



MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
REGULAR BOARD OF EDUCATION MEETING
SEPTEMBER 23, 2020
6:00 PM (closed session)
6:30 PM (open session)

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. CLOSED SESSION-**FOR THE PURPOSE OF DISCUSSING THE EMPLOYMENT AND COMPENSATION OF A SPECIFIC EMPLOYEE AND MATTERS RELATING TO A SPECIFIC STUDENT**
- IV. PUBLIC HEARING ON THE FISCAL YEAR '21 DISTRICT BUDGET
 - A. Open the hearing
 - B. Board comments
 - C. Public comments
 - D. Adjourn the hearing
- V. APPROVAL OF AGENDA-ACTION ITEM
 - A. *The motion is that the Board of Education approves the agenda as presented.*
- VI. APPROVAL OF PREVIOUS MINUTES-ACTION ITEM
 - A. *The motion is that the Board of Education approves the minutes of the regular Board of Education meeting from August 24, 2020.*
- VII. CONSENT AGENDA
 - A. DISTRICT BILLS AS OF September 23, 2020.
 - B. BUILDING ACTIVITY REPORTS
 - C. NON-CERTIFIED PERSONNEL RECOMMENDATIONS
 1. Hires:
 - a) Jeanne Adams-Cafeteria Substitute
 - b) Keegan Shank: Custodian at Morrison High School
 - c) Karen Wiebenga: Nurse at Morrison High School
 2. Resignations:
 - a) Grant Stiles-Custodian Morrison High School
 3. Leaves of Absence:
 - a) Laura Gatz-Cafeteria
 - b) Jessica Baldwin-Cafeteria
 - c) Pat Zuidema-Cafeteria
- VIII. COMMUNICATION/PUBLIC COMMENTS
- IX. GOOD NEWS FROM AROUND THE DISTRICT
- X. PUBLIC FORUM
- XI. REPORTS
 - A. FINANCE/FACILITY
 - B. ENROLLMENT

C. TECHNOLOGY REPORT

XII. OLD BUSINESS

A. FY'21 BUDGET-ACTION ITEM

1. ***The motion is that the Board of Education approves the FY'21 district budget as presented.***

B. DISTRICT ACCELERATED PLAN-ACTION ITEM-ACTION ITEM

1. ***The motion is that the Board of Education approves the District Accelerated Plan as presented.***

C. Extra Service Personnel Salary Schedule-Action Item

1. ***The motion is that the Board of Education approves the 2020-2025 Extra Service Personnel as presented.***

D. Board Policy Updates (2nd Reading)-Discussion Item

XIII. NEW BUSINESS

A. REIMBURSEMENT RESOLUTION-ACTION ITEM

1. ***The motion is that the Board of Education approves the intent to reimburse as presented.***

B. CROSS COUNTRY ACTIVITY ACCOUNT-ACTION ITEM

1. ***The motion is that the Board of Education approves the creation of a Cross Country activity account at Farmers National Bank.***

C. HIGH SCHOOL ATHLETIC CONFERENCE UPDATE-Discussion Item

D. DISTRICT COVID-19 METRIC PLAN-Discussion Item

E. DISTRICT LEARNING PLAN UPDATE-Discussion Item

F. REMAINING BOND FUNDS AND FUTURE PROJECTS-Discussion Item

G. N22 CHROMEBOOK RELEASE-ACTION ITEM

1. ***The motion is that the Board of Education approves the release of 25 Lenovo N22 Chromebooks for resale.***

H. EARLY GRADUATION REQUESTS-ACTION ITEM

1. The motion is that the Board of Education approves the early graduation request of student #367658244
2. The motion is that the Board of Education approves the early graduation request of student #725844083

XIV. ADJOURNMENT

On roll call, the following were present: Gus Linke (joined 6:10pm), Terri Wilkens, Jim Ridley, Wolfgang Schmidt attended remotely, attending in person were Tricia Mickley, and Cathleen Vegter. Absent: Lauri Helms. Also present were Superintendent Scott Vance, Recording Secretary LuAnn Wieneke, Kyla Hanson (Fiscal Director), Andy Harridge (NS Principal), Jeremy Keesee (SS Principal), Joe Robbins (JH Principal), Cory Bielema (HS Principal), Duane Shaffer (IT Director), Connie Royer (MEA/teacher). Teachers in attendance: Savanna Miska (remote), Tyler Sutton, Wendy Connelly, Tony Wright, Mark Ernst, Julia Deter, Stephanie Briggs, Justin Stevenson and Gabbie Cultra.

On roll call voting Aye – Mickley, Schmidt, Ridley, Wilkens and Vegter. Nay – None; Motion carried.

Ayes: Six; Nays: None. Motion carried

Consent Agenda addition of -- VI –C – Charlotte Combs-Paraprofessional Northside Elementary
Jessica Raya-Paraprofessional Northside Elementary
Debbie Vretis-Paraprofessional Morrison High School

Ayes: Six; Nays: None. Motion carried.

Ayes: Five; Nays: None. Abs: One; Motion Carried.

Motion: Mickley; **Second:** Ridley; To approve the consent Agenda including District bills for payment as of August 24, 2020, Building Activity Reports and resignations: Charlotte Combs – Paraprofessional at Northside Elementary, Jessica Rava – Paraprofessional Northside Elementary and Debbie Vretis – Paraprofessional Morrison High School.

RECORD OF MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
August 24, 2020

IDPH GUIDELINES

Mr. Vance went over some of the guidelines from IDPH as to when students will be sent home or can remain in school. If there is a time when a large number of students/staff are out of school the Board will hold a special meeting to determine what steps to take as far as staying in school or going completely remote.

SEPTEMBER BOARD MEETING DATE

The September Board meeting will be held on September 23rd since there needs to be 30 days for the Budget to be available to the public.

ACTION ITEMS

BOARD POLICY UPDATES

Motion: Linke; Second: Wilkens

The motion is that the Board of Education approves the policy updates as presented.

On roll call voting Aye – Ridley, Linke, Wilkens, Mickley, Schmidt and Vegter. Nay – None; Motion carried.

EXTENDED ABSENCE REQUEST

Motion: Mickley; Second: Schmidt

The motion is that the Board of Education approves the pre-arranged absence request of student #2981195927

On roll call voting Aye – Linke, Wilkens, Mickley, Schmidt, Ridley and Vegter. Nay – None; Motion carried.

DISTRICT BANDWIDTH INCREASE

Motion: Linke; Second: Schmidt

The motion is that the Board of Education approves the contract with NIU.net for additional bandwidth for the Morrison School District as presented.

On roll call voting Aye – Linke, Wilkens, Mickley, Schmidt, Ridley and Vegter. Nay – None; Motion carried.

OTHER BUSINESS

There was a short discussion as to when High School students would be allowed to have lockers to put some of their items such as coats in. Mr. Bielema is hoping to assign lockers soon once they feel the students as in a routine of not hanging out in the hallways. Mr. Robbins has been allowing students at the Jr High School to go to their lockers first thing in the morning, before and after lunch and at the end of the day.

ADJOURN MEETING

7: 44 P.M.

Motion: Mickley; Second: Wilkens; The motion to adjourn the meeting.

Ayes: Six; Nays: None. Motion carried.

(President) _____

(Secretary) _____ Date Approved _____

RECORD OF MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
August 24, 2020

Vos, Saville, Stralow, Freeman, and Hutson each received a \$500 scholarship from Nexstar Media Group, the parent company of WTOV-TV in Rockford. The team also received a trophy to recognize its second-place finish.

Post prom donated 2 new picnic tables and microwaves with money that had been raised and not used. Many students have been using the tables to go outside to eat lunch.

Reports

Finance/Facility Report — Finance reports are included in the packet. Many facility projects have been completed and we are in the process of looking into options to get the playground equipment at NS and SS installed. Bids will also be gotten for the new parking area at Northside Elementary.

Technology Report – Mr. Shaffer stated 24 of the 30 Hotspots are out with families that need them. Chromebooks have been given out to most students, there are 30 students have not signed the return policy sheet yet so they will get their Chromebooks when those are signed. There are approximately 150 of the new Chromebooks left. Teachers are adapting to “new tricks” to help with the remote teaching.

