				
144	BILINGUAL EDUCATION										
145	Bilingual Education - Downstate - TPI and TBE	3305	0	0	0	0	0				
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310	0	0	0	0	0				
147	Total Bilingual Education		0	0	0	0	0				
148	State Free Lunch & Breakfast	3360	10	0	0	0	0				
149	School Breakfast Initiative	3365	0	0	0	0	0				
150	Driver Education	3370	0	0	0	0	0				
151	Adult Education (from ICCB)	3410	0	0	0	0	0			0	0
152	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0			0	0
153	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500	0	0	0	0	0				
155	Transportation - Special Education	3510	0	0	0	124,485	0				
156	Transportation - Other (Describe & Itemize)	3599	0	0	0	0	0				
157	Total Transportation		0	0	0	124,485	0				
158	Learning Improvement - Change Grants	3610	0	0	0	0	0				
159	Scientific Literacy	3660	0	0	0	0	0				

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2											
160	Tuant Alternative/Optional Education	3695	0			0	0				
161	Early Childhood - Block Grant	3705	0	0		0	0				
162	Chicago General Education Block Grant	3766	0	0		0	0				
163	Chicago Educational Services Block Grant	3767	0	0		0	0				
164	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0			0
165	Technology - Technology for Success	3780	0	0	0	0	0	0			0
166	State Charter Schools	3815	0								
167	Extended Learning Opportunities - Summer Bridges	3825	0								
168	Infrastructure Improvements - Planning/Construction	3920		0				0			
169	School Infrastructure - Maintenance Projects	3925		0				0			0
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999		750	0	0	0	0	0	0	0
171	Total Restricted Grants-In-Aid			760	0	124,485	0	0	0	0	0
172	Total Receipts/Revenues from State Sources	3000	370,130	0	0	124,485	0	0	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0
176	Other Unrestricted Grants-In-Aid Received Directly from the Federal Govt. (Describe & Itemize)	4009		0	0	0	0	0	0	0	0
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT										
179	Head Start	4045	0								
180	Construction (Impact Aid)	4050	0	0				0			
181	MAGNET	4060	0	0		0	0	0			
182	Other Restricted Grants-In-Aid Received Directly from Federal Govt.	4090	0	0		0	0	0			0
183	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0	0	0	0	0	0	0	0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL										
185	GOVT. THRU THE STATE (4100-4999)										
186	Title V - Flexibility and Accountability	4100	0	0		0	0				
187	Title V - SEA Projects	4105	0	0		0	0				
188	Title V - Rural Education Initiative (REI)	4107	0	0		0	0				
189	Title V - Other (Describe & Itemize)	4199	0	0		0	0				
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200	0								
193	National School Lunch Program	4210	0								
194	Special Milk Program	4215	3,000								
195	School Breakfast Program	4220	0								
196	Summer Food Service Admin/Program	4225	0								
197	Child and Adult Care Food Program	4226	0								
198	Fresh Fruit and Vegetables	4240	0								
199	Food Service - Other (Describe & Itemize)	4299	0								
200	Total Food Service		3,000								
201	TITLE I										
202	Title I - Low Income	4300		56,740	0						
203	Title I - Low Income - Neglected, Private	4305	0	0		0	0				
204	Title I - Migrant Education	4340	0	0		0	0				
205	Title I - Other (Describe & Itemize)	4399	0	0		0	0				
206	Total Title I		56,740	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400	0	0		0	0				
209	Title IV - 21st Century	4421	0	0		0	0				

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2											
210	Title IV - Other (Describe & Itemize)	4499	0	0		0	0				
211	Total Title IV		0	0		0	0				
212	FEDERAL - SPECIAL EDUCATION										
213	Federal Special Education - Preschool Flow-Through	4600	1,161	0		0	0				
214	Federal Special Education - Preschool Discretionary	4605	0	0		0	0				
215	Federal Special Education - IDEA Flow Through	4620	151,126	0		0	0				
216	Federal Special Education - IDEA Room & Board	4625	110,000	0		0	0				
217	Federal Special Education - IDEA Discretionary	4630	0	0		0	0				
218	Federal Special Education - IDEA (Describe & Itemize)	4699	0	0		0	0				
219	Total Federal Special Education		262,287	0		0	0				
220	CTE - PERKINS										
221	CTE - Perkins-Title III Tech Prep	4770	0	0		0	0				
222	CTE - Other (Describe & Itemize)	4799	0	0		0	0				
223	Total CTE - Perkins		0	0		0	0				
224	Federal - Adult Education	4810	0	0		0	0				
225	ARRA - General State Aid - Education Stabilization	4850	0	0		0	0				
226	ARRA - Title I - Low Income	4851	0	0		0	0				
227	ARRA - Title I - Neglected, Private	4852	0	0		0	0				
228	ARRA - Title I - Delinquent, Private	4853	0	0		0	0				
229	ARRA - Title I - School Improvement (Part A)	4854	0	0		0	0				
230	ARRA - Title I - School Improvement (Section 1003g)	4855	0	0		0	0				
231	ARRA - IDEA - Part B - Preschool	4856	0	0		0	0				
232	ARRA - IDEA - Part B - Flow-Through	4857	0	0		0	0				
233	ARRA - Title II - Technology - Formula	4860	0	0		0	0				
234	ARRA - Title II - Technology - Competitive	4861	0	0		0	0				
235	ARRA - McKinney - Vento Homeless Education	4862	0	0		0	0				
236	ARRA - Child Nutrition Equipment Assistance	4863	0	0		0	0				
237	Impact Aid Formula Grants	4864	0	0		0	0				
238	Impact Aid Competitive Grants	4865	0	0		0	0				
239	Qualified Zone Academy Bond Tax Credits	4866	0	0		0	0				
240	Qualified School Construction Bond Credits	4867	0	0		0	0				
241	Build America Bond Tax Credits	4868	0	0		0	0				
242	Build America Bond Interest Reimbursement	4869	0	0		0	0				
243	ARRA - General State Aid - Other Government Services Stabilization	4870	0	0		0	0				
244	Other ARRA Funds - II	4871	0	0		0	0				
245	Other ARRA Funds - III	4872	0	0		0	0				
246	Other ARRA Funds - IV	4873	0	0		0	0				
247	Other ARRA Funds - V	4874	0	0		0	0				
248	ARRA - Early Childhood	4875	0	0		0	0				
249	Other ARRA Funds - VII	4876	0	0		0	0				
250	Other ARRA Funds - VIII	4877	0	0		0	0				
251	Other ARRA Funds - IX	4878	0	0		0	0				
252	Other ARRA Funds - X	4879	0	0		0	0				
253	Other ARRA Funds - Ed Job Fund Program	4880	0	0		0	0				
254	Total Stimulus Programs		0	0		0	0				
255	Race to the Top Program	4901	0	0		0	0				
256	Race to the Top - Preschool Expansion Grant	4902	0	0		0	0				
257	Title III - Instruction for English Learners & Immigrant Students	4905	0	0		0	0				
258	Title III - English Language Acquisition	4909	0	0		0	0				
259	McKinney Education for Homeless Children	4920	0	0		0	0				
260	Title II - Eisenhower - Professional Development Formula	4930	0	0		0	0				
261	Title II - Teacher Quality	4932	22,893	0		0	0				
262	Federal Charter Schools	4960	0	0		0	0				
263	State Assessment Grants	4981	0	0		0	0				
264	Grant for State Assessments and Related Activities	4982	0	0		0	0				

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1											
2											
265	Medicaid Matching Funds - Administrative Outreach	4991	0	0		0	0				
266	Medicaid Matching Funds - Fee-For-Service Program	4992	0	0		0	0				
267	Other Restricted Grants Received from Federal Government through State (Describe & Itemize)	4999	55,633	0		0	0	0			0
268	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		400,553	0	0	0	0	0		0	0
269	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	400,553	0	0	0	0	0	0	0	0
270	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		13,248,482	1,307,665	428,831	239,774	340,043	0	4,845	80,408	969
271	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		13,248,482								

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	4,652,682	746,473	119,100	255,670	0	0	63,000	0	5,836,925
6	Tuition Payment to Charter Schools	1115			0						0
7	Pre-K Programs	1125	0	0		0	0	0	0	0	0
8	Special Education Programs (Functions 1200 - 1220)	1200	1,262,708	314,895	10,000	12,500	0	0	0	0	1,600,103
9	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
10	Remedial and Supplemental Programs K-12	1250	0	0	0	0	0	0	0	0	0
11	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
12	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
13	CTE Programs	1400	0	0	0	0	0	0	0	0	0
14	Interscholastic Programs	1500	0	0	0	0	0	0	0	0	0
15	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
16	Gifted Programs	1650	174,071	36,572	0	1,500	0	0	0	0	212,143
17	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
18	Bilingual Programs	1800	102,620	29,350	0	500	0	0	0	0	132,470
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs - Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999									0
34	Total Instruction ¹⁴ (Without Student Activity Funds 1999)	1000	6,192,081	1,127,290	129,100	270,170	0	0	63,000	0	7,781,641
35	Total Instruction ¹⁴ (With Student Activity Funds 1999)	1000	6,192,081	1,127,290	129,100	270,170	0	0	63,000	0	7,781,641
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
39	Guidance Services	2120	77,000	12,653	0	0	0	0	0	0	89,653
40	Health Services	2130	117,792	25,720	1,500	5,300	0	0	0	0	150,312
41	Psychological Services	2140	108,107	24,477	0	0	0	0	0	0	132,584
42	Speech Pathology & Audiology Services	2150	173,830	30,342	0	500	0	0	0	0	204,672
43	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	30,000	0	0	0	0	0	30,000
44	Total Support Services - Pupil	2100	476,729	93,192	31,500	5,800	0	0	0	0	607,221
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	0	0	66,027	500	6,000	0	0	0	72,527
47	Educational Media Services	2220	0	0	0	0	0	0	0	0	0
48	Assessment & Testing	2230	0	0	0	12,250	0	0	0	0	12,250
49	Total Support Services - Instructional Staff	2200	0	0	66,027	12,750	6,000	0	0	0	84,777
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	0	0	124,463	0	0	80,000	0	0	204,463
52	Executive Administration Services	2320	286,756	54,266	10,000	5,250	0	15,000	0	0	371,272
53	Special Area Administration Services	2330	134,993	7,203	0	0	0	0	0	0	142,196
54	Tort Immunity Services	2360 -	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	421,749	61,469	134,463	5,250	0	95,000	0	0	717,931
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	392,061	84,347	3,000	1,400	0	650	0	16,644	498,102
58	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0	0	0	0

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	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
59	Total Support Services - School Administration	2400	392,061	84,347	3,000	1,400	0	650	0	16,644	498,102
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	180,990	38,413	0	0	0	0	0	0	219,403
62	Fiscal Services	2520	169,280	14,157	44,500	50,000	0	0	0	0	277,937
63	Operation & Maintenance of Plant Services	2530	0	0	3,000	0	0	0	0	0	3,000
64	Pupil Transportation Services	2540	0	0	0	0	0	0	0	0	0
65	Food Services	2560	0	0	225,000	0	0	500	8,000	0	233,500
66	Internal Services	2570	0	0	0	0	0	0	0	0	0
67	Total Support Services - Business	2500	350,270	52,570	272,500	50,000	0	500	8,000	0	733,840
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
70	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
71	Information Services	2630	0	0	7,500	0	0	0	0	0	7,500
72	Staff Services	2640	0	0	0	0	0	0	0	0	0
73	Data Processing Services	2660	0	0	0	161,750	0	0	214,000	0	375,750
74	Total Support Services - Central	2600	0	0	7,500	161,750	0	0	214,000	0	383,250
75	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
76	Total Support Services	2000	1,640,809	291,578	514,990	236,950	6,000	96,150	222,000	16,644	3,025,121
77	COMMUNITY SERVICES (ED)	3000	9,124	950	7,866	0	0	0	0	0	17,940
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110			0			6,000			6,000
81	Payments for Special Education Programs	4120			138,052			770,000			908,052
82	Payments for Adult/Continuing Education Programs	4130			0			0			0
83	Payments for CTE Programs	4140			0			0			0
84	Payments for Community College Programs	4170			0			0			0
85	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0			0			0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			138,052			776,000			914,052
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						0			0
89	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
90	Payments for CTE Programs - Tuition	4240						0			0
91	Payments for Community College Programs - Tuition	4270						0			0
92	Payments for Other Programs - Tuition	4280						0			0
93	Other Payments to In-State Govt Units (Describe & Itemize)	4290						0			0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310						0			0
96	Payments for Special Education Programs - Transfers	4320						0			0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370						0			0
100	Payments for Other Programs - Transfers	4380						0			0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390			1,317			0			1,317
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			1,317			0			1,317
103	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
104	Total Payments to Other Dist & Govt Units	4000			139,369			776,000			915,369
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100						0			0
107	Tax Anticipation Warrants	5110						0			0
108	Tax Anticipation Notes	5120						0			0
109	Corporate Personal Property Rep'l Tax Anticipated Notes	5130						0			0
110	State Aid Anticipation Certificates	5140						0			0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200						0			0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000						0			0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		7,842,014	1,419,818	791,325	507,120	6,000	872,150	285,000	16,644	11,740,071
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		7,842,014	1,419,818	791,325	507,120	6,000	872,150	285,000	16,644	11,740,071
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (Without Student Activity Funds 1999)										
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (With Student Activity Funds 1999)										1,508,411
120	OPERATIONS AND MAINTENANCE FUND (O&M)										1,508,411
121	SUPPORT SERVICES (O&M)	2000									
122	Support Services - Pupil	2100									
123	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
124	Support Services - Business	2500									
125	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
126	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
127	Operation & Maintenance of Plant Services	2540	243,680	52,110	541,450	46,550	65,000	0	32,400	0	981,190
128	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
129	Food Services	2560									
130	Total Support Services - Business	2500	243,680	52,110	541,450	46,550	65,000	0	32,400	0	981,190
131	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
132	Total Support Services	2000	243,680	52,110	541,450	46,550	65,000	0	32,400	0	981,190
133	COMMUNITY SERVICES (O&M)	3000	0	0	0	0	0	0	0	0	0
134	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
135	Payments to Other Dist & Govt Units (In-State)	4100									
136	Payments for Regular Programs	4110			0			0			0
137	Payments for Special Education Programs	4120			0			0			0
138	Payments for CTE Program	4140			0			0			0
139	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0			0			0
140	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
141	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400						0			0
142	Total Payments to Other Dist & Govt Unit	4000			0			0			0
143	DEBT SERVICE (O&M)	5000									
144	Debt Service - Interest on Short-Term Debt	5100									
145	Tax Anticipation Warrants	5110						0			0
146	Tax Anticipation Notes	5120						0			0
147	Corporate Personal Prop Tax Anticipated Notes	5130						0			0
148	State Aid Anticipation Certificates	5140						0			0
149	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
150	Total Debt Service - Interest on Short-Term Debt	5100						0			0
151	Debt Service - Interest on Long-Term Debt	5200						0			0
152	Total Debt Service	5000						0			0
153	PROVISION FOR CONTINGENCIES (O&M)	6000						0			0
154	Total Direct Disbursements/Expenditures		243,680	52,110	541,450	46,550	65,000	0	32,400	0	981,190
155	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										326,475
156	157										
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100						0			0
161	Payments for Regular Programs	4110						0			0
162	Payments for Special Education Programs	4120						0			0
163	Other Payments to In-State Govt Units (Describe & Itemize)	4190						0			0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110						0			0
168	Tax Anticipation Notes	5120						0			0
169	Corporate Personal Prop Tax Anticipation Notes	5130						0			0

