

**Join Zoom Meeting**  
**Meeting ID: 820 1779 7306**  
**Passcode: OCTOBER**

**COMMUNITY UNIT SCHOOL DISTRICT NO. 205**

**Board of Education**

**5:00PM—Monday, October 12, 2020**

**Lincoln Education Center**

**932 Harrison Street – Galesburg, IL**

**Regular Meeting via ZOOM**

**AGENDA**

Anyone wishing to address the Board but not attend the meeting in person may do so by emailing: [aboone@galesburg205.org](mailto:aboone@galesburg205.org). Comments will need to be received by 3PM on Monday, October 12th.

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE**

**IV. RECOGNITION OF PUBLIC COMMENTS**

*(This is the time when visitors may request to address the Board of Education on any item germane to the role and function of the Board of Education. When the Board President so directs, persons should stand, give their name and begin their statements. Persons are asked to refrain from making any personal comments regarding any individual. The Board President reserves the right to limit presentations to five minutes.)*

-Jodi Johnson

-Karen Carlson

-Stephanie Williams

-Julie Jordan

-GEA President

-Michele Gabriel

**V. PRESENTATIONS TO THE BOARD**

-Discussion on E-Learning and Status of In-Person Learning after October 12, 2020

**VI. APPROVAL OF CONSENT AGENDA**

A. Consider Approval of Minutes:

Monday, September 14, 2020, Regular Meeting

Monday, September 14, 2020, Closed Session

B. Consider Approval of Payroll and Claims

Balance Sheet  
Treasurer's Report  
Fund Balance Report  
Revenue Report  
Expense Report  
Investment Performance Report  
Accounts Payable  
Check Register  
Activity Accounts  
Health Insurance Trust Fund Balance

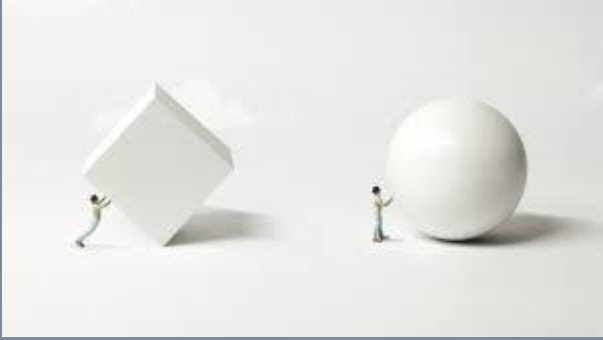
- VII. FOCUS AREA #1: Relevant Skills that Lead to Employability
  - A. Administrative Report on Curriculum
  - B. Special Education Report
  - C. Building Reports
  - D. Enrollment Report
- VIII. FOCUS AREA #2: Facilities That Assist in Skill Acquisition
  - A. Building and Grounds Committee Report
  - B. Consider Approval of Bid Specs for GAVC
- IX. FOCUS AREA #3: Responding to the Changing Needs of our Community
  - A. Consider Approval of PRESS Policies (Second Reading)
  - B. Consider Approval of Copy Paper Bid
  - C. Consider Approval of Evidence Based Funding Spending Plan
  - D. Consider Approval of Changes to District Health Insurance
  - E. Appoint Delegate and Alternate to Joint Annual Conference
  - F. Consider Approval of Risk Management Plan
  - G. Consider Approval of Activity Account Transfer and Closures
  - H. Report on Negotiations
- X. PERSONNEL
  - A. Consider Approval of Personnel Report
  - B. Grievance Update
  - C. Report on FOIA Requests
- XI. COMMENTS BY BOARD OF EDUCATION
- XII. FUTURE AGENDA ITEMS
- XIII. FUTURE MEETING DATE(S) AND TIME
  - A. Monday, November 9, 2020, 7:00 PM
- XIV. CLOSED SESSION-- Closed Session for the Purpose of Appointment, Employment, Compensation, Discipline, Performance or Dismissal of an Employee(s), Negotiations and Potential Purchase or Sale of Property

XV. ADJOURN



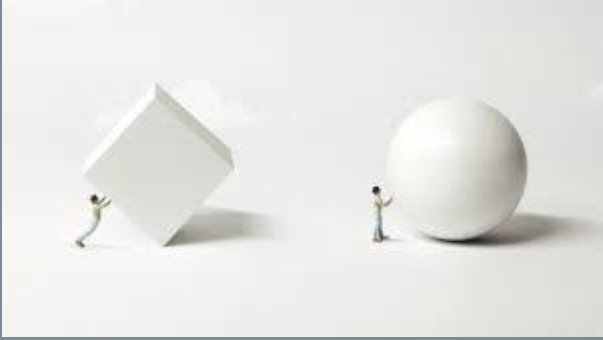
# Considerations for Face-to-Face Learning 2020-2021