DISCUSSION ITEMS

FY’21 PRELIMINARY BUDGET

Mr. Vance stated that the Budget numbers are up due to the salary increases for ESP employees and teachers due to the new minimum wage laws.

EXTRACURRICULAR STIPENDS

There was lengthy discussion by the Board on how the coaches should be paid for their extracurricular stipends not knowing whether there would be any sports seasons beyond Golf, Girls Swimming and Cross Country. Coaches in attendance interjected their thoughts and ideas on different possibilities.

DISTRICT ACCELERATED PROGRAM

Mr. Vance had the Accelerated Placement Program in the packet and commended Connie Royer on doing a very thorough job putting it together.

EXTRA SERVICE PERSONNEL SALARY SCHEDULE

Mr. Vance said went over a salary schedule he has been working on for the ESP staff to remain compliant with the new minimum wage laws that have taken effect.

BOARD POLICY (FIRST READING)

Mr. Vance stated that the Policies have some significant changes in regard to Title 9. He has the lawyers looking at it.

R C SMITH CONTRACT

Mr. Vance is having the lawyers look over the wording for parts of the contract to be mutually agreeable to both sides.

RECORD OF MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
August 24, 2020

On roll call voting Aye – Schmidt, Ridley, Linke, Wilkens, Mickley and Vegter. Nay – None; Motion carried.

COMMUNICATIONS/PUBLIC COMMENTS

None

Public Forum

None

Good News from Around the District

- **NORTHSIDE ELEMENTARY-** Andy Harridge (Principal) The first day of school couldn't have gone any better than it did. Thanks to the staff, students, and parents for all of their hard work.

- **SOUTHSIDE ELEMENTARY-** Jeremy Keesee (Principal) Southside did not have to send any students home because of COVID like symptoms our first two days.

Shadow Tag and running races are on the popular list of activities the kids are attempting at recess.

Southside was able to successfully get through our basic training of expectations and procedures in new and COVID fashion. Teachers developed committees and worked very hard at creating posters, signs, floor labels, and a PowerPoint presentation for teachers to use in the classroom to cover our basic training.

The benches donated in memory of Dawson S. are now in place.

- **MORRISON JUNIOR HIGH-** Joe Robbins (Principal) The first two days of school went well, reminding students that social distancing is of utmost importance

- **MORRISON HIGH SCHOOL –** Cory Bielema (Principal) Morrison High School's Scholastic Bowl team achieved a second-place finish in the 2019-20 Stateline

Quiz Bowl championship match at the Nordlof Center in Rockford on Friday, July 10. Morrison's team, which won its matches against Guilford High School (180-130), Winnebago High School (280-200), and Stillman Valley High School (240-150) earlier in the season, was one of only four teams (among 32) to reach the final rounds of the 2019-20 season. Durand High School, Belvidere High School, and Auburn High School (Rockford) also advanced to the "Final Four" through their victories throughout the season.

Morrison High School alumni Griffin Vos, Hannah Stralow, and Kara Saville, along with current students Lorilee Hutson and Aaron Freeman, represented Morrison during the event. In its first match of the in the morning, Morrison defeated Durand High School in a close, competitive match by a score of 230-220. Through its victory in the first round, Morrison advanced to the championship match against Auburn. Following a clean sweep of the questions in the economics terms category and fast, accurate answers in in the fourth round, Auburn ultimately prevailed by a score of 420-160. Morrison's second-place finish represents its strongest performance to date in the Stateline Quiz Bowl. In 2018, the team lost its match against Pecatonica High School by a score of 190-170, which ended the team's participation in the tournament for the 2018-19 season. With strong performances from its three seniors (Vos, Saville, and Stralow) this year, however, Morrison held its ground against competitive teams.

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Good News From Around the District

Northside:

- Someone in the community has been making masks and taking donations for them since March instead of selling them for profit. The person then took \$500 from the donations they have received and donated it to the Northside milk account.

Southside:

- Classes have begun completing individual class safety drills to accommodate for Social distancing this last week.
- The annual Health Life Safety check was held on Sept. 2 and went well for Southside.
- STAR testing and Dibels testing were completed the first two weeks of September. Some of these were even conducted remotely. We are now getting an idea about the learning loss from the spring. Some teachers did mention though they were pleasantly surprised by a couple of their intervention students and the progress they did make. They attribute some of it to the extra work these students put in during the summer as well.

Morrison Junior High:

- Chase Decker placed 6th in the IESA Golf Sectional held in Rockford on September 9th. Unfortunately there will not be a State Tournament this year because of COVID.
- Jamie Harmon took all of our student pictures this year. We were lucky enough to get some background lighting equipment donated to the school from one of our parents.
- Students are doing a very good job wearing masks in school. They continue to remember the social distancing part but we remind them of it whenever and wherever possible.
- The Wild Rose Casino donated one of their old ID Card Printers to us. Since Persona did not come in to take pictures this year we are going to print our own. They also included a sleeve of ID cards and a color printer ribbon to get us started. Average cost for the printer is around \$1200.

Morrison High School:

- The Art Department just received news that the 2019-20 MHS Yearbook was awarded the "National Yearbook Program of Excellence" recognition! Jostens prints the yearbooks for over 15,000 schools and only 448 schools earned this recognition last year. That puts the MHS Yearbook Staff's performance in the top 3%.
- "Fall Frenzy" and "Paint the Parking Lot" occurred during the week of the "21st through 18th. Dress up days that included the remote learners and finishing the week with a two-day (to accommodate the split in person schedule) schoolwide picnic coupled with painting the parking lot. Student council students helped plan and coordinate the event. The Children's Art Preservation Association (CAPA) donated the painting supplies for the event. We hope the event was good for school culture and gave the students a fun sense of "normal".
- Key Club is working with Tony Fulton to complete his Eagle Scout project. He hopes to give every child in the Morrison School system in grades K-2 a book in October. He is accepting donations of new or nearly new books for his project. There is a drop off box in MHS library for donations.

Expenditure Report

Printed: 09/11/2020 3:01:23PM
Morrison CUSD #6

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Date Range: 7/1/2020 to 08/31/2020