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
170	State Aid Anticipation Certificates	5140						0			0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						765,277			765,277
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵	5300						1,035,000			1,035,000
175	(Lease/Purchase Principal Retired)	5400			1,300			0			1,300
176	Debt Service Other (Describe & Itemize)	5000			1,300			1,800,277			1,801,577
177	Total Debt Service	6000			1,300			1,800,277			1,801,577
178	PROVISION FOR CONTINGENCIES (DS)										0
179	Total Direct Disbursements/Expenditures							1,800,277			1,801,577
180	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,372,746)
181	40 - TRANSPORTATION FUND (TR)	2000									
182	SUPPORT SERVICES (TR)	2100									
183	Support Services - Pupils	2190									
184	Other Support Services - Pupils (Describe & Itemize)			0	0	0	0	0	0	0	0
185	Support Services - Business										
186	Pupil Transportation Services	2550		0	0	0	0	0	0	0	0
187	Other Support Services (Describe & Itemize)	2900		0	0	0	0	0	0	0	0
188	Total Support Services	2000		0	0	0	0	0	0	0	0
189	COMMUNITY SERVICES (TR)	3000		0	0	0	0	0	0	0	0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110			0			0			0
193	Payments for Special Education Programs	4120			0			0			0
194	Payments for Adult/Continuing Education Programs	4130			0			0			0
195	Payments for CTE Programs	4140			0			0			0
196	Payments for Community College Programs	4170			0			0			0
197	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0			0			0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State)	4400									
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110						0			0
204	Tax Anticipation Notes	5120						0			0
205	Corporate Personal Prop Rep Tax Anticipation Notes	5130						0			0
206	State Aid Anticipation Certificates	5140						0			0
207	Other Interest on Short-Term Debt (Describe and Itemize)	5150						0			0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200						0			0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						0			0
211	Debt Service - Other (Describe and Itemize)	5400						0			0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									
214	Total Direct Disbursements/Expenditures			0	208,950	0	0	0	0	0	208,950
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										30,824
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)	1000									
218	INSTRUCTION (MR/SS)										
219	Regular Program	1100		113,097							113,097
220	Pre-K Programs	1125		0							0
221	Special Education Programs (Functions 1200-1220)	1200		88,892							88,892

	A	B	C (100)	D (200)	E (300)	F (400)	G (500)	H (600)	I (700)	J (800)	K (900)
1	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
2											
222	Special Education Programs Pre-K	1225		0							0
223	Remedial and Supplemental Programs K-12	1250		0							0
224	Remedial and Supplemental Programs Pre-K	1275		0							0
225	Adult/Continuing Education Programs	1300		0							0
226	CTE Programs	1400		0							0
227	Interscholastic Programs	1500		0							0
228	Summer School Programs	1600		0							0
229	Gifted Programs	1650		6,928							6,928
230	Driver's Education Programs	1700		0							0
231	Bilingual Programs	1800		6,736							6,736
232	Truant Alternative & Optional Programs	1900		0							0
233	Total Instruction	1000		215,653							215,653
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		0							0
237	Guidance Services	2120		1,117							1,117
238	Health Services	2130		20,761							20,761
239	Psychological Services	2140		2,374							2,374
240	Speech Pathology & Audiology Services	2150		2,522							2,522
241	Other Support Services - Pupils (Describe & Itemize)	2190		0							0
242	Total Support Services - Pupil	2100		26,774							26,774
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		0							0
245	Educational Media Services	2220		0							0
246	Assessment & Testing	2230		0							0
247	Total Support Services - Instructional Staff	2200		0							0
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		0							0
250	Executive Administration Services	2320		11,747							11,747
251	Special Area Administrative Services	2330		1,979							1,979
252	Claims Paid from Self Insurance Fund	2361		0							0
253	Workers' Compensation or Workers' Occupation Disease Acts Payments	2362		0							0
254	Unemployment Insurance Payments	2363		0							0
255	Insurance Payments (regular or self-insurance)	2364		0							0
256	Risk Management and Claims Services Payments	2365		0							0
257	Judgment and Settlements	2366		0							0
258	Educatl. Inspectl, Supervisory Serv. Related to Loss Prevention or Reduction	2367		0							0
259	Reciprocal Insurance Payments	2368		0							0
260	Legal Service	2369		0							0
261	Total Support Services - General Administration	2300		13,726							13,726
262	Support Services - School Administration	2400									
263	Office of the Principal Services	2410		23,317							23,317
264	Other Support Services - School Administration (Describe & Itemize)	2490		0							0
265	Total Support Services - School Administration	2400		23,317							23,317
266	Support Services - Business	2500									
267	Direction of Business Support Services	2510		2,908							2,908
268	Fiscal Services	2520		29,634							29,634
269	Facilities Acquisition & Construction Services	2530		0							0
270	Operation & Maintenance of Plant Service	2540		42,922							42,922
271	Pupil Transportation Services	2550		0							0
272	Food Services	2560		0							0
273	Internal Services	2570		0							0
274	Total Support Services - Business	2500		75,464							75,464
275	Support Services - Central	2600									
276	Direction of Central Support Services	2610		0							0
277	Planning, Research, Development & Evaluation Services	2620		0							0
278	Information Services	2630		0							0

A		B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only		Func #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
279	Staff Services	2640		0							0
280	Data Processing Services	2660		0							0
281	Total Support Services - Central	2600		0							0
282	Other Support Services (Describe & Itemize)	2900		0							0
283	Total Support Services	2000		139 281							139 281
284	COMMUNITY SERVICES (MR/SS)	3000		0							0
285	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
286	Payments for Regular Programs	4110		0							0
287	Payments for Special Education Programs	4120		0							0
288	Payments for CTE Programs	4140		0							0
289	Total Payments to Other Dist & Govt Units	4000		0							0
290	DEBT SERVICE (MR/SS)	5000									
291	Debt Service - Interest on Short-Term Debt	5100									
292	Tax Anticipation Warrants	5110						0			0
293	Tax Anticipation Notes	5120						0			0
294	Corporate Personal Prop Rep Tax Anticipation Notes	5130						0			0
295	State Aid Anticipation Certificates	5140						0			0
296	Other (Describe & Itemize)	5150						0			0
297	Total Debt Service	5000						0			0
298	PROVISION FOR CONTINGENCIES (MR/SS)	6000						0			0
299	Total Direct Disbursements/Expenditures			354,934				0			354,934
300	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(14,891)
301											
302	60 - CAPITAL PROJECTS (CP)										
303	SUPPORT SERVICES (CP)	2000									
304	Support Services - Business										
305	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
306	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
307	Total Support Services	2000	0	0	0	0	0	0	0	0	0
308	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
309	Payments to Other Dist & Govt Units (In-State)	4100									
310	Payments to Regular Programs	4110			0			0			0
311	Payment for Special Education Programs	4120			0			0			0
312	Payment for CTE Programs	4140			0			0			0
313	Payments to Other Govt Units (In-State) (Describe & Itemize)	4190			0			0			0
314	Total Payments to Other Districts & Govt Units	4000			0			0			0
315	PROVISION FOR CONTINGENCIES (CP)	6000						0			0
316	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
317	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										
318											
319	70 WORKING CASH FUND (WC)										
320											
321	80 - TORT FUND (TF)										
322	INSTRUCTION (TF)	1000									
323	Regular Programs	1100	0	0	0	0	0	0	0	0	0
324	Tuition Payment to Charter Schools	1115			0						0
325	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
326	Special Education Programs (Functions 1200 - 1220)	1200	0	0	0	0	0	0	0	0	0
327	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
328	Remedial and Supplemental Programs K-12	1250	0	0	0	0	0	0	0	0	0
329	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
330	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
331	CTE Programs	1400	0	0	0	0	0	0	0	0	0
332	Interscholastic Programs	1500	0	0	0	0	0	0	0	0	0
333	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
334	Gifted Programs	1650	0	0	0	0	0	0	0	0	0

A		B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only		Func #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
335	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
336	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
337	Tuant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
338	Pre-K Programs - Private Tuition	1910	0	0	0	0	0	0	0	0	0
339	Regular K-12 Programs Private Tuition	1911									
340	Special Education Programs K-12 Private Tuition	1912									
341	Special Education Programs Pre-K Tuition	1913									
342	Remedial/Supplemental Programs K-12 Private Tuition	1914									
343	Remedial/Supplemental Programs Pre-K Private Tuition	1915									
344	Adult/Continuing Education Programs Private Tuition	1916									
345	CTE Programs Private Tuition	1917									
346	Interscholastic Programs Private Tuition	1918									
347	Summer School Programs Private Tuition	1919									
348	Gifted Programs Private Tuition	1920									
349	Bilingual Programs Private Tuition	1921									
350	Tuants Alternative/Opt Ed Programs Private Tuition	1922									
351	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
352	SUPPORT SERVICES (TF)	2000									
353	Support Services - Pupil	2100									
354	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
355	Guidance Services	2120	0	0	0	0	0	0	0	0	0
356	Health Services	2130	0	0	0	0	0	0	0	0	0
357	Psychological Services	2140	0	0	0	0	0	0	0	0	0
358	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0
359	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
360	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
361	Support Services - Instructional Staff	2200									
362	Improvement of Instruction Services	2210	0	0	0	0	0	0	0	0	0
363	Educational Media Services	2220	0	0	0	0	0	0	0	0	0
364	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
365	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
366	Support Services - General Administration	2300									
367	Board of Education Services	2310	0	0	0	0	0	0	0	0	0
368	Executive Administration Services	2320	0	0	0	0	0	0	0	0	0
369	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
370	Claims Paid from Self Insurance Fund	2361	0	0	78,994	0	0	0	0	0	78,994
371	Risk Management and Claims Services Payments	2365	0	0	0	0	0	0	0	0	0
372	Total Support Services - General Administration	2300	0	0	78,994	0	0	0	0	0	78,994
373	Support Services - School Administration	2400									
374	Office of the Principal Services	2410	0	0	0	0	0	0	0	0	0
375	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0	0	0	0
376	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
377	Support Services - Business	2500									
378	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
379	Fiscal Services	2520	0	0	0	0	0	0	0	0	0
380	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
381	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
382	Food Services	2560	0	0	0	0	0	0	0	0	0
383	Internal Services	2570	0	0	0	0	0	0	0	0	0
384	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
385	Support Services - Central	2600									
386	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
387	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
388	Information Services	2630	0	0	0	0	0	0	0	0	0
389	Staff Services	2640	0	0	0	0	0	0	0	0	0
390	Data Processing Services	2660	0	0	0	0	0	0	0	0	0

1	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
391	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
392	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
393	Total Support Services	2000	0	0	78,994	0	0	0	0	0	78,994
394	COMMUNITY SERVICES (TF)	3000	0	0	0	0	0	0	0	0	0
395	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
396	Payments to Other Dist & Govt Units (In-State)	4100									
397	Payments for Regular Programs	4110			0			0			0
398	Payments for Special Education Programs	4120			0			0			0
399	Payments for Adult/Continuing Education Programs	4130			0			0			0
400	Payments for CTE Programs	4140			0			0			0
401	Payments for Community College Programs	4170			0			0			0
402	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0			0			0
403	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
404	Payments for Regular Programs - Tuition	4210									
405	Payments for Special Education Programs - Tuition	4220									
406	Payments for Adult/Continuing Education Programs - Tuition	4230									
407	Payments for CTE Programs - Tuition	4240									
408	Payments for Community College Programs - Tuition	4270									
409	Payments for Other Programs - Tuition	4280									
410	Other Payments to In-State Govt Units (Describe & Itemize)	4290									
411	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
412	Payments for Regular Programs - Transfers	4310									
413	Payments for Special Education Programs - Transfers	4320									
414	Payments for Adult/Continuing Ed Programs - Transfers	4330									
415	Payments for CTE Programs - Transfers	4340									
416	Payments for Community College Program - Transfers	4370									
417	Payments for Other Programs - Transfers	4380			0						0
418	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									
419	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0						0
420	Payments to Other Dist & Govt Units (Out of State)	4400			0						0
421	Total Payments to Other Dist & Govt Units	4000			0						0
422	DEBT SERVICE (TF)	5000									
423	Debt Service - Interest on Short-Term Debt										
424	Tax Anticipation Warrants	5110						0			0
425	Corporate Personal Property Replacement Tax Anticipation Notes	5130						0			0
426	Other Interest or Short-Term Debt (Describe & Itemize)	5150						0			0
427	Total Debt Service	5000						0			0
428	PROVISION FOR CONTINGENCIES (TF)	6000									
429	Total Direct Disbursements/Expenditures		0	0	78,994	0	0	0	0	0	78,994
430	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,414
431											
432	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
433	SUPPORT SERVICES (FP&S)	2000									
434	Support Services - Business	2500									
435	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
436	Operation & Maintenance of Plant Service	2540	0	0	0	0	0	0	0	0	0
437	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
438	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
439	Total Support Services	2000	0	0	0	0	0	0	0	0	0
440	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
441	Payments to Regular Programs	4110						0			0
442	Payments to Special Education Programs	4120						0			0
443	Other Payments to In-State Govt Units (Describe & Itemize)	4190						0			0
444	Total Payments to Other Districts & Govt Units (FP&S)	4000						0			0
445	DEBT SERVICE (FP&S)	5000									
446	Debt Service - Interest on Short-Term Debt	5100									
447	Tax Anticipation Warrants	5110						0			0
448	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
449	Total Debt Service - Interest on Short-Term Debt	5100						0			0
450	Debt Service - Interest on Long-Term Debt	5200									

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
451	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)										0
452	Total Debt Service	5000						0			0
453	PROVISIONS FOR CONTINGENCIES (FP&S)	6000						0			0
454	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
455	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										969

This page is provided for detailed itemizations as requested within the body of the Report.

1. Education Fund Revenue Account 1999 - Solar renewable energy credit
2. Education Fund Revenue Account 3999 - State Library Grant
3. Education Fund Revenue Account 4999 - CARES Grant Funds
4. Education Fund Expense Function 2190 is for contracted services with county sheriff for parking lot dismissal for safety of students, staff and parents
5. Education Fund Expense Function 4390 is for early childhood services and professional development - NSSD
6. Debt Service Fund Function 5400 is the fee paid to bond registrar

	A	B	C	D	E	F
1	DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
2	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
3	Direct Revenues	13,248,482	1,307,665	239,774	4,845	14,800,766
4	Direct Expenditures	11,740,071	981,190	208,950		12,930,211
5	Difference	1,508,411	326,475	30,824	4,845	1,870,555
6	Estimated Fund Balance - June 30, 2021	9,150,111	1,799,540	296,121	65,714	11,311,486
7	Balanced budget, no deficit reduction plan is required.					
8	A deficit reduction plan is required if the local board of education adopts (or amends) the 2020-21 school district budget in which the "operating funds" listed above result in direct revenues (line 9) being less than direct expenditures (line 19) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81).					
10	Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.					
12	The School Code, Section 17-1 (105 ILCS 5/17-1) - If the 2019-2020 Annual Financial Report (AFR) reflects a deficit as defined above (page 36), then the school district shall adopt and submit a deficit reduction plan (found here on page 20-24) to ISBE within 30 days after acceptance of the AFR.					
13	The deficit reduction plan, if required, is developed using ISBE guidelines and format.					

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2021 budgeted expenditures over FY2020 actual expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

*An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at:
[Limitation of Administrative Costs](#)*

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET				School District Name: Sunset Ridge School District 29				
(Section 17-1.5 of the School Code)				RCDT Number: 05016029002				
Estimated Actual Expenditures, Fiscal Year 2020				Budgeted Expenditures, Fiscal Year 2021				
Description (Enter Whole Numbers Only)	Funct #	(10) Educational Fund	(20) Operations & Maintenance Fund	Total	(10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1. Executive Administration Services	2320	351,712		351,712	371,272		0	371,272
2. Special Area Administration Services	2330	148,362		148,362	142,196		0	142,196
3. Other Support Services - School Administration	2490	0		0	0		0	0
4. Direction of Business Support Services	2510	218,656	0	218,656	219,403	0	0	219,403
5. Internal Services	2570			0	0		0	0
6. Direction of Central Support Services	2610			0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and include above				0				0
8. Totals		718,730	0	718,730	732,871	0	0	732,871
9. Estimated Percent Increase (Decrease) for FY2021 (Budgeted) over FY2020 (Actual)								2%



SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

2020-21 FINAL BUDGET

UNAUDITED 2019-20 Y-T-D ACTUALS

As of September 15, 2020

Mr. Tom Beerheide
Chief School Business Official

Public Hearing on the Final Budget will be held at 7:00 p.m. on September 15, 2020 at
Sunset Ridge School located at 525 Sunset Ridge Road, Northfield, IL 60093

Sunset Ridge School District 29
Total Revenues and Expenditures Operating Funds by Object

REVENUES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Rev Collected Thru 6/30/20	% Received	2020-21 Final Budget	\$'s to Budget	% to Budget	\$'s to Actual	% to Actual
Local Taxes	\$ 11,741,440	\$ 12,477,802	\$ 11,964,626	\$ 13,323,404	\$ 13,168,054	98.8%	\$ 13,609,748	\$ 286,344	2.1%	\$ 441,694	3.4%
CPPRT	\$ 140,925	\$ 104,027	\$ 97,240	\$ 133,087	\$ 125,843	94.6%	\$ 103,890	\$ (29,197)	-21.9%	\$ (21,953)	-17.4%
Investment Earnings	\$ 96,362	\$ 173,263	\$ 302,231	\$ 255,346	\$ 296,162	116.0%	\$ 135,311	\$ (120,036)	-47.0%	\$ (160,852)	-54.3%
Other Local Revenue	\$ 344,431	\$ 339,663	\$ 850,291	\$ 529,600	\$ 461,613	87.2%	\$ 477,100	\$ (52,500)	-9.9%	\$ 15,487	3.4%
State Revenue	\$ 476,886	\$ 452,968	\$ 408,967	\$ 485,130	\$ 448,550	92.5%	\$ 494,615	\$ 9,485	2.0%	\$ 46,065	10.3%
Federal Revenue	\$ 209,601	\$ 199,500	\$ 206,476	\$ 222,653	\$ 128,671	57.8%	\$ 400,553	\$ 177,900	79.9%	\$ 271,882	211.3%
Totals	\$ 13,009,645	\$ 13,747,223	\$ 13,829,831	\$ 14,949,220	\$ 14,628,894	97.9%	\$ 15,221,217	\$ 271,997	1.8%	\$ 592,322	4.0%
EXPENDITURES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Act. Exp. Thru 6/30/20	% of Budget Expended	2020-21 Final Budget	\$'s to Budget	% to Budget	\$'s to Actual	% to Actual
Salaries	\$ 7,196,119	\$ 7,292,438	\$ 7,366,711	\$ 7,724,256	\$ 7,600,456	98.4%	\$ 8,085,694	\$ 361,438	4.7%	\$ 485,238	6.4%
Benefits	\$ 1,502,349	\$ 1,589,111	\$ 1,679,739	\$ 1,785,332	\$ 1,709,724	95.8%	\$ 1,826,862	\$ 41,531	2.3%	\$ 117,138	6.9%
Purchased Services	\$ 1,396,516	\$ 1,511,695	\$ 1,579,830	\$ 1,566,353	\$ 1,480,761	94.5%	\$ 1,620,719	\$ 54,366	3.5%	\$ 139,958	9.5%
Supplies	\$ 375,496	\$ 440,152	\$ 459,956	\$ 450,035	\$ 432,501	96.1%	\$ 553,670	\$ 103,635	23.0%	\$ 121,169	28.0%
Capital Outlay	\$ 506,564	\$ 432,926	\$ 826,632	\$ 1,909,533	\$ 1,554,925	81.4%	\$ 388,400	\$ (1,521,133)	-79.7%	\$ (1,166,525)	-75.0%
Tuition/Other	\$ 925,601	\$ 1,206,023	\$ 671,112	\$ 864,650	\$ 873,834	101.1%	\$ 888,794	\$ 24,144	2.8%	\$ 14,960	1.7%
Totals	\$ 11,902,645	\$ 12,472,344	\$ 12,583,980	\$ 14,300,159	\$ 13,652,202	95.5%	\$ 13,364,139	\$ (936,020)	-6.5%	\$ (288,063)	-2.1%
Excess of Revenue/Receipts Over (Under) Expenditures	\$ 1,107,000	\$ 1,274,879	\$ 1,245,851	\$ 649,062	\$ 976,693		\$ 1,857,078				
Beginning Fund Balance	\$ 14,385,215	\$ 14,094,450	\$ 11,309,427	\$ 11,286,374	\$ 11,286,374		\$ 10,965,605				
Revenues	\$ 13,009,645	\$ 13,747,223	\$ 13,829,831	\$ 14,949,220	\$ 14,628,894		\$ 15,221,217				
Expenditures	\$ 11,902,645	\$ 12,472,344	\$ 12,583,980	\$ 14,300,159	\$ 13,652,202		\$ 13,364,139				
Other Fin. Sources/Uses - Transfers	\$ (1,397,767)	\$ (4,673,020)	\$ (1,268,901)	\$ (1,297,463)	\$ (1,297,462)		\$ (1,376,751)				
Audit Adjustment	\$ 2	\$ 613,118	\$ 2								
Ending Fund Balance	\$ 14,094,450	\$ 11,309,427	\$ 11,286,374	\$ 10,637,973	\$ 10,965,605		\$ 11,445,931				
Fund Balance as a % of Revenue	108.34%	82.27%	81.61%	71.16%	74.96%		75.20%				
Fund Balance as a % of Expenditures	118.4%	90.7%	89.7%	74.4%	80.3%		85.6%				

Sunset Ridge School District 29
Total Revenues and Expenditures Operating Funds by Fund

REVENUES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Rev Collected Thru 6/30/20	% Received	2020-21 Final Budget	\$'s to Budget	% to Budget	\$'s to Actual	% to Actual
Educational	\$ 11,485,906	\$ 12,072,755	\$ 12,101,074	\$ 12,993,410	\$ 12,809,240	98.6%	\$ 13,248,482	\$ 255,072	2.0%	\$ 439,242	3.4%
Tort Immunity	\$ 86,801	\$ 82,287	\$ 72,975	\$ 78,718	\$ 73,915	93.9%	\$ 80,408	\$ 1,690	2.1%	\$ 6,493	8.8%
Operations & Maintenance	\$ 927,243	\$ 1,095,449	\$ 1,202,413	\$ 1,311,591	\$ 1,227,254	93.6%	\$ 1,307,665	\$ (3,926)	-0.3%	\$ 80,411	6.6%
Transportation	\$ 177,743	\$ 196,318	\$ 162,455	\$ 227,867	\$ 188,570	82.8%	\$ 239,774	\$ 11,907	5.2%	\$ 51,204	27.2%
IMRF/Social Security	\$ 323,615	\$ 291,931	\$ 285,052	\$ 332,891	\$ 325,326	97.7%	\$ 340,043	\$ 7,152	2.1%	\$ 14,717	4.5%
Working Cash	\$ 8,337	\$ 8,483	\$ 5,861	\$ 4,743	\$ 4,590	96.8%	\$ 4,845	\$ 102	2.1%	\$ 254	5.5%
Totals	\$ 13,009,645	\$ 13,747,223	\$ 13,829,831	\$ 14,949,220	\$ 14,628,894	97.9%	\$ 15,221,217	\$ 271,997	1.8%	\$ 592,322	4.0%

EXPENDITURES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Act. Exp. Thru 6/30/20	% of Budget Expended	2020-21 Final Budget	\$'s to Budget	% to Budget	\$'s to Actual	% to Actual
Educational	\$ 10,477,297	\$ 10,914,722	\$ 10,555,211	\$ 11,212,371	\$ 10,892,229	97.1%	\$ 11,740,071	\$ 527,701	4.7%	\$ 847,842	7.8%
Tort Immunity	\$ 74,582	\$ 66,072	\$ 61,145	\$ 68,554	\$ 65,516	95.6%	\$ 78,994	\$ 10,440	15.2%	\$ 13,478	20.6%
Operations & Maintenance	\$ 916,665	\$ 1,105,507	\$ 1,475,621	\$ 2,537,180	\$ 2,178,752	85.9%	\$ 981,190	\$ (1,555,990)	-61.3%	\$ (1,197,562)	-55.0%
Transportation	\$ 136,901	\$ 98,358	\$ 204,027	\$ 163,950	\$ 215,424	131.4%	\$ 208,950	\$ 45,000	27.4%	\$ (6,474)	-3.0%
IMRF/Social Security	\$ 297,200	\$ 287,685	\$ 287,976	\$ 318,104	\$ 300,281	94.4%	\$ 354,934	\$ 36,830	11.6%	\$ 54,653	18.2%
Working Cash	\$ -	\$ -	\$ -	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	-
Totals	\$ 11,902,645	\$ 12,472,344	\$ 12,583,980	\$ 14,300,159	\$ 13,652,202	95.5%	\$ 13,364,139	\$ (936,020)	-6.5%	\$ (288,063)	-2.1%

Excess of Revenue/Receipts Over (Under) Expenditures	\$ 1,107,000	\$ 1,274,879	\$ 1,245,851	\$ 649,062	\$ 976,693	\$ 1,857,078
Beginning Fund Balance	\$ 14,385,215	\$ 14,094,450	\$ 11,309,427	\$ 11,286,374	\$ 11,286,374	\$ 10,965,604
Revenue	\$ 13,009,645	\$ 13,747,223	\$ 13,829,831	\$ 14,949,220	\$ 14,628,894	\$ 15,221,217
Expenditures	\$ 11,902,645	\$ 12,472,344	\$ 12,583,980	\$ 14,300,159	\$ 13,652,202	\$ 13,364,139
Other Fin. Sources/Uses - Transfers	\$ (1,397,767)	\$ (4,673,020)	\$ (1,268,901)	\$ (1,297,463)	\$ (1,297,462)	\$ (1,376,751)
Audit Adjustment	\$ 2	\$ 613,118	\$ 3			
Ending Fund Balance	\$ 14,094,450	\$ 11,309,427	\$ 11,286,374	\$ 10,637,972	\$ 10,965,604	\$ 11,445,931
Fund Balance as a % of Revenue	108.34%	82.27%	81.61%	71.16%	74.96%	75.20%
Fund Balance as a % of Expenditures	118.4%	90.7%	89.7%	74.4%	80.3%	85.6%

Sunset Ridge School District 29
Revenue and Expenditure Recap - All Funds

REVENUES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Rev Collected Thru 6/30/20	% Received	2020-21 Final Budget
Educational	\$ 11,485,905	\$ 12,072,758	\$ 12,101,074	\$ 12,993,410	\$ 12,809,240	98.6%	\$ 13,248,482
Tort Immunity	\$ 86,801	\$ 82,287	\$ 72,975	\$ 78,718	\$ 73,915	93.9%	\$ 80,408
Operations & Maintenance	\$ 927,243	\$ 1,095,449	\$ 1,202,413	\$ 1,311,591	\$ 1,227,254	93.6%	\$ 1,307,665
Debt Service	\$ 365,358	\$ 363,226	\$ 363,162	\$ 435,181	\$ 424,662	97.6%	\$ 428,831
Transportation	\$ 177,743	\$ 196,318	\$ 162,455	\$ 227,867	\$ 188,570	82.8%	\$ 239,774
IMRF/Social Security	\$ 323,615	\$ 291,931	\$ 285,052	\$ 332,891	\$ 325,326	97.7%	\$ 340,043
Capital Projects	\$ 914,018	\$ 237,951	\$ -	\$ -	\$ -		\$ -
Working Cash	\$ 8,337	\$ 8,483	\$ 5,861	\$ 4,743	\$ 4,590	96.8%	\$ 4,845
Fire Prevention & Safety	\$ 8,291	\$ 4,490	\$ 66	\$ 948	\$ 708	74.7%	\$ 969
Totals	\$ 14,297,311	\$ 14,352,893	\$ 14,193,058	\$ 15,385,349	\$ 15,054,265	97.8%	\$ 15,651,017

Other Sources/Uses

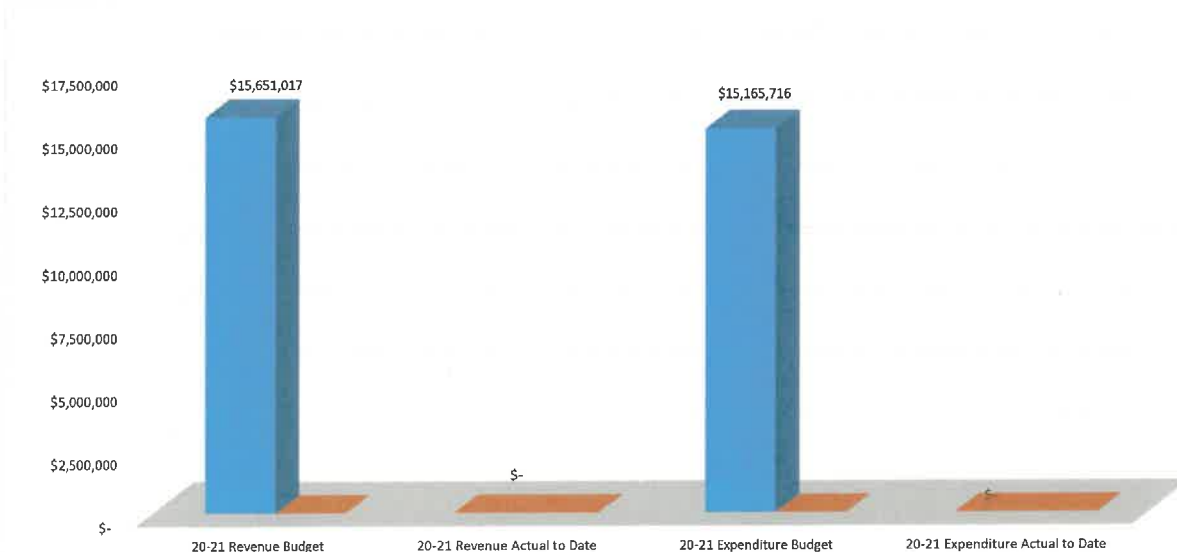
Bonds/Other			\$ 5,272,805				
Transfers	\$ 1,397,766	\$ 4,673,020	\$ 1,268,901	\$ 1,297,463			\$ 1,376,751

EXPENDITURES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Act. Exp. Thru 6/30/20	% of Budget Expended	2020-21 Final Budget
Educational	\$ 10,477,297	\$ 10,914,723	\$ 10,555,211	\$ 11,212,371	\$ 10,892,229	97.1%	\$ 11,740,071
Tort Immunity	\$ 74,582	\$ 66,072	\$ 61,145	\$ 68,554	\$ 65,516	95.6%	\$ 78,994
Operations & Maintenance	\$ 916,665	\$ 1,105,507	\$ 1,475,621	\$ 2,537,180	\$ 2,178,752	85.9%	\$ 981,190
Debt Service	\$ 1,759,541	\$ 1,735,776	\$ 1,838,718	\$ 1,745,000	\$ 1,744,425	100.0%	\$ 1,801,577
Transportation	\$ 136,901	\$ 98,358	\$ 204,027	\$ 163,950	\$ 215,424	131.4%	\$ 208,950
IMRF/Social Security	\$ 297,200	\$ 287,685	\$ 287,976	\$ 318,104	\$ 300,281	94.4%	\$ 354,934
Capital Projects	\$ 19,836,914	\$ 7,716,425	\$ -	\$ 28,512	\$ (74,228)	-260.3%	\$ -
Working Cash	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Fire Prevention & Safety	\$ 10,610	\$ 2,500	\$ 4,396	\$ 78,000	\$ 72,697	93.2%	\$ -
Totals	\$ 33,509,710	\$ 21,927,046	\$ 14,427,094	\$ 16,151,671	\$ 15,395,095	95.3%	\$ 15,165,716

Other Sources/Uses

Bonds/Other			\$ (5,202,871)				
Transfers	\$ (1,397,766)	\$ (4,673,020)	\$ (1,268,901)	\$ (1,297,463)			\$ (1,376,751)

Excess of Revenue/Receipts Over (Under) Expenditures	\$ (19,212,399)	\$ (7,574,153)	\$ (164,102)	\$ (766,322)	\$ (340,831)		\$ 485,301
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Sunset Ridge School District 29
Total Revenues All Funds

REVENUES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Rev Collected Thru 6/30/20	% Received	2020-21 Final Budget
Local Taxes	\$ 12,115,080	\$ 12,845,457	\$ 12,327,572	\$ 13,759,307	\$ 13,593,344	98.8%	\$ 14,039,467
CPPRT	\$ 140,925	\$ 104,027	\$ 97,239	\$ 133,087	\$ 125,843	94.6%	\$ 103,890
Investment Earnings	\$ 230,388	\$ 189,223	\$ 302,512	\$ 255,572	\$ 296,243	115.9%	\$ 135,392
Other Local Revenue	\$ 1,124,431	\$ 561,715	\$ 850,291	\$ 527,100	\$ 461,613	87.6%	\$ 477,100
State Revenue	\$ 476,886	\$ 452,968	\$ 408,967	\$ 485,130	\$ 448,550	92.5%	\$ 494,615
Federal Revenue	\$ 209,601	\$ 199,500	\$ 206,476	\$ 222,653	\$ 128,671	57.8%	\$ 400,553
Principal on Bonds Sold							
Premium on Bonds Sold							
Sub-Total	\$ 14,297,311	\$ 14,352,890	\$ 14,193,058	\$ 15,382,849	\$ 15,054,265	97.9%	\$ 15,651,017
Debt Issuance			\$ 5,100,000				
Premium on Debt Issuance			\$ 172,805				
Transfers	\$ 1,397,766	\$ 4,673,020	\$ 1,268,901	\$ 1,297,463			\$ 1,376,751
Total Revenues All Funds	\$ 15,695,077	\$ 19,025,910	\$ 20,734,764	\$ 16,680,312	\$ 15,054,265	90.3%	\$ 17,027,768