Education Fund 10

Account Number	Description	Beginning Balance	Month Activity	Month End Balance	Budget	% of Budget
10.1459.221.1.321500	AG TEACHER LIFE INS	1.64	1.64	3.28	20.00	16.40
10.1459.222.1.321500	AG TEACHER THIS	83.61	55.74	139.35	680.00	20.49
10.1499.112.1.323500	THREE CIRCLE AG GRANT SALARIES	531.62	0.00	531.62	6,000.00	8.86
10.1499.211.1.323500	THREE CIRCLE AG GRANT TRS	55.97	0.00	55.97	700.00	8.00
10.1499.222.1.323500	THREE CIRCLE AG GRANT THIS	10.28	0.00	10.28	130.00	7.91
10.1499.411.1.323500	AG ED INCENTIVE GRANT SUPPLIES	0.00	0.00	0.00	1,500.00	0.00
10.1500.112.1	HS ATHLETIC COACHING SALRS	9,024.78	6,797.19	15,821.97	101,100.00	15.65
10.1500.112.2	JH ATHLETIC COACHING SALRS	3,438.44	2,292.33	5,730.77	37,500.00	15.28
10.1500.129.1	ATHLETIC HELPERS SALARY	0.00	0.00	0.00	3,000.00	0.00
10.1500.211.1	HS ATHLETIC TRS	576.21	384.14	960.35	4,500.00	21.34
10.1500.211.2	JH ATHLETIC TRS	362.01	241.34	603.35	2,500.00	24.13
10.1500.222.1	HS ATHLETIC THIS FUND	116.97	77.98	194.95	800.00	24.37
10.1500.222.2	JH ATHLETIC THIS FUND	66.48	44.32	110.80	500.00	22.16
10.1500.319.1	OFFICIALS HS	0.00	0.00	0.00	12,000.00	0.00
10.1500.319.2	OFFICIALS JH	0.00	0.00	0.00	3,000.00	0.00
10.1500.323.1	HS ATHLETIC REPAIR	0.00	0.00	0.00	3,000.00	0.00
10.1500.332.1	HS ATHLETIC TRAVEL	0.00	0.00	0.00	5,000.00	0.00
10.1500.332.2	JH ATHLETIC TRAVEL	0.00	0.00	0.00	3,000.00	0.00
10.1500.411.1	HS ATHLETIC SUPPLIES	0.00	0.00	0.00	6,000.00	0.00
10.1500.411.2	JH ATHLETIC SUPPLIES	0.00	0.00	0.00	1,000.00	0.00
10.1500.490.1	HS ATHLETIC OTHER MATERIALS	0.00	3,067.40	3,067.40	8,000.00	38.34
10.1500.500.1	HS ATHLETIC EQUIPMENT	0.00	0.00	0.00	7,000.00	0.00
10.1500.640.1	HS ATHLETIC DUES/FEES	750.00	0.00	750.00	2,000.00	37.50
10.1500.640.2	JH ATHLETIC DUES/FEES	0.00	40.00	40.00	1,000.00	4.00
10.1501.112.1	HS OTHER EXTRA-CURR. SALRS	2,231.76	1,487.86	3,719.62	19,000.00	19.58
10.1501.112.2	JH OTHER EXTRA-CURR. SALRS	610.42	406.95	1,017.37	4,400.00	23.12
10.1501.112.3	SS OTHER EXTRA-CURR. SALRS	456.00	304.00	760.00	3,000.00	25.33
10.1501.112.4	NS OTHER EXTRA-CURR. SALRS	456.00	304.00	760.00	3,000.00	25.33
10.1501.211.1	HS OTHER EXTRA-CURR. TRS	218.76	145.84	364.60	1,600.00	22.79
10.1501.211.2	JH OTHER EXTRA-CURR. TRS	64.23	42.82	107.05	450.00	23.79
10.1501.211.3	SS OTHER EXTRA-CURR. TRS	48.00	32.00	80.00	350.00	22.86
10.1501.211.4	NS OTHER EXTRA-CURR. TRS	48.06	32.04	80.10	350.00	22.89
10.1501.222.1	HS OTHER EXTRA-CURR. THIS	41.61	27.74	69.35	300.00	23.12
10.1501.222.2	JH OTHER EXTRA-CURR. THIS	11.82	7.88	19.70	100.00	19.70
10.1501.222.3	SS OTHER EXTRA-CURR. THIS	8.82	5.88	14.70	75.00	19.60
10.1501.222.4	NS OTHER EXTRA-CURR. THIS	8.82	5.88	14.70	75.00	19.60
10.1501.411.1	OTHER EXTRA-CURRIC MATLS	0.00	0.00	0.00	1,500.00	0.00
10.1501.640.1.1	OTHER EXTRA CURRIC. FEES	0.00	0.00	0.00	9,000.00	0.00
10.1501.645.1	EXTRA CURRICULAR FEE REFUND	0.00	0.00	0.00	0.00	0.00
10.1700.112.1	DRIVERS ED SALARIES	6,675.03	5,066.69	11,741.72	48,000.00	24.46
10.1700.211.1	DRIVERS ED TRS	686.92	517.61	1,204.53	5,050.00	23.85
10.1700.220.1	DRIVERS ED HEALTH INS	567.12	567.12	1,134.24	6,900.00	16.44
10.1700.221.1	DRIVERS ED LIFE INS	1.64	1.64	3.28	20.00	16.40

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MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6
FINANCIAL COMPARISONS
August 2020

YEAR	REVENUE BUDGETED	REVENUE RECEIVED TO DATE	+ OR -	+ OR - %
2019-2020	\$11,772,085.00	\$12,040,853.52	\$268,768.52	2.28%
2020-2021	\$11,981,137.00	\$0.00		
RECEIVED:	August 31, 2018		\$1,255,360.33	
	August 31, 2019		\$1,391,026.83	11.82%
	August 31, 2020		\$1,161,091.00	9.69%

YEAR	EXPENDITURES BUDGETED	EXPENDITURES TO DATE	+ OR -	+ OR - %
2019-2020	\$13,882,473.00	\$14,535,840.90	\$653,367.90	4.71%
2020-2021	\$12,881,143.00			
EXPENSED:	August 31, 2018		\$3,844,519.17	
	August 31, 2019		\$2,445,844.24	17.62%
	August 31, 2020		\$2,025,167.76	15.72%

**TREASURER'S REPORT
CASH AND INVESTMENTS**

	TOTALS	EDUCATION	BUILDING	TRANSPORTATION
August 31, 2018	\$7,677,255.40	\$4,016,509.19	\$562,945.83	\$484,737.94
August 31, 2019	\$7,137,681.26	\$3,693,624.39	\$380,786.24	\$501,794.03
August 31, 2020	\$6,546,076.58	\$3,092,951.37	\$221,942.85	\$585,537.37
	IMRF/SS	WORKING CASH	TORT	BOND AND INTEREST
August 31, 2018	\$531,941.79	\$871,014.11	\$159,747.62	\$1,050,358.92
August 31, 2019	\$487,552.88	\$647,761.64	\$160,497.13	\$1,265,664.95
August 31, 2020	\$448,423.12	\$694,263.75	\$164,022.63	\$1,338,935.49

ENROLLMENT REPORT

2019-2020	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	+/-
EARLY CHILDHOOD	41									-41
KINDERGARTEN	60									-60
1ST GRADE	64									-64
2ND GRADE	70									-70
NS TOTAL	235	0	0	0	0	0	0	0	0	-235
3RD GRADE	57									-57
4TH GRADE	63									-63

5TH GRADE	78									-78
SS TOTAL	198	0	0	0	0	0	0	0	0	-198
6TH GRADE	71									-71
7TH GRADE	87									-87
8TH GRADE	70									-70
MJHS TOTAL	228	0	0	0	0	0	0	0	0	-228
9TH GRADE	76									-76
10TH GRADE	82									-82
11TH GRADE	80									-80
12TH GRADE	58									-58
MHS TOTAL	296	0	0	0	0	0	0	0	0	-296
MCUD TOTAL	957	0	0	0	0	0	0	0	0	-957

YEAR TO YEAR	-76	-1034	-1030	-1028	-1024	-1018	-1015	-1016	-1016	-940
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	2019-2020	2020-2021	Difference	% Different
1st Grade	69	64	-5	-7.25%
2nd Grade	78	70	-8	-10.26%
3rd Grade	62	56	-6	-9.68%
4th Grade	69	63	-6	-8.70%
5th Grade	84	78	-6	-7.14%
6th Grade	77	71	-6	-7.79%
7th Grade	90	87	-3	-3.33%
8th Grade	75	70	-5	-6.67%

9th Grade	79	76	-3	-3.80%
10th Grade	85	82	-3	-3.53%
11th Grade	84	80	-4	-4.76%
12th Grade	62	58	-4	-6.45%
Totals	914	855	-59	-6.46%

Tech updates - September

Hotspots -

- We ordered an additional 10 hotspots at the beginning of the month.
- To date, 30 of 40 hotspots are in circulation with 2 pending pick up.
- I have 2 families on the waiting list at the moment.

Bandwidth -

- We did a bandwidth test September 16th to see what impact on our network that having all teachers in a Google Meet video conference would have.
 - Overall, the results were positive. We had over 80 staff members in an active meeting and over 300 participants from outside the network joined in and barely reached half of our usage.
 - I am confident that if we were to go full remote, teachers would be able to reach students without network-related issues.
 - Another test will be conducted in the coming weeks to perform a similar test, but with students actively on our network.

Chromebooks -

- Up to this point, chromebooks are holding up with all students taking them home daily.
 - We've seen just a few broken screens and other hardware defects so far.