Sunset Ridge School District 29
Total Expenditures All Funds

EXPENDITURES	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Final Budget	Act. Exp. Thru 6/30/20	% of Budget Expended	2020-21 Final Budget
Salaries	\$ 7,196,119	\$ 7,292,438	\$ 7,366,711	\$ 7,724,256	\$ 7,600,456	98.4%	\$ 8,085,694
Benefits	\$ 1,502,349	\$ 1,589,111	\$ 1,679,739	\$ 1,785,332	\$ 1,709,724	95.8%	\$ 1,826,862
Purchased Services	\$ 1,408,220	\$ 1,514,426	\$ 1,581,084	\$ 1,566,353	\$ 1,481,961	94.6%	\$ 1,620,719
Supplies	\$ 375,496	\$ 440,152	\$ 459,956	\$ 450,035	\$ 432,501	96.1%	\$ 553,670
Capital Outlay	\$ 20,344,159	\$ 8,150,895	\$ 831,029	\$ 2,016,045	\$ 1,553,393	77.1%	\$ 388,400
Debt Service	\$ 1,757,766	\$ 1,734,001	\$ 1,837,464	\$ 1,745,000	\$ 1,743,225	99.9%	\$ 1,801,577
Tuition/Other	\$ 925,601	\$ 1,206,023	\$ 671,112	\$ 864,650	\$ 873,834	101.1%	\$ 888,794
Sub-Total	\$ 33,509,710	\$ 21,927,046	\$ 14,427,094	\$ 16,151,671	\$ 15,395,095	95.3%	\$ 15,165,716
Payment to Escrow Agent			\$ 5,202,871				
Transfers	1,397,766	4,673,020	\$ 1,268,901	\$ 1,297,463		0.0%	\$ 1,376,751
Total Expenditures All Funds	\$ 34,907,476	\$ 26,600,066	\$ 20,898,866	\$ 17,449,134	\$ 15,395,095	88.2%	\$ 16,542,467

2020-21 Budget Changes

After 7/14/20 Finance/Facilities Committee Meeting

Account Number	Description	Tentative Budget	Final Budget	Difference	Reason
REVENUES					
10R1004625	IDEA - ROOM & BOARD	\$ -	\$ 110,000	\$ 110,000	Anticipated room & board reimbursement
10R1004998	CARES GRANT FUNDING	\$ -	\$ 55,633	\$ 55,633	\$17,436 to pay for Christian Heritage Academy COVID expenses
20R1001230	CPRT	\$ 105,000	\$ 103,890	\$ (1,110)	Received FY 21 estimate in August
40R1003510	TRANSPORTATION SPEC ED REIMB	\$ 122,000	\$ 124,485	\$ 2,485	Received FY 21 estimate in August
	Sub-totals	\$ 227,000	\$ 394,008	\$ 167,008	
EXPENDITURES					
10E10011102151	TRS EXCESS SALARY INC ER COST	\$ -	\$ 16,821	\$ 16,821	Not known at time of tentative budget
10E10011102220	GENERAL EDUC MEDICAL INSURANCE	\$ 52,687	\$ 50,165	\$ (2,522)	Health insurance open enrollment adjustments
10E1001110400004998	SUPPLIES - CARES GRANT	\$ 5,000	\$ 20,000	\$ 15,000	Additional supplies purchased related to COVID
10E1001110700004998	NON-CAPITALIZED EQUIPMENT - CARES GRANT	\$ 5,000	\$ 60,000	\$ 55,000	Additional purchases related to COVID
10E10018001100	BILINGUAL TEACHER SALARY SREA	\$ 68,133	\$ 69,966	\$ 1,833	Salary adjustments
10E10018002110	TRS ER CONTRIBUTION FOR MBI	\$ 396	\$ 406	\$ 10	Salary adjustments
10E10018002200	BILINGUAL ER & EE THIS	\$ 1,472	\$ 1,512	\$ 40	Salary adjustments
10E10018002310	BILINGUAL BD PD LTD	\$ 112	\$ 115	\$ 3	Salary adjustments
10E100213070000462C	ST SERV EQUIP NON-CAPITALIZED-IDEA	\$ 3,000	\$ -	\$ (3,000)	Amended grant
10E1002210300004998	PURCHASED SERVICES - CARES GRANT	\$ 5,000	\$ 3,000	\$ (2,000)	Christian Heritage Academy entitled to a portion of these funds
10E100221050000462C	IDEA CAPITAL EXPENDITURES	\$ -	\$ 6,000	\$ 6,000	Anticipated Equipment purchase - amended grant
10E10026604180	TEACHER SUBSCRIPTIONS	\$ 40,000	\$ 46,000	\$ 6,000	New subscriptions requested by teachers
10E10026607000	TECH CAPITAL OUTLAY - NON CAP	\$ 220,000	\$ 214,000	\$ (6,000)	To offset increase in teacher subscriptions account
10E20011101100	TEACHER SALARIES (SREA) SRS	\$ 2,477,646	\$ 2,446,940	\$ (30,706)	Salary adjustments
10E20011101305	STIPEND-SRS DAILY TEMP CHECK-COVID	\$ -	\$ 20,000	\$ 20,000	Daily temp check stipend at SRS
10E20011102110	TRS ER CONTRIBUTION FOR MBI SR	\$ 15,161	\$ 15,099	\$ (62)	Salary adjustments
10E20011102200	TEACHER ER & EE THIS SRS	\$ 56,463	\$ 56,231	\$ (232)	Salary adjustments
10E20011102220	GENERAL ED MED INSURANCE SRS	\$ 231,294	\$ 259,102	\$ 27,808	Health insurance open enrollment adjustments
10E20011102310	GENERAL ED BD PD LTD SRS	\$ 3,655	\$ 3,605	\$ (50)	Salary adjustments
10E20021301100	CERTIFIED NURSE SALARY (SREA)	\$ 73,114	\$ -	\$ (73,114)	Salary adjustments
10E20021301103	NURSE SUPPORT STAFF SALARY - SRS	\$ -	\$ 60,000	\$ 60,000	Salary adjustments
10E20021302110	TRS ER CONTRIBUTION FOR MBI	\$ 425	\$ -	\$ (425)	Salary adjustments
10E20021302200	CERTIFIED NURSE ER & EE THIS	\$ 1,580	\$ -	\$ (1,580)	Salary adjustments
10E20021302220	NURSES' MED INSURANCE SRS	\$ 16,314	\$ 18,508	\$ 2,194	Health insurance open enrollment adjustments
10E20021302310	NURSES' BD PD LTD SRS	\$ 120	\$ 98	\$ (22)	Salary adjustments
10E20021903900	CONTRACTED CROSSING GUARD SERV	\$ 15,750	\$ 30,000	\$ 14,250	Additional crossing guard added to AM position
10E30011101100	TEACHER SALARIES (SREA) MF	\$ 1,390,362	\$ 1,401,868	\$ 11,506	Salary adjustments
10E30011101305	STIPEND-MF DAILY TEMP CHECK-COVID	\$ 8,303	\$ 8,486	\$ 183	Salary adjustments
10E30011102110	TRS ER CONTRIBUTION FOR MBI MF	\$ 30,920	\$ 29,013	\$ (1,907)	Salary adjustments
10E30011102200	TEACHER ER & EE THIS MF	\$ 193,229	\$ 162,838	\$ (30,391)	Health insurance open enrollment adjustments
10E30011102220	GENERAL ED MED INSURANCE MF	\$ 14,400	\$ 20,400	\$ 6,000	Health insurance open enrollment adjustments
10E30011102221	GENERAL ED HRA MF	\$ 2,048	\$ 2,067	\$ 19	Salary adjustments
10E30011102310	GENERAL ED BD PD LTD MF	\$ -	\$ 1,500	\$ 1,500	New Kdg. Teacher
10E3001110410000040C	SUPPLIES - MICHAEK	\$ 825	\$ 1,000	\$ 175	New 1st grade teacher
10E3001110410000103	SUPPLIES - WIEDRICH	\$ 168,900	\$ 165,800	\$ (3,100)	Salary adjustments
10E30012001104	ST SERV TCH ASST SALARY MF	\$ 99,251	\$ 93,606	\$ (5,645)	Health insurance open enrollment adjustments
10E30012002220	ST SERV MED INSURANCE MF	\$ 56,657	\$ 57,792	\$ 1,135	Salary adjustments
10E30021301103	NURSE SUPPORT STAFF SALARY	\$ 181,500	\$ 200,000	\$ 18,500	Anticipated additional day porter at MF For COVID cleaning
20E10025403100	OUTSOURCED CUSTODIAL	\$ -	\$ -	\$ -	

20E10025404100	SUPPLIES - CUST & MAINT	\$	20,000	\$	35,000	\$	15,000	Added \$15,000 for additional PPE supplies due to loss of CARES Act funds to CHA
20E10025405200	CAPITAL PROJECTS	\$	30,000	\$	55,000	\$	25,000	Added \$25,000 to cover cost of roller shade project at MF
50E10018002140	MEDICARE - BILINGUAL	\$	988	\$	1,015	\$	27	Salary adjustments
50E20011102140	MEDICARE - REG EDUCATION SRS	\$	38,674	\$	38,519	\$	(155)	Salary adjustments
50E20021302130	FICA - NURSES SRS	\$		\$	3,720	\$	3,720	Salary adjustments
50E20021302140	MEDICARE - NURSES SRS	\$	1,061	\$	870	\$	(191)	Salary adjustments
50E30011102140	MEDICARE - REG EDUCATION MF	\$	22,045	\$	22,502	\$	457	Salary adjustments
50E30012002130	FICA - STUDENT SERVICES MF	\$	10,472	\$	10,280	\$	(192)	Salary adjustments
50E30012002140	MEDICARE - STUDENT SERVICES MF	\$	7,489	\$	7,444	\$	(45)	Salary adjustments
50E30021302130	FICA - NURSES MF	\$	3,513	\$	3,584	\$	71	Salary adjustments
50E30021302140	MEDICARE - NURSES MF	\$	822	\$	838	\$	16	Salary adjustments
51E20021302120	IMRF - NURSES SRS	\$		\$	5,913	\$	5,913	Salary adjustments
51E30012002120	IMRF - STUDENT SERVICES MF	\$	16,664	\$	16,358	\$	(306)	Salary adjustments
51E30021302120	IMRF - NURSES MF	\$	5,584	\$	5,696	\$	112	Salary adjustments
Sub-totals		\$	5,596,029	\$	5,768,677	\$	172,648	
Impact on Operating Fund Surplus		\$		\$		\$	(5,640)	
Overall Impact on Surplus - All Funds		\$		\$		\$	(5,640)	



SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

DATE: September 15, 2020

TO: Board of Education
Dr. Ed Stange, Superintendent

FROM: Tom Beerheide, Chief School Business Official
TRB

RE: Compensation Reports Posted on District Website

Public Act 97-0609 requires the Board of Education to post the attached report (Exhibit A) annually on the District website within six (6) business days after the budget is approved. This report lists each IMRF employee who has a total compensation package greater than \$75,000.

Additionally, Sections 10-20.47 and 34-18.38 of the School Code [105 ILCS 5/10-20.47 and 5/34-18.38] require school districts to report administrator and teacher salary and benefits (Exhibit B) to the Illinois State Board of Education (ISBE).

Finally, Public Act 96-0434, which took effect on August 13, 2009, requires every school district to create a current itemized salary compensation report (Exhibit C) for every employee holding an administrative certificate and working in that capacity. This report must also be submitted to the Regional Office of Education.

All three reports will be posted on the District's website following tonight's meeting.

There is no requirement under the law for the Board to formally approve the reports above. Rather they are presented here tonight as discussion items only and shall be noted in the minutes accordingly.

IMRF Total Compensation Package Exceeding \$75,000
Public Act 97-0609
2020-2021 as of September 1, 2020
Presented to the Board of Education September 15, 2020

Last Name	First Name	Salary	Health Insurance	Housing Allowance	Vehicle Allowance	Clothing Allowance	Bonuses	Loans	Sick Days Granted	Vacation Days Granted
DREHER	COREY	\$97,600.50	\$18,050.02						18	22
FABER	COLLEEN	\$87,617.17	\$3,000.00						19	20
KRAMER	PHIL	\$69,721.69	\$16,151.69						20	20
KRISTEN	ANNA	\$81,662.64	\$9,754.79						18	15
PARKS	DAVID	\$66,356.13	\$16,151.69						20	20
PECK	MARCI	\$60,000.00	\$18,507.30						18	0

EIS Administrator and Teacher Salary and Benefits Report - School Year 2020

Sunset Ridge SD 29
525 Sunset Ridge Rd, Northfield, IL 60093
050160290020000

Selection Criteria:			(Employer)	Employees = All									
Name	Position	Base Salary	FTE	Vacation		Sick Days	Bonuses	Annuities	Retirement		Other Benefits		
				Days	Days				Enhancements				
ALBRIGHT, KIMBERLY A	200-Teacher	\$70,177.89	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,439.65		
ANDERSON, CAITLIN E	200-Teacher	\$63,580.08	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,747.61		
BAILEN, DOROTHY DUCKER	610-Resource Teacher Elementary	\$135,442.08	1.00	0	17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,909.81		
BALDWIN, ALLISSA M	200-Teacher	\$72,167.26	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,049.86		
BARRY, LAURIE G	610-Resource Teacher Elementary	\$121,260.69	1.00	0	17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,723.30		
BAUER, JORDAN L	610-Resource Teacher Elementary	\$72,073.36	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,458.13		
BEERHEIDE, THOMAS R	114-Chief School Business Official	\$180,989.90	1.00	22	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,493.41		
BELL, MARTHA SCHREIBER	200-Teacher	\$79,115.22	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,585.81		
BERKHOF, RACHEL CROUCH	200-Teacher	\$126,403.99	1.00	0	17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,310.37		
BOZEDAY, LINDSAY E	200-Teacher	\$95,529.86	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,754.05		
BROUILLETTE, MONICA	604-Resource Teacher English/Language Arts	\$74,021.53	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,487.18		
BRUMWELL, LISA A	200-Teacher	\$98,959.48	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,970.05		
DAVIS, HILLARY E	200-Teacher	\$62,310.30	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,731.84		
DEAN, ELIZABETH I	610-Resource Teacher Elementary	\$769.36	0.01	0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
DEMPSEY, PAIGE A	200-Teacher	\$88,670.62	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,058.66		
DENGSAVANG, SARAH E	200-Teacher	\$71,947.25	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,079.02		
DORSEY, DANA B	610-Resource Teacher Elementary	\$74,336.21	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,561.80		
DUNHAM, EMILY A	151-Assistant Special Education Director	\$131,060.92	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,853.78		
FURMAN, NINA L	610-Resource Teacher Elementary	\$72,073.36	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,841.05		
GOLUB, MINDY J	200-Teacher	\$82,000.44	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,237.37		
GONZALEZ, KRISTIN L	200-Teacher	\$95,529.86	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,094.57		
GREENE, MARYFRANCES	103-Principal	\$198,212.98	1.00	22	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$27,247.34		
HANDELMAN, ADRIENNE J	200-Teacher	\$65,903.71	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,386.57		
HANSON, KIMBERLY	200-Teacher	\$58,345.49	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,984.57		
HORNE, LYNN D	200-Teacher	\$110,710.65	1.00	0	17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,259.17		
JOHNSON, HEATHER L	200-Teacher	\$112,143.91	1.00	0	17	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,133.49		
JOHNSTON, NICOLE E	200-Teacher	\$76,753.87	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,694.77		
KAHLENBERG, JENNIFER R	200-Teacher	\$96,307.01	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,937.15		
KASPER, DONNA K	200-Teacher	\$109,210.67	1.00	0	16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,264.10		
KEOPRASEUTH, CHRISTINE J	200-Teacher	\$76,621.83	1.00	0	15	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,519.52		

Name		Position	Base Salary		FTE	Vacation		Sick		Bonuses		Annuities		Retirement		Other	
						Days	Days	Days	Days					Enhancements		Benefits	
KISIEL, JULIA		200-Teacher	\$56,812.00		1.00	0	15			\$0.00		\$0.00		\$0.00		\$11,227.49	
Koliopoulos, Irene		610-Resource Teacher Elementary	\$51,197.21		0.87	0	13			\$0.00		\$0.00		\$0.00		\$10,323.35	
LEARY, CAITLIN S		200-Teacher	\$64,001.29		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,752.81	
LEVIN, EVELYN		200-Teacher	\$72,011.00		1.00	0	15			\$0.00		\$0.00		\$0.00		\$4,462.44	
LEWIS, JOSEPH G		200-Teacher	\$63,707.60		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,749.22	
LOGAN, HILARY S		200-Teacher	\$84,835.08		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,269.12	
MARTINSEN, AMANDA G		200-Teacher	\$43,446.37		0.66	0	15			\$0.00		\$0.00		\$0.00		\$8,941.88	
MATTERA, LISA M		200-Teacher	\$170,785.09		1.00	0	17			\$0.00		\$0.00		\$0.00		\$23,898.94	
MEZIERE, DAWN A		200-Teacher	\$122,974.37		1.00	0	16			\$0.00		\$0.00		\$0.00		\$5,094.37	
NAGY, ROBIN A		200-Teacher	\$37,334.75		0.50	0	8			\$0.00		\$0.00		\$0.00		\$2,213.17	
NELSON, LYNN S		200-Teacher	\$56,098.94		0.80	0	12			\$0.00		\$0.00		\$0.00		\$3,564.97	
NEUHAUSEL, TIFFANY L		200-Teacher	\$82,470.48		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,682.09	
OLOONEY, MAUREEN A		610-Resource Teacher Elementary	\$72,217.44		1.00	0	16			\$0.00		\$0.00		\$0.00		\$10,112.62	
PAULS, ELIZABETH P		604-Resource Teacher English/Language Arts	\$72,072.64		1.00	0	15			\$0.00		\$0.00		\$0.00		\$21,636.69	
RASSO, CLAIRE A		610-Resource Teacher Elementary	\$82,000.44		1.00	0	16			\$0.00		\$0.00		\$0.00		\$4,586.22	
ROBERTS, CHRISTINE D		200-Teacher	\$119,544.74		1.00	0	16			\$0.00		\$0.00		\$0.00		\$7,522.91	
ROSEN, SHAWNA G		200-Teacher	\$54,310.89		0.50	0	8			\$0.00		\$0.00		\$0.00		\$2,423.65	
SCHRADER, RACHEL A		200-Teacher	\$105,314.84		1.00	0	16			\$0.00		\$0.00		\$0.00		\$11,265.05	
SCHUR, REBECCA L		610-Resource Teacher Elementary	\$68,116.45		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,803.78	
SISLOW, DAVID J		200-Teacher	\$69,654.82		1.00	0	15			\$0.00		\$0.00		\$0.00		\$15,371.29	
STANGE, ED J		100-District Superintendent	\$237,175.83		1.00	22	15			\$0.00		\$0.00		\$0.00		\$21,891.74	
STONEQUIST, SUSAN M		200-Teacher	\$149,183.86		1.00	0	16			\$0.00		\$0.00		\$0.00		\$5,419.22	
STYCZEN, SHERI L		107-General Administrator or General Supervisor	\$118,062.56		1.00	22	15			\$0.00		\$0.00		\$0.00		\$25,550.41	
SUKENIK, IVY D		103-Principal	\$146,452.50		1.00	22	15			\$0.00		\$0.00		\$0.00		\$26,462.77	
VARUGHESE, NEHA R		203-English as a Second Language Teacher	\$65,199.00		1.00	0	16			\$0.00		\$0.00		\$0.00		\$10,025.71	
WENDT, ANNA G		200-Teacher	\$65,425.15		1.00	0	15			\$0.00		\$0.00		\$0.00		\$10,770.55	
WESTFALL, PILAR M		200-Teacher	\$105,818.74		1.00	0	16			\$0.00		\$0.00		\$0.00		\$4,881.53	
WIDDES, MICHELE L		200-Teacher	\$112,680.49		1.00	0	17			\$0.00		\$0.00		\$0.00		\$16,638.32	
WILKINSON, MATTHEW A		200-Teacher	\$63,579.77		1.00	0	15			\$0.00		\$0.00		\$0.00		\$11,352.76	
ZOGBY, ROBIN C		200-Teacher	\$105,818.74		1.00	0	16			\$0.00		\$0.00		\$0.00		\$4,881.49	

Totals		Distinct Employee Count: 60		Distinct Positions Count: 60		Total Positions Count: 60		Vacation Days: 110		Sick Days: 895		Other Benefits: \$713,590.56	
Base Salary: \$5,490,932.86		Bonuses: \$0.00		Annuities: \$0.00		Retirement Enhancements: \$0.00		Retirement Enhancements: \$0.00		Other Benefits: \$713,590.56			

Exhibit C

Employee Insurance Benefits




SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange, Ph.D. 

DATE: September 15, 2020

SUBJECT: District 29 Board Policy Committee

As of the September 2020 Board of Education meeting, the District 29 Policy Committee will have reviewed and revised all District 29 Board Policies.

Moving forward, the Committee will meet on a quarterly basis to review and revise policies as needed. The meeting dates will be January 5, 2021; April 6, 2021, July 2021, and October 2021 (with specific dates to be determined).

In addition, individual Board Policies may be brought straight to the entire Board of Education for review and approval.




SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093

847 881 9400 • Fax: 847 446 6388 • www.sunsetridge29.net

Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange, Ph.D. 

DATE: September 15, 2020

SUBJECT: District 29 Return To School Task Force Committee

The Return To School Task Force will be meeting on a monthly basis to review metrics related to the COVID-19 pandemic and make recommendations to the administration and Board regarding the District's capacity to provide instructional programming and the need to modify protocols, procedures, and staffing plans. The attached document provides an overview of the metrics and targets that will be used by the Task Force. The Task is comprised of the following individuals:

District 29 Board of Education Members

Amanda Alpert Knight Nancy Detlefsen Anne Peterson Scott Subeck

District 29 Administrative Staff

Edward Stange Emily Dunham Ivy Sukenik Jennifer Kiedaisch Sheri Styczen

District 29 Teachers

Martha Bell (Kindergarten) Jordan Bauer (Student Services) Rachel Berkhof (1st Grade)
Dawn Meziere (6th Grade) Robin Zogby (4th Grade) Pilar Westfall (Specials)

District 29 Medical Professionals

Anne Mertes (Middlefork Nurse) Marci Peck (Sunset Ridge Nurse)

District 29 Parents

April Toofan Sandra Dold Oksanna Malan

Consultants

Dr. Robert Cotronberg (Infectious Disease Specialist) Dr. Ed Dunkelblau (Psychologist)
Dr. Matt Primack (President, Advocate Healthcare)

<u>Meeting Date</u>	<u>Time</u>	<u>Zoom Link</u>
September 15, 2020	3:45 p.m.-5:00 p.m.	https://us02web.zoom.us/j/87611440051
October 13, 2020	3:45 p.m.-5:00 p.m.	https://us02web.zoom.us/j/85968458236
November 10, 2020	3:45 p.m.-5:00 p.m.	https://us02web.zoom.us/j/82402613034
December 8, 2020	3:45 p.m.-5:00 p.m.	https://us02web.zoom.us/j/86768241989
January 12, 2021	3:45 p.m.-5:00 p.m.	TBD
February 9, 2021	3:45 p.m.-5:00 p.m.	TBD
March 9, 2021	3:45 p.m.-5:00 p.m.	TBD
April 13, 2021	3:45 p.m.-5:00 p.m.	TBD
May 11, 2021	3:45 p.m.-5:00 p.m.	TBD



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Return to School Metrics, Data Sources, & Targets

The following metrics and data sources will be considered by the District 29 Return to School Task Force in making recommendations to the administration and Board of Education regarding the District's capacity to provide in-person and remote instructional programming, and the need to modify protocols, procedures, and staffing plans. These metrics a) reflect the most recent guidance from the Illinois State Board of Education and the Illinois Department of Public Health, b) are intended to be utilized as a guide versus definitive decision making metrics and, c) are subject to change to revision.

I. Illinois Regional COVID-19 Data:

Source: Illinois Department of Public Health (IDPH)

- a. Region 9 (Lake County) 7-day Rolling Average Test Positivity Rate:
 - i. <https://www.dph.illinois.gov/regionmetrics?regionID=9>
- b. Region 11 (Chicago) 7-day Rolling Average Test Positivity Rate:
 - i. <https://www.dph.illinois.gov/regionmetrics?regionID=11>

II. Suburban Cook County COVID-19 Data:

Source: Illinois Department of Public Health (IDPH)

- a. 7-day Rolling Average Test Positivity Rate:
<https://www.dph.illinois.gov/countymetrics?county=Cook>
- b. Weekly New Cases Per 100,000 Residents:
<https://www.dph.illinois.gov/countymetrics?county=Cook>

III. New Trier Township COVID-19 Data:

Source: Northwestern Medicine (Compiled from IDPH)

- a. 7-Day Rolling Average Test Positivity Rate:
<http://covid-dashboard.fsm.northwestern.edu/>
- b. Weekly New Cases Per 100,000 Residents:
<http://covid-dashboard.fsm.northwestern.edu/>

IV. District 29 Area COVID-19 Data:

Source: Northwestern Medicine (Compiled from IDPH)

- a. 7-Day Rolling Average Test Positivity Rate:
<http://covid-dashboard.fsm.northwestern.edu/>
- b. Weekly New Cases Per 100,000 Residents:
<http://covid-dashboard.fsm.northwestern.edu/>
- c. Weekly number of current cases among staff and students

V. District 29 Staffing Data:

Source: Business Office Report

- a. Weekly Staff Absences
- b. Weekly Staff Quarantined
- c. Weekly Unfilled Absence

VI. District 29 Student Data:

Source: Bi-Weekly Staff Survey

VII. District 29 PPE Supply Data:

Source: Buildings & Grounds Supply Inventory Report

VIII. Secondary Metrics Data:

Source: Illinois Department of Public Health (IDPH)

- a. Test Positivity Rate Increase:
<https://www.dph.illinois.gov/regionmetrics?regionID=10>
- b. Hospital Admissions Increase:
<https://www.dph.illinois.gov/regionmetrics?regionID=10>

Mandatory Board Member Training

Illinois General Assembly	Training Requirements	Who Must Receive Training	Timeline	Professional Development Opportunities
Open Meetings Act 5 ILCS 120/1.05	Open Meetings Act's (OMA) general applicability, procedures, and legal requirements. <i>Also requires board members who have completed the training requirement to file a copy of their certificate of completion with the school board.</i>	Every school board member must receive training. A board member who has completed the training and filed a copy of the certificate of completion with the school board is not required to subsequently complete the training.	Board members must complete this training no later than 90 days after taking the oath of office.	New Board Member Workshops following each school board member election. IASB's Online Learning Center.
Professional Development Leadership Training 105 ILCS 5/10-16a	A minimum of four hours of Professional Development Leadership Training (PDLT), including education and labor law, financial oversight and accountability, and fiduciary responsibilities. <i>Also requires school districts to post on their websites the names of all board members who have successfully completed the training.</i>	Every school board member elected, or appointed to fill a vacancy of at least one year's duration. A board member who has completed the training is not required to take this training again.	Board members must complete the training within the first year of the board member's first term.	New Board Member Workshops following each school board election. IASB's Online Learning Center. Pre-Conference Workshop at the Joint Annual Conference.
Performance Evaluation Reform Act 105 ILCS 5/24-16.5; 23 Ill. Admin. Code §51.235	A training program on Performance Evaluation Reform Act (PERA) evaluations.	School board members who participate in a vote on a dismissal based upon an "optional alternative evaluative dismissal process for PERA evaluations."	Prior to voting on a dismissal based upon an "optional alternative evaluative dismissal process for PERA evaluations."	IASB has included PERA content in all PDLT options. It is also a stand-alone course at IASB's Online Learning Center.

Please see **PRESS** policy 2:120, *Board Member Development*, for further information.

For more information about training dates and registration processes, please contact: Peggy Goone, Board Development, 217/528-9688, ext. 1103. For other questions, please contact: Bridget Trojan, Office of General Counsel, 630/629-3776, ext. 1236.

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Online Courses

Registration is required for all courses and webinars. Once registration is complete, registrants will receive a confirmation email with a link to access their classroom.

If you have previously registered, click on the *My Registered Courses* button below to access your courses.

Please note:

Read mandatory course descriptions carefully to ensure registration is for the correct course.

Registrants have access to courses for one year from the time of registration. *LeaderShop* credit is available for courses in the "LeaderShop Courses" category.

For more information email onlinelearning@iasb.com or contact Linda Zulaski at (630) 629-3776, ext. 1212.

My Registered Courses

View Registration Instructions

New Member State-Mandated Training



Open Meetings Act (OMA) Training 2.2



By completing this course, a school board member satisfies the requirement on the Open Meetings Act. A newly-elected board member must complete the 90 days of taking the oath.

Professional Development Leadership Training (PDLT) and Evaluation Reform Act (PERA) Training for School Board Members



This four-hour professional development leadership course fulfills the training contained in the school code. This training must occur within the first year of service and must be on the topics of education law, labor law, financial oversight and fiduciary responsibilities. Successful completion of this course will count as one-half Academy credit.

LeaderShop Courses



Performance Evaluation Reform Act (PERA) Training 2.1



This is not Professional Development Leadership Training (PDLT) - the four-hour training for school board members. This course covers the topic of Performance Evaluation Reform Act (PERA) and is designed for members needing this topic only.

Senate Bill 100: School Discipline Reform



This course provides information for Illinois school board members regarding the changes in student discipline under Senate Bill 100. Successful completion of this course will count as one-quarter LeaderShop Academy credit.

Trends in Collective Bargaining 1.1



Register for this course to learn about key collective bargaining issues such as benefits, working conditions, minimum salary mandates and much more. Successful completion of this course will count as one-half LeaderShop Academy credit.

Online Courses



Abused and Neglected Child Reporting Act (ANCRA)



This free course provides an overview of the *Abused and Neglected Child Reporting Act* (ANCRA). The *Abused and Neglected Child Reporting Act* (ANCRA) requires employees to make a report to the Illinois Department of Children and Family Services if they have reasonable cause to believe that a child enrolled in the district may be a neglected child. This makes all district employees what are commonly called reporters."

ICSA Webinar/Dive into Student Data Privacy Under SOPPA/Questions & Implementation Challenges from P.A. 101-516



For ICSA members only. Are your clients ready for the sweeping changes to the Online Personal Protection Act? P.A. 101-516 goes into effect July 1, 2021, and you are gearing up to comply. Please note MCLE credit was only available for attendees at the webinar held on April 29, 2020

Leaders Light the Way: A History of IASB



This course was developed for individuals desiring a deeper understanding of the Illinois Association of School Boards' rich history.

Leaders Light the Way: Division Leadership



This course was developed for division leaders, those who aspire to be division leaders, and individuals desiring a deeper understanding of the Illinois Association of School Boards' leadership structure.

Policy 101



One of the most important duties of the school board is to determine lawful policy. This 20 minute course is for both new and veteran board members wanting to understand/refresh their memories of the policy and school board connection.

Searching for the Next Key Administrator



This free course, presented by the Executive Search staff, provides board members an overview of the superintendent search process, key considerations before entering search, the role of the search consultant, and the services offered by the Illinois Association of School Boards. This course does not earn LeaderShop Credit.

Illinois Association of School Boards

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The vision of the Illinois Association of School Boards is excellence in local school board governance supporting quality public education.

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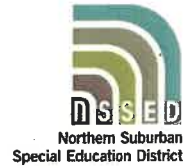
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NSSD LEADERSHIP COUNCIL MEETING

August 26, 2020



Superintendent's Report

Site Visits & District Outreach (Unity Goal)

Dr. Kurt A. Schneider, Superintendent, reported the summer was focused on the development of the NSSD Reopening Plan. He attended meetings with member districts whenever possible, while focusing time within the district to plan and prepare for the school year.

Welcome Week

This past week we welcomed all staff back to the start of the school year. All events were held virtually. Highlights included New Teacher Orientation, webinars with legal counsel to address staff questions related to COVID-19 and human resources and employment, as well as special education student services. The cooperative also held a half-day webinar on Trauma Informed Practices, which helps to meet a new annual state training requirement. The goal for the week was to maximize time at the site level for planning, answering questions, and preparing for student learning.

Facilities Updates

As part of an effort to build a long-range facility plan, NSSD met with three firms that were recommended by member district contacts: Green Associates, Deerfield; Arcon Associates, Lombard; and Wight & Company, Chicago. After vetting the firms, Green Associates, a local and highly regarded architectural firm was hired to conduct a space utilization study. The purpose of the study is to determine any cost-saving facility measures that can be made with our existing programs given current spaces. Green Associates has walked through all NSSD facilities and met with the related site directors. Recommendations from Green Associates are forthcoming and after review by the NSSD Facilities Committee, presentations and recommendations will be submitted to the NSSD Finance Committee, prior to being shared with the Leadership Council for information and decision-making.