FY'21 DISTRICT BUDGET

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2020 ¹ (without Student Activity Funds)		3,860,977	341,807	1,195,224	507,591	454,203	2,595,185	689,337	262,868	43,203	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	4,341,862	715,939	1,436,186	264,076	164,414	143,000	70,094	377,016	65,894	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	3,606,002	0	0	275,000	0	50,000	0	0	0	
8	FEDERAL SOURCES	4000	471,654	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		8,419,518	715,939	1,436,186	539,076	164,414	193,000	70,094	377,016	65,894	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		8,419,518	715,939	1,436,186	539,076	164,414	193,000	70,094	377,016	65,894	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	6,515,249				108,300			0		
14	SUPPORT SERVICES	2000	2,295,018	840,130		524,031	122,380	262,500		330,585	0	
15	COMMUNITY SERVICES	3000	2,935	7,500		0	50			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	443,000	10,000	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,305,189	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		9,256,202	857,630	2,305,189	524,031	230,730	262,500		330,585	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		9,256,202	857,630	2,305,189	524,031	230,730	262,500		330,585	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(836,684)	(141,691)	(869,003)	15,045	(66,316)	(69,500)	70,094	46,431	65,894	
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										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
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 ³⁴ Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
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			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	0	0	0	0	0	0	0	0	

Accelerated Placement Act

Public Act 100-0421

The mission of Morrison Community Unit School District #6 is to “provide challenging and engaging educational experiences to equip students with the critical skills that promote the intellectual, social, emotional, and physical growth needed to become highly successful and productive citizens”. The board of education believes that all students across the achievement spectrum should be challenged and supported to develop their potential. Subsequently, the accelerated program has been developed to meet the needs of students who need a higher level of instruction. This document will describe the types of acceleration as well as the process the district will use to evaluate students for possible accelerated placement.

Definition:

Accelerated placement is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole-grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status.¹

Early Entrance to school: The main process of early entrance to school is to start kindergarten at a younger age; however, in some cases, it may be possible to skip kindergarten altogether and begin in first grade.

- **Early Entrance to Kindergarten** is the admission of a student to kindergarten for those children whose fifth birthday falls between September 2 and October 31, as documented by a certified copy of the birth certificate. The child demonstrates attention, gross and fine motor skills, cooperative play, and expressive and receptive language skills in the exceptional range.
- **Early Entrance to First Grade** is the admission of a student to first grade whose sixth birthday falls between September 2 and December 31, as documented by a certified copy of the birth certificate. Students who are younger than six upon starting first grade but were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

Whole-grade acceleration (grade skipping).

Whole grade acceleration is the practice of assigning a student to a higher grade level than is typical given the student’s age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Examples include:

- A student who has completed first grade is placed in a third-grade classroom (rather than a second-grade classroom) on a full-time basis at the beginning of the next school year.

- A fifth-grade student completes the fall semester and is placed in the sixth grade at the start of the second semester of the same school year. ²

Individual subject acceleration

Individual subject acceleration is the practice of assigning a student to specific content at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. Examples include:

- Eighth-grade students beginning taught Algebra I by a high school math teacher
- Fifth-grade students going to the junior high school for reading acceleration
- High School students enrolled in a Dual Credit class with SVCC or MIT
- High School students taking an Advanced Placement Class

Acceleration requires high academic ability. Standardized test scores and teacher recommendations can lead to placement in an accelerated program. However, motivation and social-emotional maturity will be important factors to consider in the retention of such placement. Acceleration may not be appropriate for students with the following characteristics:

- Is adequately challenged by the curriculum at his/her grade level
- Lacks motivation
- Would be significantly less emotionally mature than typical students at the grade level to which he or she would be accelerated
- Has an older sibling in the same grade level to which the student may be accelerated

Referral Process

Any student in the district may be referred to the accelerated program by a teacher, administrator, counselor, school psychologist, or a parent or legal guardian. The principal (or designee) of each school shall ensure that all staff is aware of the procedures for referring students for evaluation purposes.

Forms for early entrance into Kindergarten or First Grade (Please print and give to the principal)

[Early Entrance to Kindergarten or First Grade Parent Request Form \(link\)](#)

[Parent Questionnaire for Early Entrance \(link\)](#)

[Pre-School Teacher Questionnaire \(link\)](#)

Forms for academic acceleration (Please print and give to the principal)

[Academic Screening Permission \(link\)](#)

[Academic Acceleration Referral Form \(link\)](#)

Placement Measures

Once a student has been identified, the following appropriate placement measures will be used to determine if placement in an accelerated program is warranted:

Standardized Testing and Reporting System: STAR Assessments are short tests in math and reading that provide teachers with learning data.

Developmental Indicators for the Assessment of Learning: DIAL - 4 is designed for preschool and kindergarten testing motor, language, and conceptual skills, as well as self-help and social development.

Illinois Assessment of readiness for Grades 3 - 8: is a state-mandated test for students covering literacy and mathematics.

PSAT/SAT: a test administered to 9,10, or 11th-grade students used to measure college readiness.

ACCESS: an individual and group-administered assessment designed to measure academic English proficiency relative to state learning standards.

Parent/Guardian consent: parents will be asked to complete a questionnaire and consent form.

Teacher Recommendation: may be based on achievement on unit assessments, semester exams, performance pieces, or other relevant evaluations. In some cases, a checklist will be used.

Standards-Based report card: used in grades k - 5 measures the mastery of learning targets.

Interview: In some cases, a student may need to be interviewed by a qualified staff member to judge the willingness and maturity of the student to be placed in an accelerated option.

The above criteria will be evaluated by a Student Support Team consisting of the building principal, classroom teacher, specialized teacher, and school counselor or psychologist.

Once the student is placed in an accelerated program, reviews will be conducted occasionally to ensure the child is successful in the placement. If the child is unable to meet the standards, exhibits a great deal of anxiety or frustration, or cannot keep up with the pace or demands of the class, the parent will be notified and a more appropriate placement will be determined.

References;

1. <https://www.iagcgifted.org/resources/Documents/advocacy/Illinois%20Model%20Acceleration%20Policy.pdf>
2. [https://www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20%20%20Acceleration_10-23-18.pdf](https://www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20%20Acceleration_10-23-18.pdf)



MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6 EXTRA SERVICE PERSONNEL SALARY SCHEDULE 2020-2025

POSITION	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CNA	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Medical Assistant	\$12.50	\$13.50	\$14.00	\$14.50	\$15.50
LPN	\$15.50	\$16.00	\$16.50	\$17.00	\$17.50
RN	\$19.00	\$20.00	\$20.50	\$21.00	\$21.50
BSN	\$20.00	\$21.00	\$21.50	\$22.00	\$22.50
Classroom	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Classroom with Bachelors +	\$11.50	\$12.50	\$13.50	\$14.50	\$15.50
Non-Classroom	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Secretary	\$11.50	\$12.00	\$13.00	\$14.00	\$15.00
Office Manager	\$12.50	\$13.00	\$13.50	\$14.50	\$15.50
Head Custodian	\$15.25	\$15.25	\$15.25	\$15.25	\$15.75
Building Custodian	\$12.75	\$12.75	\$13.00	\$14.00	\$15.00
Cafeteria Supervisor	\$12.50	\$12.50	\$13.50	\$14.50	\$15.50
Server	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Food Van Driver	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00

- For the 2020-2021 school year current employees will receive their regular salary increase of \$.25 or \$.20 per hour depending on years of service.
- Employees will receive a second salary increase based on new statutory requirements for minimum wage. Employees making less than the mandated minimum wage will be placed at the new minimum wage. Employees making more than the minimum wage will be have their hourly wage increased by the amounts listed below:
 - 2020-2021: 4%
 - 2021-2022: 4%
 - 2022-2023: 4%
 - 2023-2024: 3%
 - 2024-2025: 3%
- Salary increases will be given every January 1st.

ISSUE 104
June 2020

Update Memo

Please distribute to board members and appropriate staff.

Contents

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Revisions to Policies, Administrative Procedures, and Exhibits (numerical table).....	p. 5
Next Issue: Title IX Updates	

Online Instructions

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

- Go to www.iasb.com and click on the yellow **Member Login** button.

- Log in using your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty logging in to www.iasb.com, please contact Kat Barone at kbarone@iasb.com.
 - Click the yellow "Hi [Your Name]," button.

- Under **My Account Links**, click on **PRESS Login**.

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211.

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

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

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

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

PRESS Bundles

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

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 5.

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

Have feedback on PRESS materials?

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



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2020 COVID-19 Pandemic Issues

The General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education have taken a number of actions and/or issued guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. During the special Illinois legislative session held at the end of May, the legislature codified many of these actions and guidance documents.

The Education Omnibus bill, P.A. 101-643, codifies much of ISBE's actions and guidance, and it is intended to better prepare schools for the 2020-2021 school year so that they may open for learning in time for the start of the school year, even if it cannot be done in person.