Custodial and maintenance staff have been cleaning and sanitizing all of our buildings in preparation for students and staff returning to school. Measures to protect the health and safety of our students and staff include the installation of hand sanitizer dispensers, mounting plexiglass shields, and moving and storing furniture and fixtures to ensure space for social distancing. The business office collaborated with nursing staff in acquiring personal protective equipment to outfit and prepare staff for the start of school. Finally, approximately 8 current employees have volunteered to time-sheet additional hours to assist the custodial and maintenance staff throughout the year as needed.

Finance Model Reference Document

The new Financial Model Reference Document is in the final stages of internal review and will be presented to the Finance Committee at their September 9th meeting. The document will be shared with the Leadership Council in October, and publicly available immediately afterwards.

HumanEx Climate & Cultural Survey

The annual HUMANeX NSSD Climate and Cultural survey, a tool and the baseline data that was shared with the Leadership Council last spring, will be administered again this fall as part of the strategic plan goal in this area. Information will be used for goal setting as part of our Continuous Improvement Cycle. Updates will be shared with the Leadership Council during the year.

Talking Points

This fall, NSSD will begin to use Talking Points, a software tool for communicating with families who speak a language other than English at home. Talking Points allows teachers to send text messages to families in English, and the families to receive those messages in their home language. Families reply in their home language, and the teacher receives the message in English. We believe this will improve school-family communication. Talking Points will not be used for cooperative-wide announcements or for emergency communication. More information about the tool is at talkingpts.org.

State Complaint Update

District administrators continue to meet with state officials as part of our ongoing checks with the Illinois State Board of Education on time out and physical restraint.

New Administrator Transitions

The cooperative is excited to welcome two new administrators to NSSED - Dr. Kristen Ninni, Assistant Superintendent of Learning and Innovation, and Mr. Robert Allen, North Shore Academy Elementary Assistant Principal. Dr. Ninni and Mr. Allen have both been busy with the development of district and site reopening plans, and meeting with member district staff, families, and NSSED colleagues.

Financial Updates

Mr. Jim Sullivan, Managing Director of Forensic and Valuation Services with Sikich, LLP, provided an update on the results of the internal controls audit conducted earlier this year, noting no signs of misconduct or fraud. A comprehensive list of suggested procedural improvements was provided in the Sikich report. Business Office staff will prioritize and implement the recommended controls over the next twelve to eighteen months. Ms. Julie Dillon, Chief Financial Officer, stated that the annual financial auditors, RSM, are well on their way in reviewing the FY20 financial statements, and a full report is expected in December 2020. Ms. Dillon stated unaudited FY20 projected results are on track to break even. A draft one-page financial metrics sheet was presented by Ms. Dillon; this document will become part of the monthly financial package if the Leadership Council finds it helpful. The FY22 budget calendar was presented for review.

Reopening Schools Update

Dr. Kurt A. Schneider and the cabinet shared an overview of the cooperative's Reopening Plan, which is available online at nssed.org/reopening. The plan provides that NSSED will begin the school year with a remote learning model, moving from to a blended remote learning model, and finally to full in-person learning. Movement from one phase to another will include using guiding metrics including regional and state conditions, supplies of personal protective equipment and cleaning supplies, scheduling and procedures generally allow six-foot social distancing per local and state guidance, administration determination of program/service areas being safely staffed, and a greater than 70% active substitute pool.

While the cooperative did not receive CARES Act funds for COVID-related expenses, NSSED did apply and receive two grants to assist with costs. Further, funds have been reallocated within the existing budget to also assist with costs. Discussions with stakeholder groups this fall will include how to manage ongoing COVID-related expenses throughout the year.

Policy Committee Update

Mr. Andy Piper, Assistant Superintendent for Human Resources, shared an update from the Policy Committee this summer regarding policies that are currently under review. The policies reviewed will be brought back for consideration for adoption at the October Leadership Council meeting.

The policy committee also reviewed the Articles of Agreement with the proposed name change (TrueNorth Educational Cooperative #804) as discussed during previous Leadership Council meetings in May and June. The Articles are now on display and it will be an agenda item at the November Leadership Council meeting.

Authorizing Issuance of Individual Procurement Cards

The Leadership Council approved the cooperative's application for BMO Harris procurement cards.

Next Leadership Council Meeting: October 7th at 7:00 p.m

SUNSET RIDGE SCHOOL DISTRICT 29
Respiratory Protection Program

I. OBJECTIVE

The Sunset Ridge School District 29 Respiratory Protection Program is designed to protect employees by establishing accepted practices for respirator use, providing guidelines for training and respirator selection, and explaining proper storage, use and care of respirators. This program also serves to help the employer and its employees comply with Occupational Safety and Health Administration (OSHA) respiratory protection requirements as found in 29 CFR 1910.134.

II. ASSIGNMENT OF RESPONSIBILITY**A. Employer**

Sunset Ridge School District 29 is responsible for providing respirators to employees when they are necessary for health protection. Sunset Ridge School District 29 will provide respirators that are applicable and suitable for the intended purpose at no charge to affected employees. Any expense associated with training, medical evaluations and respiratory protection equipment will be borne by the company.

B. Program Administrator

The Program Administrator for Sunset Ridge School District 29 is the Chief School Business Official or designee. The Program Administrator is responsible for administering the respiratory protection program. Duties of the program administrator include:

1. Identifying work areas, process or tasks that require workers to wear respirators.
2. Evaluating hazards.
3. Selecting respiratory protection options.
4. Monitoring respirator use to ensure that respirators are used in accordance with their specifications.
5. Arranging for and/or conducting training.
6. Ensuring proper storage and maintenance of respiratory protection equipment.
7. Conducting qualitative fit testing.
8. Administering the medical surveillance program.
9. Maintaining records required by the program.
10. Evaluating the program.
11. Updating written program, as needed.

C. Employees

Each employee is responsible for wearing his or her respirator when and where required and in the manner in which they are trained. Employees must also:

1. Care for and maintain their respirators as instructed, guard them against damage, and store them in a clean, sanitary location.
2. Inform their supervisor if their respirator no longer fits well, and request a new one that fits properly.
3. Inform their supervisor or the Program Administrator of any respiratory hazards that they feel are not adequately addressed in the workplace and of any other concerns that they have regarding this program.
4. Use the respiratory protection in accordance with the manufacturer's instructions and the training received.

III. APPLICABILITY

This program applies to all employees who are required to wear respirators during normal work operations, as well as during some non-routine operations.

In addition, any employee who voluntarily wears a half mask air purifying respirator (APR) when one is not required is subject to the medical evaluation, cleaning, maintenance, and storage elements of this program, and will be provided with necessary training. Employees who voluntarily wear filtering face pieces (dust masks) are not subject to the medical evaluation, cleaning, storage, and maintenance provisions of this program. Employees who wear cloth face coverings are not subject to the various requirements of this program.

IV. PROGRAM

A. Hazard Assessment and Respirator Selection

The Program Administrator will select respirators to be used on site, based on the hazards to which workers are exposed and in accordance with the OSHA Respiratory Protection Standard. The Program Administrator will conduct a hazard evaluation for each operation, process, or work area to determine which tasks may expose staff to airborne infectious agents.

The following tasks may expose staff to airborne infectious agents:

___ Cleaning classroom or other area containing COVID virus _____

___ Medical attention of staff/student with COVID symptoms _____

Employees with the following job titles may be required to wear N95 respirators when doing these tasks.

___ Nurse _____

___ Custodians _____

A list of employees included in the respirator program and the specific respiratory protection selected will be maintained by the Program Administrator.

(Note: This hazard assessment can be expanded by the Program Administrator to include other hazardous materials or other respirator types)

B. Updating the Hazard Assessment

The Program Administrator must revise and update the hazard assessment as needed. If an employee feels that respiratory protection is needed during a particular activity, he/she is to contact his/her supervisor or the Program Administrator. The Program Administrator will evaluate the potential hazard, and arrange for outside assistance as necessary. The Program Administrator will then communicate the results of that assessment to the employees. If it is determined that respiratory protection is necessary, all other elements of the respiratory protection program will be in effect for those tasks, and the respiratory program will be updated accordingly.

C. Training

The Program Administrator will provide training to respirator users and their supervisors on the contents of the Sunset Ridge School District 29 Respiratory Protection Program and their responsibilities under it, and on the OSHA Respiratory Protection Standard. All affected employees and their supervisors will be trained prior to using a respirator in the workplace.

The training course will cover the following topics:

1. The Sunset Ridge School District 29 Respiratory Protection Program;
2. the OSHA Respiratory Protection Standard (29 CFR 1910.134);
3. respiratory hazards encountered at Sunset Ridge School District 29 and their health affects;
4. proper selection and use of respirators;
5. limitations of respirators;
6. respirator donning and user seal (fit) checks;
7. fit testing;
8. maintenance and storage; and
9. medical signs and symptoms limiting the effective use of respirators.

Employees will be retrained annually or as needed. Respirator training will be documented by the Program Administrator and the documentation will include the type, model, and size of respirator for which each employee has been trained and fit tested.

D. NIOSH Certification

All respirators must be certified by the National Institute for Occupational Safety and Health (NIOSH) and shall be used in accordance with the terms of that certification. Also, all filters, cartridges, and canisters must be labeled with the appropriate NIOSH approval label. The label must not be removed or defaced while the respirator is in use.

E. Voluntary Respirator Use

The Program Administrator shall authorize voluntary use of respiratory protective equipment as requested by all other workers on a case-by-case basis, depending on specific workplace conditions and the results of medical evaluations.

The Program Administrator will provide all employees who voluntarily choose to wear the above respirators with a copy of the OSHA Respiratory Protection Standard. The employee will also be required to read and sign the Voluntary Use form. (Attachment B) Employees who choose to wear a half face piece APR must comply with the procedures for Medical Evaluation, Respirator Use, Cleaning, Maintenance and Storage portions of this program.

F. Medical Evaluation

Employees who are either required to wear respirators, or who choose to wear a half face piece APR voluntarily, must pass a medical exam provided by a Physician or other Licensed Health Care Professional (PLHCP) before being permitted to wear a respirator on the job. Employees are not permitted to wear respirators until a physician has determined that they are medically able to do so. Any employee refusing the medical evaluation will not be allowed to work in an area requiring respirator use.

NorthShore University Health System will provide the medical evaluations. Medical evaluation procedures are as follows:

1. The medical evaluation will be conducted using the sample questionnaire provided in Attachment A. The Program Administrator or PLHCP will provide a copy of this questionnaire or something similar to all employees requiring medical evaluations.
2. To the extent feasible, the employer will provide assistance to employees who are unable to read the questionnaire. When this is not possible, the employee will be sent directly to the physician for medical evaluation.
3. All affected employees will be given a copy of the medical questionnaire to complete, along with a stamped and addressed envelope for mailing the questionnaire to the PLHCP. Employees will be permitted to complete the questionnaire on company time.

4. Follow-up medical exams will be granted to employees as required by the Standard, and/or as deemed necessary by the evaluating PLHCP.
5. All employees will be granted the opportunity to speak with the PLHCP about their medical evaluation, if they so request.
6. The Program Administrator shall provide the evaluating PLHCP with a copy of this Program, a copy of the OSHA Respiratory Protection Standard, the list of hazardous substances by work area, and the following information about each employee requiring evaluation:
 - a. his or her work area or job title;
 - b. proposed respirator type and weight;
 - c. length of time required to wear respirator;
 - d. expected physical work load (light, moderate or heavy);
 - e. potential temperature and humidity extremes; and
 - f. any additional protective clothing required.
7. Positive pressure air purifying respirators will be provided to employees as required by medical necessity.
8. After an employee has received clearance to wear his or her respirator, additional medical evaluations will be provided under the following circumstances:
 - a. The employee reports signs and/or symptoms related to their ability to use the respirator, such as shortness of breath, dizziness, chest pains or wheezing.
 - b. The evaluating PLHCP or supervisor informs the Program Administrator that the employee needs to be reevaluated.
 - c. Information found during the implementation of this program, including observations made during the fit testing and program evaluation, indicates a need for reevaluation.
 - d. A change occurs in workplace conditions that may result in an increased physiological burden on the employee.

All examinations and questionnaires are to remain confidential between the employee and the physician. The Program Administrator will only retain the physician's written recommendations regarding each employee's ability to wear a respirator.

G. Fit Testing

Employees who are required to wear tight fitting air purifying respirators will be fit tested:

1. prior to being allowed to wear any respirator with a tight-fitting face piece;
2. annually; or
3. when there are changes in the employee's physical condition that could affect respiratory fit (e.g., obvious change in body weight, facial scarring, etc.).

Employees will be fit tested with the make, model, and size of respirator that they will actually wear. Employees will be provided with several models and sizes of respirators so that they may find an optimal fit.

NorthShore University Health Systems will conduct fit tests in accordance with the OSHA Respiratory Protection Standard. N95 respirators will be fit tested with a qualitative fit test protocol using an aerosol solution or either saccharin or Bitrex®. Other tight fitting face pieces will be fitted with one of the protocols outlined in Appendix A of 1910.134.

H. General Respirator Use Procedures

1. Employees will use their respirators under conditions specified in this program, and in accordance with the training they receive on the use of each particular model. In addition,

the respirator shall not be used in a manner for which it is not certified by NIOSH or by its manufacturer.

2. All employees shall conduct user seal checks each time they wear their respirators. Employees shall use either the positive or negative pressure check (depending on which test works best for them) as specified in the OSHA Respiratory Protection Standard.
 - a. Positive Pressure Test: This test is performed by closing off the exhalation valve with your hand. Breathe air into the mask. The face fit is satisfactory if some pressure can be built up inside the mask without any air leaking out between the mask and the face of the wearer.
 - b. Negative Pressure Test: This test is performed by closing of the inlet openings of the cartridge with the palm of you hand. Some masks may require that the filter holder be removed to seal off the intake valve. Inhale gently so that a vacuum occurs within the face piece. Hold your breath for ten (10) seconds. If the vacuum remains, and no inward leakage is detected, the respirator is fit properly.
3. Employees are not permitted to wear tight-fitting respirators if they have any condition, such as facial scars, facial hair, or missing dentures, that would prevent a proper seal. Employees are not permitted to wear headphones, jewelry, or other items that may interfere with the seal between the face and the face piece.
4. Before and after each use of a respirator, an employee or immediate supervisor must make an inspection of tightness or connections and the condition of the face piece, headbands, valves, filter holders and filters. Questionable items must be addressed immediately by the supervisor and/or Program Administrator.

I. Change Schedules

Respirator cartridges shall be replaced as determined by the Program Administrator, supervisor(s), and manufacturers' recommendations.

J. Cleaning

N95 Respirators will be disposed of after use if worn in the presence of an individual who has a disease that could be transmitted person to person via an airborne route of exposure.

Non-disposable respirators (such as PAPRs) are to be regularly cleaned and disinfected. Respirators issued for the exclusive use of an employee shall be cleaned as often as necessary.

The following procedure is to be used when cleaning and disinfecting reusable respirators:

1. Disassemble respirator, removing any filters, canisters, or cartridges.
2. Wash the face piece and all associated parts (except cartridges and elastic headbands) in an approved cleaner-disinfectant solution in warm water (about 120 degrees Fahrenheit). Do not use organic solvents. Use a hand brush to remove dirt.
3. Rinse completely in clean, warm water.
4. Disinfect all facial contact areas by spraying the respirator with an approved disinfectant.
5. Air dry in a clean area.
6. Reassemble the respirator and replace any defective parts. Insert new filters or cartridges and make sure the seal is tight.
7. Place respirator in a clean, dry plastic bag or other airtight container.

The Program Administrator will ensure an adequate supply of appropriate cleaning and disinfection materials at the workplace. If supplies are low, employees should notify their supervisor, who will inform the Program Administrator.

K. Maintenance

Respirators are to be properly maintained at all times in order to ensure that they function properly and protect employees adequately. Maintenance involves a thorough visual inspection for cleanliness and defects. Worn or deteriorated parts will be replaced prior to use. No components will be replaced or repairs made beyond those recommended by the manufacturer. All respirators shall be inspected routinely before and after each use.

L. Storage

After inspection, cleaning, and necessary repairs, respirators shall be stored appropriately to protect against dust, sunlight, heat, extreme cold, excessive moisture, or damaging chemicals. The Program Administrator or designee will store Sunset Ridge School District 29's supply of respirators and respirator components in their original manufacturer's packaging. Respirators will be stored in the nurse's office and buildings and grounds department.

M. Respirator Malfunctions and Defects

Respirators that are defective or have defective parts shall be taken out of service immediately.

N. Program Evaluation

The Program Administrator will conduct periodic evaluations of the workplace to ensure that the provisions of this program are being implemented. The evaluations will include regular consultations with employees who use respirators and their supervisors, site inspections, and a review of records. Items to be considered will include:

1. comfort;
2. ability to breathe without objectionable effort;
3. adequate visibility under all conditions
4. provisions for wearing prescription glasses;
5. ability to perform all tasks without undue interference; and
6. confidence in the face piece fit.

O. Documentation and Recordkeeping

1. A written copy of this program and the OSHA Respiratory Protection Standard shall be kept in the Program Administrator's office and made available to all employees who wish to review it.
2. Copies of training and fit test records shall be maintained by the Program Administrator. These records will be updated as new employees are trained, as existing employees receive refresher training, and as new fit tests are conducted
3. For employees covered under the Respiratory Protection Program, the Program Administrator shall maintain copies of the physician's written recommendation regarding each employee's ability to wear a respirator. The completed medical questionnaires and evaluating physician's documented findings will remain confidential in the employee's medical records at the location of the evaluating physician's practice.

Sunset Ridge School District 29 Personnel in Respiratory Protection Program As of 9-8-2020				
Respiratory protection is required for and has been issued to the following personnel:				
Name	Respirator Model and Size	Medical Clearance Date	Respirator Fit Test Date	Training Date
Ann Mertes	N95 3M 8210	8/26/2020	8/26/2020	9/14/2020
Dave Parks	N95 3M 8210	8/26/2020	8/26/2020	9/14/2020
Phil Kramer	N95 3M 8210	8/26/2020	8/26/2020	9/14/2020
Cris Robinson(GDI)	N95 3M 8210	8/26/2020	8/26/2020	9/14/2020
Marci Peck	3M VFlex 1804	9/9/2020	9/9/2020	9/14/2020

September 3, 2020

Sunset Ridge School District 29

ATTACHMENT A:

Sample Medical Questionnaire

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

Date: _____ Chart #: _____
Age: _____ Sex: _____ SSN: _____
Name: _____ ID # _____ Job Title: _____
Employer Name: _____ Department: _____

TO THE EMPLOYER

Answer to questions in Section 1, and to question 9 in section 2 of part A, do not require a medical examination. However, it does require that a Physician or Licensed Health Care Professional (PLHCP) review this questionnaire and answer any questions you may have concerning the questionnaire.

TO THE EMPLOYEE

Can you read? (circle one) Yes No

Your employer must allow you to answer this questionnaire during normal working hours, or at a time and place that is convenient to you. To maintain your confidentiality, your employer or supervisor must not look at or review your answers, and your employer must tell you how to deliver or send this questionnaire to the health care professional who will review it.

TO THE PHYSICIAN OF OTHER LICENSED HEALTH CARE PROFESSIONAL (PLHCP)

Review Part A Sections 1 and 2. When an employee answers YES to any of the questions in Section 2 and the questionnaire is not administered in conjunction with a physical examination, the employee needs to be considered for a follow-up physical examination with particular emphasis on those areas in which the employee answered YES. When an employee answers YES to any of the questions in Section 2 and this questionnaire is completed in conjunction with a physical examination, the physician will place a particular emphasis upon those areas to which the employee answered YES. In either situation the PLHCP will complete the "PLHCP's Written Statement" to both the employee and the employer **within 2 days**.

PART A SECTION 1 (MANDATORY)

The following information must be provided by every employee who has been selected to use any type of respirator (please print).

1. Your height: _____ ft. _____ in.
2. Your weight: _____ lbs.
3. Your job title: _____
4. A phone number where you can be reached by the health care professional who will review this questionnaire (include area code): _____
5. The best time to phone you at this number is: _____ am/ _____ pm.
6. Has your employer told you how to contact the health care professional who will review this questionnaire? (circle one) Yes No
7. Check the type of respirator you will use (you can check more than one category):
 - a. _____ N, R, or P disposable respirator (filter-mask, non-cartridge type only).
 - b. _____ Other type (for example, half – or full-facepiece type, powered – air purifying, supplied – air, self-contained breathing apparatus).
8. Have you worn a respirator (circle one): Yes No
If "Yes", what type(s): _____

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

PART A SECTION 2 (MANDATORY)

Questions 1 through 9 below must be answered by every employee who has been selected to use any type of respirator. (please circle "Yes" or "No").

1. Yes No **Do you currently smoke tobacco, or have you smoked tobacco in the last month?**
2. **Have you ever had any of the following conditions?**
Yes No a. Seizures (fits)
Yes No b. Diabetes (sugar disease)
Yes No c. Allergic reactions that interfere with your breathing
Yes No d. Claustrophobia (fear of closed-in places)
Yes No e. Trouble smelling odors
3. **Have you ever had any of the following pulmonary or lung problems?**
Yes No a. Asbestosis
Yes No b. Asthma
Yes No c. Chronic bronchitis
Yes No d. Emphysema
Yes No e. Pneumonia
Yes No f. Tuberculosis
Yes No g. Silicosis
Yes No h. Pneumothorax (collapsed lung)
Yes No i. Lung cancer
Yes No j. Broken ribs
Yes No k. Any chest injuries or surgeries
Yes No l. Any other lung problem that you've been told about
4. **Do you currently have any of the following symptoms of pulmonary or lung disease?**
Yes No a. Shortness of breath
Yes No b. Shortness of breath when walking on level ground or walking up a slight hill or incline
Yes No c. Shortness of breath when walking with other people at an ordinary pace on level ground
Yes No d. Have to stop for breath when walking
Yes No e. Shortness of breath when washing or dressing yourself
Yes No f. Shortness of breath that interferes with your job
Yes No g. Coughing that produces phlegm (thick sputum)
Yes No h. Coughing that wakes you early in the morning
Yes No i. Coughing that mostly occurs when you are lying down
Yes No j. Coughing up blood in the last month
Yes No k. Wheezing
Yes No l. Wheezing that interferes with your job
Yes No m. Chest pain when you breathe deeply
Yes No n. Any other symptoms that you think may be related to lung problems

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

5. **Have you ever had any of the following cardiovascular or heart problems?**
Yes No a. Heart attack
Yes No b. Stroke
Yes No c. Angina
Yes No d. Heart failure
Yes No e. Swelling in your legs or feet (not caused by walking)
Yes No f. Heart arrhythmia
Yes No g. High blood pressure
Yes No h. Any other heart problems that you've been told about
6. **Have you ever had any of the following cardiovascular or heart symptoms?**
Yes No a. Frequent pain or tightness in your chest
Yes No b. Pain or tightness in your chest during physical activity
Yes No c. Pain or tightness in your chest that interferes with your job
Yes No d. In the past two years, have you noticed your heart skipping or missing a beat
Yes No e. Heartburn or indigestion that is not related to eating
Yes No f. Any other symptoms that you think might be related to heart or circulation problems
7. **Do you currently take medication for any of the following problems?**
Yes No a. Breathing or lung problems
Yes No b. Heart trouble
Yes No c. Blood pressure
Yes No d. Seizures (fits)
8. **If you've used a respirator, have you ever had any of the following problems? (If you've never used a respirator, check the following space ____ and go to question 9)**
Yes No a. Eye irritation
Yes No b. skin allergies or rashes
Yes No c. Anxiety
Yes No d. General weakness or fatigue
Yes No e. Any other problem that interfere with your use of a respirator
9. Yes No **Would you like to talk to the health care professional who will review this questionnaire about your answers to this question?**

Question 10 to 15 below must be answered by every employee who has been selected to use either a full-facepiece respirator or self-contained breathing apparatus (SCBA). For employees who have been selected to use other types of respirators, answering these questions is voluntary.

10. Yes No **Have you ever lost vision in either eye (temporarily or permanently)**
11. Yes No **Do you currently have any of the following vision problems?**
Yes No a. Wear contact lenses
Yes No b. Wear glasses
Yes No c. Color blindness
Yes No d. Any other eye or vision problems

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

12. Yes No **Have you ever had an injury to your ears, including a broken ear drum?**

13. **Do you currently have any of the following hearing problems?**

- | | | |
|-----|----|--------------------------------------|
| Yes | No | a. Difficulty hearing |
| Yes | No | b. Wear a hearing aide |
| Yes | No | c. Any other hearing or ear problems |

14. Yes No **Have you ever had a back injury?**

15. Yes No **Do you currently have any of the following musculoskeletal problems?**

- | | | |
|-----|----|---|
| Yes | No | a. Weakness in any of your arms, hands, legs, or feet |
| Yes | No | b. Back Pain |
| Yes | No | c. Difficulty fully moving your arms and legs |
| Yes | No | d. Pain or stiffness when you lean forward or backward at the waist |
| Yes | No | e. Difficulty fully moving your head up or down |
| Yes | No | f. Difficulty fully moving your head side to side |
| Yes | No | g. Difficulty bending at your knees |
| Yes | No | h. Difficulty squatting to the ground |
| Yes | No | i. Climbing a flight of stairs or a ladder carrying more than 25lbs. |
| Yes | No | j. Any other muscle or skeletal problem that interferes with using a respirator |

TO THE PLHCP

Check ☒ the ONE that applies

- ☐ I have reviewed Part A Section 2 of this questionnaire with the employee and I do not recommend that a physical examination be performed.
- ☐ I have reviewed Part A Section 2 of this questionnaire with the employee and I am recommending that a physical examination be performed.
- ☐ I have reviewed Part A section 2 of this questionnaire without the employee and I do not recommend that a physical examination be performed.
- ☐ I have reviewed Part A Section 2 of this question without the employee and I am recommending that a physical examination be performed.

PLHCP Signature

Employee Signature
(When Available)

Date

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

PART B of this question OSHA Questionnaire is discretionary. The health care professional who will be reviewing this questionnaire will determine if this part needs to be completed by the employee.

Part B (DISCRETIONARY)

Any of the following questions, and other questions not listed, may be added to the questionnaire at the discretion of the health care professional who will review the questionnaire.

1. Yes No In your present job, are you working at high altitudes (over 5,000 feet) or in a place that has lower than normal amounts of oxygen?

Yes No If "Yes", do you have feelings of dizziness, shortness of breath, pounding in your chest, or other symptoms when you are working under these conditions?

2. Yes No At work or at home, have you ever been exposed to hazardous solvents, hazardous airborne chemicals (for example: gases, fumes, or solvents)?

If "Yes", name the chemicals if you know them: _____

3. Have you ever worked with any of the materials, or under any of the conditions, listed below:

Yes No Asbestos

Yes No Silica (for example: sandblasting)

Yes No Tungsten/Cobalt (for example: grinding or welding this material)

Yes No Beryllium

Yes No Aluminum

Yes No Coal (for example; mining)

Yes No Iron

Yes No Tin

Yes No Dusty Environments

Yes No Any other hazardous exposures

If "Yes", describe these exposures: _____

4. List any second jobs or side business you have: _____

5. List your previous occupations: _____

6. List your current and previous hobbies: _____

7. Yes No Have you been in the military services?

If "Yes", were you exposed to biological or chemical agents (either in training or combat)

Yes No

8. Yes No Have you ever worked on a HAZMAT team?

9. Yes No Other than medication for breathing and lung problems, heart trouble, blood pressure, and seizures mentioned earlier in this questionnaire, are you taking any other medications for any reason (including over the counter medications)

If "Yes", name the medications if you know them: _____

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

10. Will you be using any of the following items with your respirator:

- Yes No a. HEPA Filters
Yes No b. Canisters (for example; gas masks)
Yes No c. Cartridges

11. How often are you expected to use the respirator(s) (circle "yes" or "no" for all answers that apply to you)

- Yes No a. Escape only (no rescue)
Yes No b. Emergency Rescue only
Yes No c. Less than 5 hours per week
Yes No d. Less than 2 hours per day
Yes No e. 2 to 4 hours per day
Yes No f. Over 4 hours per day

12. During the period you are using the respirator(s), is your work effort:

- Yes No a. Light (less than 200kcal per hour)
Examples of light work are sitting while writing, drafting, or performing light assembly work; or standing while operating a drill press (1-3 lbs.) or controlling machines.

If "Yes", how long does this period last during the average shift: ____ hrs. ____ mins.

- Yes No b. Moderate (200 to 350 kcal per hour)
Examples of moderate work effort are sitting while nailing or filing; driving a truck or bus in urban traffic; standing while drilling, nailing, performing assembly work, or transferring a moderate load (about 35 lbs.) at trunk level; walking on a level surface about 2mph or down a 5 - degree grade about 3mph; or pushing a wheelbarrow with a heavy load (about 100 lbs.) on a level surface.

If "Yes", how long does this period last during the average shift: ____ hrs ____ mins.

- Yes No c. Heavy (above 350 kcal per hour)
Examples of heavy work are lifting heavy load (about 50 lbs.) from the floor to your Waist or shoulder; working on a loading dock; shoveling; standing while bricklaying or chipping castings; walking up an 8-degree grade about 2mph; climbing stairs with a heavy load (about 50 lbs.)

If "Yes", how long does this period last during the average shift ____ hrs. ____ mins.

13. Yes No Will you be wearing protective clothing and/or equipment (other than the Respirator) when you're using your respirator.

If "Yes", describe this protective clothing and/or equipment

14. Yes No Will you be working under hot conditions (temperature exceeding 77 deg. F)

15. Yes No Will you be working under humid conditions?

16. Describe the work you'll be doing while you're using the respirator(s)

17. Describe any special or hazardous conditions you might encounter when you're using your respirator (for example, confined spaces, life-threatening gases):

OSHA RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

18. Provide the following information, if you know it, for each substance that you'll be exposed to when you're using your respirator:

Name the first toxic substance: _____
Estimated maximum exposure to shift: _____
Duration of exposure per shift: _____
Name of second toxic substance: _____
Estimated maximum exposure per shift: _____
Duration of exposure per shift: _____
Name of third toxic substance: _____
Estimated maximum exposure per shift: _____
Duration of exposure per shift: _____
Name of any other toxic substances that you'll be exposed to while using your respirator(s): _____

19. Describe any special responsibilities you'll have while using your respirator(s) that may affect the safety and well-being of others (for example; rescue, security)

Appendix D to Section 1910.134 (Mandatory) Information for Employees Using Respirators When Not Required Under the Standard

Respirators are an effective method of protection against designated hazards when properly selected and worn. Respirator use is encouraged, even when exposures are below the exposure limit, to provide additional level of comfort and protection for workers. However, if a respirator is used improperly or not kept clean, the respirator itself can become hazard to the worker. Sometimes, workers may wear respirators to avoid exposures to hazards, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. If your employer provides respirators for your voluntary use, or if you provide your own respirator, you need to take certain precautions to be sure that the respirator itself does not represent a hazard.

You should do the following:

1. Read and heed all instructions provided by the manufacturer on use, maintenance, cleaning and care, and warnings regarding the respirator limitations.
2. Choose respirators certified for use to protect against the contaminant of concern. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Department of Health and Human Services, certifies respirators. A label or statement of certification should appear on the respirator packaging. It will tell you what the respirator is designated for and how much it will protect you.
3. Do not wear your respirator into atmospheres containing contaminants for which your respirator is not designated to protect against. For example, a respirator designated to filter dust particles will not protect you against gases, fumes, vapors, or very small solid particles of fumes or smoke.
4. Keep track of your respirator so that you do not mistakenly use someone else's respirator.

OSHA INFOSHEET

Respirator Medical Evaluation Questionnaire

Respirators must be used in workplaces in which employees are exposed to hazardous airborne contaminants. When respiratory protection is required employers must have a respirator protection program as specified in OSHA's Respiratory Protection standard (29 CFR 1910.134). Before wearing a respirator, workers must first be medically evaluated using the mandatory medical questionnaire or an equivalent method. To facilitate these medical evaluations, this INFOSHEET includes the mandatory medical questionnaire to be used for these evaluations.

Medical Evaluation and Questionnaire Requirements

The requirements of the medical evaluation and for using the questionnaire are provided below:

- The employer must identify a physician or other licensed health care professional (PLHCP) to perform all medical evaluations using the medical questionnaire in Appendix C of the Respiratory Protection standard or a medical examination that obtains the same information. (See Paragraph (e)(2)(i).)
- The medical evaluation must obtain the information requested in Sections 1 and 2, Part A of Appendix C. The questions in Part B of Appendix C may be added at the discretion of the health care professional. (See Paragraph (e)(2)(ii).)
- The employer must ensure that a follow-up medical examination is provided for any employee who gives a positive response to any question among questions 1 through 8 in Part A Section 2, of Appendix C, or whose initial medical examination demonstrates the need for a follow-up medical examination. The employer must provide the employee with an opportunity to discuss the questionnaire and examination results with the PLHCP. (See Paragraph (e)(3)(i).)
- The medical questionnaire and examinations must be administered confidentially during the employee's normal working hours or at a time and place convenient to the employee and in a manner that ensures that he or she understands its content. The employer must not review the employee's responses, and the questionnaire must be provided directly to the PLHCP. (See Paragraph (e)(4)(i).)