During the abbreviated session, the General Assembly also codified the Governor's Executive Orders relaxing the in-person physical quorum requirement under the Open Meetings Act during a disaster declaration related to a public health emergency. See 105 ILCS 120/7, amended by P.A. 101-640.

In sum, while many of the actions taken by government during the pandemic have not been directly tied to policy or procedures, these new pieces of legislation and other agency directives directly impact the **PRM** and require updates.

The following **PRESS** materials are updated or created:

- 2:220, School Board Meeting Procedure
- 2:220-E9, Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration
- 4:180, Pandemic Preparedness; Management; and Recovery - **RENAMED**
- 4:180-AP3, Grant Flexibility; Payment of Employee Salaries During a Pandemic - **NEW** (pre-released on 5-18-20)
- 6:20-AP, Remote and/or Blended Remote Learning Day Plan(s) - **NEW**

Student Data Privacy

During the 101st General Assembly, sweeping amendments were made to the Student Online Personal Protection Act (SOPPA), 105 ILCS 85/, eff. 7-1-21, to regulate how school districts must handle online student data, specifically in the areas of transparency, contracting, security, breach notification, and parent access. While certain materials remain on hold pending implementing regulations to be issued by ISBE, a new sample policy, procedures, and related exhibits have been created to assist districts as they work toward implementation of these new requirements.

The following **PRESS** materials are created or updated for this important bundle:

PRESS Terminology

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

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

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

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

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

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

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

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

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

7:190-E2, Student Handbook Checklist
 7:340, Student Records
 7:340, AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
 7:345, Use of Educational Technologies; Student Data Privacy and Security - **NEW**

7:345-AP, Use of Educational Technologies; Student Data Privacy and Security - **NEW**
 7:345-AP, E1, Student Covered Information Reporting Form - **NEW**
 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors - **NEW**
 7:345-AP, E3, Parent Notification Letter for Student Data Breach - **NEW**

Time Out and Physical Restraint

In late November 2019 and early 2020, in response to investigative journalism articles, ISBE issued emergency rules and subsequent amendments to those emergency rules that significantly limited the use of isolated time out and physical restraint. ISBE adopted permanent rules governing the use of isolated time out, time out, and physical restraint (permitted under limited circumstances and only

until 7-1-21), effective April 9, 2020.

The following **PRESS** materials are updated:

7:190, Student Behavior
 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint - **RENAMED**

Five-Year Review Updates

PRESS Editors have a quality assurance goal to ensure that each piece of the 1000+ page IASB **PRESS PRM** is reviewed at least every five years. The **PRM** contains approximately 175 policies and procedures. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 5.

The following **PRESS** materials are updated in response to five-year reviews:

5:170-AP4, Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process

7:40, Nonpublic School Students, Including Parochial and Home-Schooled Students
 7:190-AP2, Student Handbook - Gang Activity Prohibited
 7:190-AP5, Student Handbook - Electronic Devices
 7:220-AP, Electronic Recordings on School Buses

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

PRESS Issue 104 Trivia

145 PRM pages • 228 footnotes • 32,677 words • 25 PRM materials

Progress Report — The contents of this table frequently change.

Topics	Our Response
<p>Title IX Final Rules</p> <p>In May the U.S. Dept. of Education (DOE) released final Title IX rules that, for the first time, impose required responses to reports of sexual harassment that impact a number of existing PRESS materials. Due to the 2020 COVID-19 pandemic, the DOE delayed the effective date until 8-14-20. There are 18 attorneys general, including Illinois', that have sued the DOE to block the final Title IX rules from becoming effective, but as of the date of PRESS Issue 104's publication, the effective date remains 8-14-20.</p>	<p>Unless the 8-14-20 effective date changes, we will update PRESS materials in PRESS Issue 105 and deliver them in early August 2020.</p>
<p>Federal School Safety Clearinghouse</p> <p>The U.S. Dept. of Education launched a new School Safety Clearinghouse website, www.schoolsafety.gov/, designed to serve as a "one-stop-shop" of resources for K-12 administrators, educators, parents, and law enforcement to use to prepare for and address various threats related to safety, security, and support in schools. The Clearinghouse has subsections addressing: bullying and cyberbullying; threat assessment and reporting; school security personnel; physical security; training, exercises, and drills; mental health; school climate; emergency planning; and recovery.</p>	<p>No PRESS materials are affected.</p>
<p>COBRA FAQ and Model Notices</p> <p>On May 1, 2020, the U.S. Dept. of Labor issued a revised model notice and FAQ for the Consolidated Omnibus Budget Reconciliation Act (COBRA), available at www.dol.gov/agencies/ebsa/laws-and-regulations/laws/cobra. The updated model notice now includes information about the interaction between COBRA and Medicare enrollment. Districts should update their COBRA notices to reflect these updates.</p>	<p>No PRESS materials are affected.</p>

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	<input checked="" type="checkbox"/>
2:150-AP, Superintendent Committees	<p>The procedure and footnotes are updated to include two new, optional administrative committees in response to:</p> <ol style="list-style-type: none"> 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21 creating an optional Educational Technology Committee; and 105 ILCS 5/10-30, added by P.A. 101-643, creating a Remote and/or Blended Remote Learning Day Plan Committee. <p>This procedure will be amended again in PRESS Issue 105 in early August with the new Title IX regulation information.</p>	<input type="checkbox"/>
2:220, School Board Meeting Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to amendments to the Open Meetings Act (OMA), 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640. The amendments address board meetings in open or closed sessions by audio or video conference without the physical presence of a quorum as long as the board meets certain statutory conditions.	<input type="checkbox"/>
2:220-E9, Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration	NEW. The exhibit is created to assist boards with meeting the statutory requirements of the amendments to the Open Meetings Act (OMA), 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640. Boards are encouraged to consult their attorneys for assistance with this exhibit.	<input type="checkbox"/>
4:180, Pandemic Preparedness; <u>Management; and Recovery</u>	<p>RENAMED. The policy, Legal References, Cross References, and footnotes are updated in response to the General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education taking a number of actions and/or issuing guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. In addition to these general updates throughout the policy and footnotes, some specific new additions to the policy include:</p> <ol style="list-style-type: none"> The OMA amendments of 5 ILCS 120/7(e)(1)-(10), amended by P.A. 101-640 that are discussed above in 2:220, <i>School Board Meeting Procedure</i>; The requirements of the board related to 105 ILCS 5/10-30(3), added by P.A. 101-643 are added and are discussed further in 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>, below. The reasons explained directly below in 4:180-AP3, <i>Grant Flexibility; Payment of Employee Salaries During a Pandemic</i>. 	<input type="checkbox"/>
4:180-AP3, Grant Flexibility; Payment of Employee Salaries During a Pandemic	NEW. The procedure was pre-released to subscribers on 5-18-20 through PRESS Online. It is created in response to a memo issued by the federal Office of Management and Budget during the COVID-19 crisis. The memo temporarily allowed federal agencies (including the U.S. Dept. of Education) to relax certain requirements for grant expenditures, including permitting grant recipients to continue to charge employee salaries to grant funds when the activities of the grant have been suspended in whole or part due to COVID-19.	<input type="checkbox"/>
5:170-AP4, Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process	The procedure and Legal References are updated in response to a five-year review. The procedure details new steps to identify and register a Digital Millennium Copyright Act agent via the U.S. Copyright Office online registration system.	<input type="checkbox"/>