Excerpt from Appendix C of 29 CFR 1910.134: OSHA Respirator Medical Evaluation Questionnaire

To the employer: Answers to questions in Section 1, and to question 9 in Section 2 of Part A, do not require a medical examination.

To the employee: Your employer must allow you to answer this questionnaire during normal working hours, or at a time and place that is convenient to you. To maintain your confidentiality, your employer or supervisor must not look at or review your answers, and your employer must tell you how to deliver or send this questionnaire to the health care professional who will review it.

Once filled out, this form must be given to the PLHCP. This form should **not** be submitted to OSHA.

Part A Section 1. (Mandatory) The following information must be provided by every employee who has been selected to use any type of respirator (please print).

1. Today's date:
2. Your name:
3. Your age (to nearest year):
4. Sex (circle one): Male/Female
5. Your height: ft. in.
6. Your weight: lbs.
7. Your job title:
8. A phone number where you can be reached by the health care professional who reviews this questionnaire (include the Area Code):
9. The best time to phone you at this number:
10. Has your employer told you how to contact the health care professional who will review this questionnaire (circle one): Yes/No
11. Check the type of respirator you will use (you can check more than one category):
 - a. ____ N, R, or P disposable respirator (filter-mask, non-cartridge type only).
 - b. ____ Other type (for example, half- or full-facepiece type, powered-air purifying, supplied-air, self-contained breathing apparatus).
12. Have you worn a respirator (circle one): Yes/No If "yes," what type(s):

Part A. Section 2. (Mandatory) Questions 1 through 9 below must be answered by every employee who has been selected to use any type of respirator (please circle "yes" or "no").

	YES	NO
1. Do you <i>currently</i> smoke tobacco, or have you smoked tobacco in the last month?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you <i>ever had</i> any of the following conditions?	<input type="checkbox"/>	<input type="checkbox"/>
a. Seizures	<input type="checkbox"/>	<input type="checkbox"/>
b. Diabetes (sugar disease)	<input type="checkbox"/>	<input type="checkbox"/>
c. Allergic reactions that interfere with your breathing	<input type="checkbox"/>	<input type="checkbox"/>
d. Claustrophobia (fear of closed-in places)	<input type="checkbox"/>	<input type="checkbox"/>
e. Trouble smelling odors	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you <i>ever had</i> any of the following pulmonary or lung problems?	<input type="checkbox"/>	<input type="checkbox"/>
a. Asbestosis	<input type="checkbox"/>	<input type="checkbox"/>
b. Asthma	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO
c. Chronic bronchitis	<input type="checkbox"/>	<input type="checkbox"/>
d. Emphysema	<input type="checkbox"/>	<input type="checkbox"/>
e. Pneumonia	<input type="checkbox"/>	<input type="checkbox"/>
f. Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>
g. Silicosis	<input type="checkbox"/>	<input type="checkbox"/>
h. Pneumothorax (collapsed lung)	<input type="checkbox"/>	<input type="checkbox"/>
i. Lung cancer	<input type="checkbox"/>	<input type="checkbox"/>
j. Broken ribs	<input type="checkbox"/>	<input type="checkbox"/>
k. Any chest injuries or surgeries	<input type="checkbox"/>	<input type="checkbox"/>
l. Any other lung problem that you've been told about	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you <i>currently</i> have any of the following symptoms of pulmonary or lung illness?	<input type="checkbox"/>	<input type="checkbox"/>
a. Shortness of breath	<input type="checkbox"/>	<input type="checkbox"/>
b. Shortness of breath when walking fast on level ground or walking up a slight hill or incline	<input type="checkbox"/>	<input type="checkbox"/>
c. Shortness of breath when walking with other people at an ordinary pace on level ground	<input type="checkbox"/>	<input type="checkbox"/>
d. Have to stop for breath when walking at your own pace on level ground	<input type="checkbox"/>	<input type="checkbox"/>
e. Shortness of breath when washing or dressing yourself	<input type="checkbox"/>	<input type="checkbox"/>
f. Shortness of breath that interferes with your job	<input type="checkbox"/>	<input type="checkbox"/>
g. Coughing that produces phlegm (thick sputum)	<input type="checkbox"/>	<input type="checkbox"/>
h. Coughing that wakes you early in the morning	<input type="checkbox"/>	<input type="checkbox"/>
i. Coughing that occurs mostly when you are lying down	<input type="checkbox"/>	<input type="checkbox"/>
j. Coughing up blood in the last month	<input type="checkbox"/>	<input type="checkbox"/>
k. Wheezing	<input type="checkbox"/>	<input type="checkbox"/>
l. Wheezing that interferes with your job	<input type="checkbox"/>	<input type="checkbox"/>
m. Chest pain when you breathe deeply	<input type="checkbox"/>	<input type="checkbox"/>
n. Any other symptoms that you think may be related to lung problems	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you <i>ever had</i> any of the following cardiovascular or heart problems?		
a. Heart attack	<input type="checkbox"/>	<input type="checkbox"/>
b. Stroke	<input type="checkbox"/>	<input type="checkbox"/>
c. Angina	<input type="checkbox"/>	<input type="checkbox"/>
d. Heart failure	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO
e. Swelling in your legs or feet (not caused by walking)	<input type="checkbox"/>	<input type="checkbox"/>
f. Heart arrhythmia (heart beating irregularly)	<input type="checkbox"/>	<input type="checkbox"/>
g. High blood pressure	<input type="checkbox"/>	<input type="checkbox"/>
h. Any other heart problem that you've been told about	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you <i>ever had</i> any of the following cardiovascular or heart symptoms?	<input type="checkbox"/>	<input type="checkbox"/>
a. Frequent pain or tightness in your chest	<input type="checkbox"/>	<input type="checkbox"/>
b. Pain or tightness in your chest during physical activity	<input type="checkbox"/>	<input type="checkbox"/>
c. Pain or tightness in your chest that interferes with your job	<input type="checkbox"/>	<input type="checkbox"/>
d. In the past two years, have you noticed your heart skipping or missing a beat	<input type="checkbox"/>	<input type="checkbox"/>
e. Heartburn or indigestion that is not related to eating	<input type="checkbox"/>	<input type="checkbox"/>
f. Any other symptoms that you think may be related to heart or circulation problems	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you <i>currently</i> take medication for any of the following problems?	<input type="checkbox"/>	<input type="checkbox"/>
a. Breathing or lung problems	<input type="checkbox"/>	<input type="checkbox"/>
b. Heart trouble	<input type="checkbox"/>	<input type="checkbox"/>
c. Blood pressure	<input type="checkbox"/>	<input type="checkbox"/>
d. Seizures	<input type="checkbox"/>	<input type="checkbox"/>
8. If you've used a respirator, have you <i>ever had</i> any of the following problems? (If you've never used a respirator, check the following space and go to question 9.) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Eye irritation	<input type="checkbox"/>	<input type="checkbox"/>
b. Skin allergies or rashes	<input type="checkbox"/>	<input type="checkbox"/>
c. Anxiety	<input type="checkbox"/>	<input type="checkbox"/>
d. General weakness or fatigue	<input type="checkbox"/>	<input type="checkbox"/>
e. Any other problem that interferes with your use of a respirator	<input type="checkbox"/>	<input type="checkbox"/>
9. Would you like to talk to the health care professional who will review this questionnaire about your answers to this questionnaire?	<input type="checkbox"/>	<input type="checkbox"/>
<p>Questions 10 to 15 below must be answered by every employee who has been selected to use either a full-facepiece respirator or a self-contained breathing apparatus (SCBA). For employees who have been selected to use other types of respirators, answering these questions is voluntary.</p>		
10. Have you <i>ever lost</i> vision in either eye (temporarily or permanently)?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you <i>currently</i> have any of the following vision problems?	<input type="checkbox"/>	<input type="checkbox"/>
a. Wear contact lenses	<input type="checkbox"/>	<input type="checkbox"/>
b. Wear glasses	<input type="checkbox"/>	<input type="checkbox"/>
c. Color blind	<input type="checkbox"/>	<input type="checkbox"/>
d. Any other eye or vision problem	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO
12. Have you <i>ever had</i> an injury to your ears, including a broken eardrum?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you <i>currently</i> have any of the following hearing problems?	<input type="checkbox"/>	<input type="checkbox"/>
a. Difficulty hearing	<input type="checkbox"/>	<input type="checkbox"/>
b. Wear a hearing aid	<input type="checkbox"/>	<input type="checkbox"/>
c. Any other hearing or ear problem	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you <i>ever had</i> a back injury?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you <i>currently</i> have any of the following musculoskeletal problems?	<input type="checkbox"/>	<input type="checkbox"/>
a. Weakness in any of your arms, hands, legs, or feet	<input type="checkbox"/>	<input type="checkbox"/>
b. Back pain	<input type="checkbox"/>	<input type="checkbox"/>
c. Difficulty fully moving your arms and legs	<input type="checkbox"/>	<input type="checkbox"/>
d. Pain and stiffness when you lean forward or backward at the waist	<input type="checkbox"/>	<input type="checkbox"/>
e. Difficulty fully moving your head up or down	<input type="checkbox"/>	<input type="checkbox"/>
f. Difficulty fully moving your head side to side	<input type="checkbox"/>	<input type="checkbox"/>
g. Difficulty bending at your knees	<input type="checkbox"/>	<input type="checkbox"/>
h. Difficulty squatting to the ground	<input type="checkbox"/>	<input type="checkbox"/>
i. Climbing a flight of stairs or a ladder carrying more than 25 lbs.	<input type="checkbox"/>	<input type="checkbox"/>
j. Any other muscle or skeletal problem that interferes with using a respirator	<input type="checkbox"/>	<input type="checkbox"/>

This infosheet does not include the questions in Part B because they are not mandatory; rather, they may be added to the questionnaire at the discretion of the health care professional who will review the questionnaire.

OSHA Educational Materials

OSHA has an extensive publications program. For a listing of free items, visit OSHA's web site at www.osha.gov/publications or contact the OSHA Publications Office, U.S. Department of

Labor, 200 Constitution Avenue, N.W., N-3101, Washington, DC 20210. Telephone (202) 693-1888 or fax to (202) 693-2498.

Contacting OSHA

To report an emergency, file a complaint or seek OSHA advice, assistance or products, call (800) 321-OSHA (6742) or contact your nearest OSHA regional, area, or State Plan office; TTY: 1-877-889-5627.

This InfoSheet is not a standard or regulation, and it creates no new legal obligations. It contains recommendations as well as descriptions of mandatory safety and health standards. The recommendations are advisory in nature, informational in content, and are intended to assist employers in providing a safe and healthful workplace. The *Occupational Safety and Health Act* requires employers to comply with safety and health standards and regulations promulgated by OSHA or by a state with an OSHA-approved state plan. In addition, the Act's General Duty Clause, Section 5(a)(1), requires employers to provide their employees with a workplace free from recognized hazards likely to cause death or serious physical harm.



U.S. Department of Labor



ATTACHMENT B:

Voluntary Use

**Appendix D to Sec. 1910.134: (Mandatory) Information for
Employees Using Respirators When Not Required Under Standard.**

Respirators are an effective method of protection against designated hazards when properly selected and worn. Respirator use is encouraged, even when exposures are below limit, to provide an additional level of comfort and protection for workers. However, if a respirator is used improperly or not kept clean, the respirator itself can become a hazard to the worker. Sometimes, workers may wear respirators to avoid exposures to hazards, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. If your employer provides respirators for your voluntary use, or if you provide your own respirator, you need to take certain precautions to be sure that the respirator itself does not present a hazard.

You should do the following:

- Read and heed all instructions provided by the manufacturer on use, maintenance, cleaning and care, and warnings regarding the respirators limitations.
- Choose respirators certified for use to protect against the contaminant of concern. NIOSH, the National Institute of Occupational Safety and Health of the U.S. Department of Health and Human Services, certify respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will tell what the respirator is designed for and how much it will protect you.
- Do not wear your respirator into atmospheres containing contaminants for which your respirator is not designed to protect against. For example, a respirator designed to filter dust particles will not protect you against gases, vapors or very small solid particles of fumes or smoke.
- Keep track of your respirator so that you do not mistakenly use someone else's respirator.

The above information has been reviewed with me and I understand that I am responsible for being aware of it at all times in my job.

Employee

Date

Supervisor

Date

SUNSET RIDGE DISTRICT 29 ENROLLMENT REPORT

September 13, 2020

2019-2020 ACTUAL ENROLLMENT

<u>Grade</u>	<u>Enrollment</u>	<u>Sections/Size</u>
<i>PRE-K</i>	4 (5)	N/A
K	51 + 2* (0)	3 (17.0)
1	53 (0)	3 (17.6)
2	48 (0)	3 (16.0)
3	47 (0)	3 (15.7)
Total MF:	199 + 2* (5)	
4	48 (0)	3 (16.0)
5	53 (1)	3 (17.7)
6	64 (3)	3 (21.3)
7	53 (0)	3 (17.7)
8	47 (0)	3 (15.7)

Total SRS: 265 (5)

• **TOTAL ENROLLMENT: 464 (10)**
TOTAL # OF SECTIONS: 27

**PRE-K
(*)**

Reflects District 29 resident students with special education needs served by District 29 staff.
Reflects PRE-K to 8th Grade District 29 resident special education students served outside the District.

2020-2021 PROJECTED ENROLLMENT

<u>Grade</u>	<u>Enrollment</u>	<u>Sections</u>	<u>Total</u>
<i>PRE-K</i>	4 (5)	N/A	
K	63 (0)*	(12/3, 13/4, 13/3, 11/4)	49/14
1	54 (0)*	(16/2, 14/4, 14/4)	44/10
2	50 (0)*	(12/5, 16/1, 15/1)	43/7
3	47 (0)*	(14/2, 12/3, 12/4)	38/9
Total MF:	214 (5)*		174/40
4	47 (0)*	(14/2, 15/0, 13/3)	42/5
5	47 (0)*	(15/1, 13/2, 14/2)	42/5
6	49 (1)*	(12/0, 11/1, 11/3, 11/0)	45/4
7	58 (3)*	(14/5, 10/3, 11/0, 15/0)	50/8
8	52 (0)*	(10/1, 13/1, 13/1, 13/0)	49/3

Total SRS: 253 (4)* 228/25

TOTAL ENROLLMENT: 467/65 (13.9%)
TOTAL # OF SECTIONS: TBD



SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange 

DATE: September 15, 2020

SUBJECT: 2020-2021 Staffing Update

This following information delineates staffing matters for the 2020-2021 school year. Documents related to specific individuals in these matters are provided in your closed session packet. Please contact me if you have any questions.

Posted Vacancy

Teaching Assistants (2)

Recommendation for Board Approval

Employment of Sean Hardiman (Teaching Assistant)

Employment of Michele Girdon (Teaching Assistant)

Approved by Board

Transfer of Matt Wilkinson (Advanced Learning Program Teacher – Humanities)

Employment of Carly Cohen (7th Grade Student Services Teacher)

Transfer of Hillary Davis (2nd Grade Teacher)

Employment of Kathleen Downs (School Psychologist Intern)

Resignation of Amanda Martinsen (Junior High Math Teacher)

Employment of Margaret Michalek (Kindergarten Teacher)

Employment of Jillian Wiedrich (1st Grade Teacher)

Employment of Betsy Swanson (Sunset Ridge Art Teacher)

Employment of Shannon Tremont (Sunset Ridge Math Teacher)

Resignation of Linda Curry (Sunset Ridge School Nurse)

Retirement of Lynn Horne (Sunset Ridge Art Teacher)

Resignation of Evelyn Levin (Sunset Ridge School Spanish Teacher)

Resignation of Alicia Cohen (Middlefork School Teaching Assistant)

Employment of Gloria Ramos (SRS Spanish Teacher)

Employment of Marci. Peck (SRS Nurse)

Leaves of Absence

Caitlyn Leary (3rd Grade Teacher) – Anticipated September 2020

Kellie Johnson (Middlefork Library) – Anticipated October 2020

Sarah Dengsavang (2nd Grade Teacher) – Anticipated November 2020

Kim Albright (Computer Science) – Anticipated