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

6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	<p>NEW. The procedure outlines the process required by 105 ILCS 5/10-30, added by P.A. 101-643, for a superintendent to either:</p> <ol style="list-style-type: none"> 1. Adapt an e-learning program into a remote and/or blended remote learning day plan(s), or 2. If the district does not have an e-learning program, create a remote and/or blended remote learning day plan(s). <p>It is important for boards to understand that this law will require the “[board] to adopt and the superintendent to approve” these plans upon the following statutory triggers: (1) the governor declaring a disaster pursuant to 20 ILCS 3305/, and (2) the state superintendent of education declaring a requirement for a school district, multiple school districts, a region, or the entire State.</p>	<input type="checkbox"/>
7:40, Nonpublic School Students, Including Parochial and Home-Schooled Students	The procedure is unchanged. The footnotes and Cross References are updated in response to a five-year review.	<input type="checkbox"/>
7:190, Student Behavior	The policy, Legal References, and footnotes are updated in response to new ISBE permanent rules governing the use of isolated time out, time out, and physical restraint. A new line at the end of the policy incorporates by reference 7:190-AP4, <i>Use of Isolated Time Out, Time Out, and Physical Restraint</i> .	<input type="checkbox"/>
7:190-AP2, Student Handbook - Gang Activity Prohibited	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP4, Use of Isolated Time out, <u>Time Out</u> , and Physical Restraint	RENAMED. The procedure is updated in response to new ISBE permanent rules governing the use of isolated time out, time out, and physical restraint.	<input type="checkbox"/>
7:190-AP5, Student Handbook - Electronic Devices	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	The exhibit is updated to facilitate implementation of 105 ILCS 85/28, amended by P.A. 101-516, eff. 7-1-21, which requires districts to provide a general annual notice to parents and guardians about student data collected by educational technology vendors.	<input type="checkbox"/>
7:220-AP, Electronic Recordings on School Buses	The procedure is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
7:340, Student Records	<p>The policy, Legal References, footnotes, and Cross References are updated. The policy is updated with continuous improvement changes based on feedback from the Ill. Council of School Attorneys. The Legal References are updated to include reference to 105 ILCS 85/. New policy 7:345 <i>Use of Educational Technologies; Student Data Privacy and Security</i>, has been added to the Cross References. The footnotes are updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21. 2. U.S. Dept. of Education (DOE) guidance on the Family Educational Rights and Privacy Act (FERPA) and virtual learning. 3. Updated joint guidance issued by the DOE and U.S. Dept. of Health and Human Services on the application of FERPA and the Health Insurance Portability and Accountability Act of 1996 to student health records. 	<input type="checkbox"/>

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

7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated in response to the DOE's updated annual FERPA notice, released in April 2020.	<input type="checkbox"/>
7:345, Use of Educational Technologies; Student Data Privacy and Security	NEW. The policy is created to facilitate implementation of 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21, which requires districts to take a number of actions to protect online student data and to share general information about how student data is used.	<input type="checkbox"/>
7:345-AP, Use of Educational Technologies; Student Data Privacy and Security	NEW. The procedure is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E1, Student Covered Information Reporting Form	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>
7:345-AP, E3, Parent Notification Letter for Student Data Breach	NEW. The exhibit is created for the reason discussed in 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i> , above.	<input type="checkbox"/>

Office of General Counsel

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



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Acknowledgement to PRESS Advisory Board

The Policy Reference Education Subscription Service (PRESS) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on PRESS Issues. We appreciate their contributions and thank them sincerely.

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Special Acknowledgement to IASB Administrative Assistants

The following individuals provide us with excellent assistance between and during the drafting of each PRESS issue. We also thank them and appreciate their dedication and contributions to the quality of this service.

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ISSUE 105

August 2020

Update Memo



Please distribute to board members and appropriate staff.

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Online Instructions

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

1. Go to www.iasb.com and click on the yellow **Member Login** button.

2. Log in using your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty logging in to www.iasb.com, please contact Kat Berger at kberger@iasb.com.
 - Click the yellow "Hi [Your Name]," button.

3. Under **My Account Links**, click on **PRESS Login**.



PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211.

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

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

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

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

IASB Statement on Local School Board Equity Policies

In recent months, member school boards have contacted IASB to request that the Association provide the board with an Equity Policy.

While IASB staff can provide a board with sample policies related to diversity, equity, and inclusion, we believe that providing a policy template can actually be an impediment to boards of education conducting thoughtful, deep conversations around issues of race, diversity, equity, and inclusion.

IASB recognizes that everyone benefits when all students have access to the educational resources and rigor they need, in all times and circumstances. The pursuit of equity, opportunity, and excellence for every child starts with a deep conversation that IASB staff can assist with. The IASB workshop, *Equity: An Education Imperative*, is designed to support boards in this work and to pave the way for the development of a shared definition of "equity." Boards should also engage community stakeholders to inform them of the development of a local equity policy.

Have feedback on PRESS materials?

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

A policy service from the Illinois Association of School Boards
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School board members share a collective responsibility for determining the strategic priorities of the district that should also reflect a commitment to lead on issues of diversity, equity, and inclusion and for monitoring whether priorities are met.

IASB stands ready to assist school boards along the journey towards equity. Please reach out to your Field Services Director at any time, and also utilize resources on the [equity section of the IASB website](#).

PRESS Bundles

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

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

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

Title IX Regulation Updates

In May the U.S. Dept. of Education (DOE) released final Title IX regulations at 34 C.F.R. Part 106. They define sexual harassment, require prompt responses to reports of sexual harassment in a district's education program or activity (regardless of whether the complainant files a *formal complaint*), and require districts to implement a detailed grievance process for *formal complaints* of Title IX sexual harassment.

Because Title IX sexual harassment can involve *any* person in the district's education programs or activities – including students, parents/guardians, employees, applicants for employment, and third parties – we created a **NEW** policy in Section 2 of the **PRM**, 2:265, *Title IX Sexual Harassment Grievance Procedure*. It has two administrative procedures and one exhibit.

Related changes are made to existing **PRM** materials, including policy 2:260, *Uniform Grievance Procedure*. It now explicitly directs any sexual harassment complaints involving Title IX to the **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. To ensure that districts funnel all potential Title IX sexual harassment reports to the **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the policies in Sections 5 and 7 of the **PRM** involving sexual harassment are similarly updated.

PRESS Terminology

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

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

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

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

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

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

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

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

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

We created this new policy suite and updated various **PRM** materials to incorporate additional Title IX regulation requirements that require districts to:

1. Designate at least one employee as the “Title IX Coordinator;”
2. Notify all applicants for employment, students, parents/guardians, employees, and collective bargaining units of the district’s Title IX policy and contact information for the Title IX Coordinator, via the district’s website and its handbooks;
3. Train individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators on the definition of sexual harassment, the scope of the district’s education program or activity, how to conduct an investigation and grievance process, and how to serve impartially;
4. Train individuals designated as investigators on issues of relevance so they can create an investigative report that fairly summarizes relevant evidence;
5. Train individuals designated as decision-makers on issues of relevance of questions and evidence, including when questions/evidence about sexual predisposition or prior sexual behavior are not relevant; and
6. Post, on the district’s website, training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators.

The final Title IX regulations are eff. 8-14-20; however their complexity and scope means that districts are unlikely to finalize policies until after the effective date. It is important for school officials to discuss Title IX requirements with their board attorneys, to ensure full implementation and to reduce risks based on Title IX’s intersection with local and State laws and regulations.

The following **PRESS** materials are created or updated for this important bundle:

The **PRESS** editors extend their gratitude to the following attorneys for their expert feedback on many pieces of **PRESS** material on Title IX regulation updates:

Emily P. Bothfeld, Robbins Schwartz; **Amy K. Dickerson**, Franczek, P.C.; **Maureen Anichini Lemon**, Ottosen DiNolfo Hasenbalg & Castaldo, Ltd.; **Jennifer Mueller Rosenberg**, Hodges, Loizzi, Eisenhammer, Rodick & Kohn, LLP; and **Jacqueline Gharapour Wernz**, Franczek, P.C.

2:150-AP, Superintendent Committees
 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
 2:260, Uniform Grievance Procedure
 2:260-AP2, Nondiscrimination Coordinator and Complaint Manager
 2:265, Title IX Sexual Harassment Grievance Procedure - **NEW**
 2:265-AP1, Title IX Sexual Harassment Response - **NEW**
 2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process - **NEW**
 2:265-E, Title IX Sexual Harassment Glossary of Terms - **NEW**
 5:10, Equal Employment Opportunity and Minority Recruitment
 5:20, Workplace Harassment Prohibited
 5:90-AP, Coordination with Children’s Advocacy Center
 5:100, Staff Development Program
 7:10, Equal Educational Opportunities
 7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students
 7:20, Harassment of Students Prohibited
 7:20-AP, Harassment of Students Prohibited
 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
 7:185, Teen Dating Violence Prohibited
 7:190-E2, Student Handbook Checklist

Legislative Updates

During the 101st General Assembly, P.A. 101-643 codified many of the provisions previously contained in Executive Orders issued by Governor Pritzker along with several provisions in guidance documents and emergency rules that were promulgated by the Ill. State Board of Education (ISBE) during Illinois’ response to the 2020 COVID-19 pandemic. In addition, P.A. 101-642 made numerous changes in the Election Code including designating Nov. 3, 2020 as *2020 Election Day* and requiring schools to close.

The following **PRESS** materials are amended:

5:200, Terms and Conditions of Employment and Dismissal
 5:220, Substitute Teachers
 5:330, Sick Days, Vacation, Holidays, and Leaves

Support and Inclusion of Transgender Students Guidance

In 2019, the Governor issued Executive Order 2019-11, which established the Affirming and Inclusive School Task Force (Task Force) to identify strategies and best practices for transgender, non-binary, and gender non-conforming students. In March 2020, following the Task Force's delivery of its report to the Governor, ISBE released non-regulatory guidance and a sample policy and procedures document that reflect the recommendations of the Task Force.

The following **PRESS** materials are amended:

- 7:10, Equal Educational Opportunities
- 7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students
- 7:20, Harassment of Students Prohibited

Miscellaneous

The following **PRESS** material is updated due to a typographical error regarding a compliance timeline under the Student Online Personal Protection Act, 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21:

- 7:345-AP, Use of Educational Technologies; Student Data Privacy and Security

Five-Year Review Updates

PRESS Editors have a quality assurance goal to ensure that each piece of the 1000+ page IASB **PRESS PRM** is reviewed at least every five years. The **PRM** contains approximately 175 policies and procedures. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 6.

The following **PRESS** materials are updated in response to five-year reviews:

- 2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct - **RENAMED**

- 4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease - **RENAMED**
- 4:180-AP2, Pandemic Influenza Surveillance and Reporting

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

PRESS Issue 105 Trivia

165 PRM pages • 266 footnotes • 41,184 words • 28 PRM materials

PRESS and ISBE/IDPH Reopening Guidance Update

Following the release of the Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health's joint guidance for Starting the 2020-21 School Year on June 23, 2020, a number of **PRESS** subscribers and Ill. Council of School Attorney members have inquired if updates to existing Policy Reference Manual (**PRM**) materials will be made to address instances in the guidance that refer to board policies or administrative procedures, with particular focus on a face mask policy. Those inquiries were largely prompted by language in the joint guidance which states "It is recommended that schools and districts update policies to require the wearing [of] a face covering while on school grounds and handle violations in the same manner as other policy violations." Subsequently, ISBE released an FAQ clarifying this language, stating that when it comes to handling individuals who refuse to wear face coverings, "It is recommended that schools and districts examine and communicate which policies apply to the requirement of wearing a face covering while in school buildings and handle violations in the same manner as other similar policy violations."

Based on the fluidity of the COVID-19 crisis and frequent changes that have been made to State guidance, as well as the fact that existing **PRM** materials already broadly address expectations for students, staff, visitors, and district operations, the **PRESS** Editors determined that no updates to the **PRM** are required at this time. To assist boards as they examine the application of their adopted policies to the joint guidance, IASB has created a reference chart that reviews certain guidance topics, relevant **PRM** materials, and local implementation considerations. The chart can be accessed through **PRESS** Online or at www.iasb.com/IASB/media/Documents/PRESS_Reopening-Guidelines.pdf.

The **PRESS** Editors fully recognize that some board attorneys may advise a different course of action, and that boards may have additional concerns related to insurance coverage (or lack thereof) for COVID-19 related claims. **The PRESS Editors encourage boards to work with their attorneys to determine how the new safety protocols will be communicated and managed locally, such as through resolution, policy, procedures, handbooks, and/or other written materials.** The **PRESS** Editors will continue to monitor developments related to COVID-19 and welcome questions or suggestions from subscribers. **PRESS** Editor contact information is found on the last page of this Update Memo.

Progress Report — The contents of this table frequently change.

Topics	Our Response
Property Tax Code Amendment Public Act 101-635 amended the Property Tax Code to allow the chief county assessment officers to approve certain homestead exemptions without application for the 2020 tax year with certain criteria. It also allows county boards, except Cook, to waive penalties and interest on delinquent property tax payments and extends deadlines for scavenger sales and tax sales during 2020.	No PRESS materials are affected.
Education Omnibus Bill – Remaining Changes Not Yet Addressed Additional legislative updates contained in P.A. 101-643, including provisions addressing criminal background check notification, special education related service logs, and other "odds and ends" related to COVID-19 that did not need to be more urgently addressed in Issues 104 and 105, will be included in PRESS Issue 106 to be released this Fall.	Remaining PRESS materials impacted by P.A. 101-643 will be updated in Issue 106.
Temperature Checks and Biometric Student Information Some districts may be considering using facial recognition technology that can also scan students from a distance as they enter a school building to detect body temperatures. As a reminder, districts that maintain a biometric screening program must comply with all School Code requirements, including obtaining written parent/guardian consent, and should include in policy 7:340, <i>Student Records</i> , the alternative language noted in footnote 15.	No PRESS materials are affected.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	<input checked="" type="checkbox"/>
2:150-AP, Superintendent Committees	The Sex Equity Committee subhead of this procedure is updated to reference all relevant PRM policies, including NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . Footnote 11 is updated for continuous improvement.	<input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21, requiring districts to post certain information about educational technology vendors, student covered information, and data breaches on their websites. 2. 105 ILCS 5/10-30(6), added by P.A. 101-643, requiring districts to post their remote and blended remote learning day plans on their websites. 3. 34 C.F.R. §106.8 and 34 C.F.R. §106.45(b)(10)(i)(D), requiring districts to post Title IX Coordinator contact information and training materials on their websites.	<input type="checkbox"/>
2:260, Uniform Grievance Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to Title IX regulations and to explicitly direct any sexual harassment complaints involving Title IX to NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . Other continuous improvement updates are also made to the policy and footnotes.	<input type="checkbox"/>
2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct	RENAMED. The procedure is updated in response to a five-year review.	<input type="checkbox"/>
2:260-AP2, Nondiscrimination Coordinator and Complaint Manager	The procedure is updated to reference all relevant PRM policies, including NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The procedure and its footnote are updated for continuous improvement.	<input type="checkbox"/>
2:265, Title IX Sexual Harassment Grievance Procedure	NEW. The policy is created to facilitate implementation of Title IX regulations, which require districts to take a number of actions to respond to reports of sexual harassment in its education program or activity.	<input type="checkbox"/>
2:265-AP1, Title IX Sexual Harassment Response	NEW. The procedure is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process	NEW. The procedure is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-E, Title IX Sexual Harassment Glossary of Terms	NEW. The exhibit is created for the reason discussed in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
4:180-AP1, School Action Steps for Pandemic Influenza or Other Virus/Disease	RENAMED. The procedure and footnotes are updated in response to the COVID-19 pandemic guidance and in response to a five-year review.	<input type="checkbox"/>
4:180-AP2, Pandemic Influenza Surveillance and Reporting	The procedure and footnotes are updated in response to a five-year review.	<input type="checkbox"/>
5:10, Equal Employment Opportunity and Minority Recruitment	The policy, Cross References, and footnotes are updated in response to Title IX regulations and to explicitly reference the Title IX Coordinator. Other continuous improvement updates are also made to the policy, Legal References, and footnotes.	<input type="checkbox"/>
5:20, Workplace Harassment Prohibited	The policy, Cross References, and footnotes are updated for the reasons discussed in 2:260, <i>Uniform Grievance Procedure</i> , above. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>

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

5:90-AP, Coordination with Children's Advocacy Center	The procedure is updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
5:100, Staff Development Program	The Legal References, Cross References, Administrative Procedure References, and footnotes are updated in response to Title IX regulations and for continuous improvement. The footnote 4 option for boards to list in-services in their policies is updated in response to Title IX training requirements. Boards that include this option in their adopted policy should update this text.	<input type="checkbox"/>
5:200, Terms and Conditions of Employment and Dismissal	The policy is unchanged. Footnotes are updated in response to: 1. Changes by the Education Omnibus Law. See 105 ILCS 105 ILCS 5/10-19, 5/10-19.05(a) and (j-5), 5/24-11, 5/24-12, and 5/24A-5, all amended by P.A. 101-643; and 2. <i>2020 Election Day</i> . See 10 ILCS 5/2B-10, added by P.A. 101-642 and 105 ILCS 5/24-2 (e), amended by P.A. 101-642, designating <i>2020 Election Day</i> on 11-3-2020 as a legal school holiday for purposes of 105 ILCS 5/24.	<input type="checkbox"/>
5:220, Substitute Teachers	The policy and footnotes are updated in response to 40 ILCS 5/16-118, amended by P.A. 101-645, extending until June 30, 2021, the limit of 120 paid days or 600 paid hours that a TRS annuitant can work as substitute teacher in a school year. Other minor style updates are also made to the footnotes.	<input type="checkbox"/>
5:330, Sick Days, Vacation, Holidays, and Leaves	The policy and footnotes are updated in response to <i>2020 Election Day</i> designated by 10 ILCS 5/2B-10, added by P.A. 101-642 and 105 ILCS 5/24-2(e), amended by P.A. 101-642 designating 11-3-2020 as a legal school holiday for purposes of 105 ILCS 5/24.	<input type="checkbox"/>
7:10, Equal Educational Opportunities	The policy, Cross References, and footnotes are updated in response to Title IX regulations, to explicitly reference the Title IX Coordinator, and to insert an option in the footnotes for boards to reflect guidance in the Ill. State Board of Education's <i>Sample District Policy and Administrative Procedures</i> for supporting transgender, non-binary, and gender non-conforming students. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>
7:10-AP1, Accommodating Transgender Students or Gender Non-Conforming Students	The procedure is updated in response to Ill. State Board of Education non-regulatory guidance, <i>Supporting Transgender, Nonbinary and Gender Nonconforming Students</i> .	<input type="checkbox"/>
7:20, Harassment of Students Prohibited	The policy, Cross References, and footnotes are updated for the reasons discussed in 7:10, <i>Equal Educational Opportunities</i> , above. Continuous improvement updates are also made to the Legal References.	<input type="checkbox"/>
7:20-AP, Harassment of Students Prohibited	The procedure is updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , and policy 5:90, <i>Abused and Neglected Child Reporting</i> . Continuous improvement updates are also made.	<input type="checkbox"/>
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy, Cross References, and footnotes are updated in response to Title IX regulations and to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
7:185, Teen Dating Violence Prohibited	The policy and Cross References are updated to reference NEW policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The Cross Reference is also updated to reference policy 2:260, <i>Uniform Grievance Procedure</i> . Footnote 7 is updated for continuous improvement.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	The exhibit is updated for the reasons discussed in 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> , above, and for continuous improvement.	<input type="checkbox"/>
7:345-AP, Use of Educational Technologies; Student Data Privacy and Security	The procedure is updated on pg. 3 to correct the dates of Jan. 31 and July 31.	<input type="checkbox"/>

Office of General Counsel

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



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The Policy Reference Education Subscription Service (PRESS) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on PRESS Issues. We appreciate their contributions and thank them sincerely.

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MORRISON

COMMUNITY UNIT SCHOOLS

Scott Vance, Superintendent
District #6

MCUD #6 COVID-19 Response Plan

- I. The following factors may result in an immediate, temporary closure of the district:
 - A. Executive order from the Governor moving Illinois back to Phase III or lower of the Restore Illinois plan.
 - B. A county positivity rate of 8% or higher.
- II. MCUD #6 will track the number of students and staff absent daily for COVID related reasons.
- III. Data will be divided into positive confirmation of COVID-19 and Possible COVID (students and staff quarantined or in isolation based on symptoms or close contact with a confirmed case).
- IV. Individual buildings and the District will be “ranked” based on daily transmission level using the metrics listed below:
 - A. 0% to 5% = Minimal Risk
 - B. 5% to 10% = Moderate Risk
 - C. 10% and above = Substantial Risk
- V. Responses to transmission rankings:
 - A. Minimal Risk: continuation of in-person learning.
 - B. Moderate Risk: consideration of adaptive pause in in-person learning.
 - C. Substantial Risk: discussion of movement to full remote learning.
- VI. Outbreak within an Individual Building
 - A. An outbreak shall be defined as two or more unrelated cases in an individual classroom or bus.
 - B. Building administrator will contact the Whiteside County Health Department.
 - C. Based on guidance from the WCHD the district may take the following actions:
 1. Evacuate the room for deep cleaning and relocate students to other classrooms or areas.
 2. Quarantine all individuals determined to be a close contact of the positive case(s).
 3. Temporarily move the class to full remote learning.

“Empowering Every Student to Positively Impact an Ever-Changing World”

4. Temporarily close the building for deep cleaning and move all students to remote learning.
- VII. Individual Student or Staff Positive test Confirmation
- A. Building principal or District administrator will contact WCHD.
 - B. In cooperation with the WCHD district will engage in contact tracing.
 - C. Close contacts will be required to quarantine for 14 days.
 - D. In accordance with IDPH and CDC guidelines, the classroom, work station, and/or office will be deep cleaned .
 - E. Building staff will be notified of positive confirmation and notification adhering to HIPPA guidelines will be sent out to parents.

"Empowering Every Student to Positively Impact an Ever-Changing World"

9/21/2020

5 Day a Week Survey

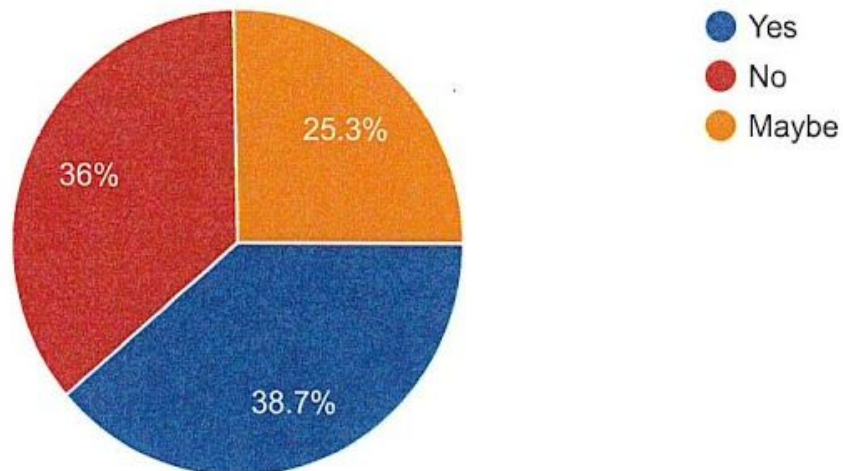
5 Day a Week Survey

76 responses

[Publish analytics](#)

Are you in favor of bringing all students back 5 days a week at the start of 2nd quarter?

75 responses



REMAINING BOND MONEY

VENDOR	CONTRACT AMOUNT	PAID TO DATE	AMOUNT OUTSTANDING
ABEL PLUS	\$769,420.00	\$769,420.00	\$0.00
BHHM/BRAY	\$479,081.83	\$342,879.80	\$136,202.03
BOSS ONE	\$30,935.59	\$30,935.39	\$0.20
GAMETIME	\$115,380.59	\$115,380.59	\$0.00
RYAN & ASSOCIATE	\$4,428,993.50	\$4,428,993.70	-\$0.20
SJOSTROM & SONS	\$2,967,257.26	\$2,854,507.69	\$112,749.57
STERLING ROOFING	\$841,279.80	\$790,394.93	\$50,884.87
TOTAL	\$9,632,348.57	\$9,332,512.10	\$299,836.47

HLS/WORKING CASH	\$8,000,000.00
ALTERNATIVE REVENUE	\$2,500,000.00
TOTAL BOND REVENUE	\$10,500,000.00
CONTRACT AMOUNTS	\$9,632,348.57
AMOUNT REMAINING	\$867,651.43

Possible Future Projects

Bleachers	\$50,000.00
NS Parking	\$55,179.00
SS Playground	\$237,512.00
Playground Installation	\$60,000.00
Track	\$100,000.00
Parking Lots	\$100,000.00
Totals	\$602,691.00

Remaining	\$264,960.43
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CHROMEBOOK RELEASE

The Technology Department would like the MCUSD6 School Board to release 25 Lenovo N22 chromebooks. These will be sold to Morrison Families at the cost of \$20.