*Can Galesburg CUSD #205 students and staff safely and effectively  
return to in-person instruction?*



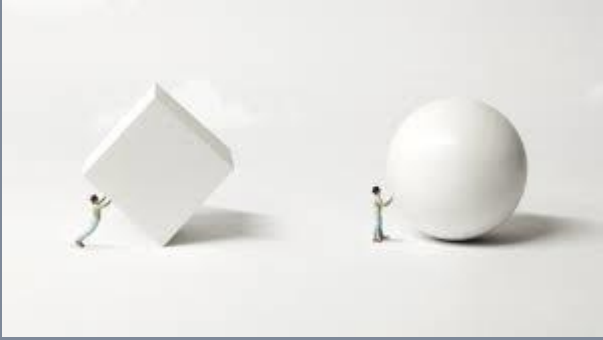
What needs to be considered?

- Can District #205 return to in-person learning per IDPH/ISBE guidelines?
  - Exclusion Criteria
  - Physical Space Requirements
  - Cleaning and PPE Requirements
  - Food Service
  - Transportation
  - Contact Tracing
  - District #205 Exclusions as of 10/5/2020



What needs to be considered?

- What impact does a *Hybrid Learning Model* have on staff?
  - Dual Format Teaching
  - Limited resources in Intervention, Paraprofessional, Administrative Supports for 2020-2021
  - Limited substitute pool
  - Limited applicant pool



What needs to be considered?

- What impact does a *Hybrid Learning Model* have on students and families?
  - Dual Format Learning
  - What school looks like in COVID-19
    - Breakfast/Lunch Program
    - No PALS Program at District #205 Facilities
  - Intermittent Closures
    - Impact on parents who work outside the home
    - Management of different student schedules
    - Childcare Concerns



What needs to be considered?

- Parent/Staff Survey Results
- Financial /Legal Considerations
- Transportation Considerations
- Personnel Considerations
- Illinois and Neighboring States Data/Trends





# IDPH Guidelines

## Isolation

Students and staff who are positive for COVID-19, display one or more symptoms of COVID-19 and/or who have been a recent close contact are prohibited from coming to school. Parents/guardians are to notify the school as quickly as possible with any confirmed or probable COVID-19 cases. Parents/guardians are to notify the school if any of the below exclusion criteria are met. Symptoms of COVID-19 based on CDC guidance are as follows:

- Fever (100.4°F and above) or chills
- New cough
- Shortness of breath or difficulty breathing
- Fatigue from unknown cause
- Muscle or body aches
- New onset of moderate to severe headache
- New loss of taste or smell
- Sore throat
- New congestion or runny nose
- Nausea, vomiting, or diarrhea
- Abdominal pain from unknown cause



## IDPH Guidelines

# Exclusion from School

- Once a person is excluded from the school environment, they may return if they satisfy the following guidelines:
  - **Probable case:** A probable case is someone with COVID-like symptoms without testing who was exposed to a confirmed case. Persons who have experienced symptoms, have not been tested, but have been exposed to a confirmed case may return to school if the following conditions are met:
    - Fever-free for at least 24 hours without the use of fever-reducing medication; and
    - Improvement of symptoms for 24 hours; and
    - Have isolated for a minimum of 10 days after symptoms onset.

*\*Release from Isolation' letter issued by the Local Health Department and provided to the parent/guardian or the individual required prior to return to school.*



# IDPH Guidelines

## Exclusion from School

- **Positive test with symptoms:** Persons who have experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:
  - Fever-free for at least 24 hours without the use of fever-reducing medication; and
  - Improvement of symptoms for 24 hours; and
  - Have isolated for a minimum of 10 days after symptoms onset.

*\*'Release from Isolation' letter issued by the Local Health Department and provided to the parent/guardian or the individual required prior to return to school.*

- **Positive test without symptoms:** Persons who have not had symptoms, but test positive for COVID-19 may return when they have completed 10 calendar days without symptoms and have been released by a healthcare provider. If symptoms develop, follow the above guidelines for “Tested with symptoms”.

*\*'Release from Isolation' letter issued by the Local Health Department and provided to the parent/guardian or the individual required prior to return to school.*



## IDPH Guidelines

# Exclusion from School

- **Untested with symptoms without alternative diagnosis:** Persons who experience symptoms, have not been tested, and have not received clinical evaluation from a healthcare provider may return if the following conditions are met:
  - Fever-free for at least 24 hours without the use of fever-reducing medication; and
  - Improvement/resolution of symptoms for 24 hours; and
  - Have isolated for a minimum of 10 days after symptom onset.
- *For staff who want to use Emergency Paid Sick Leave, a positive COVID-19 test or a note from a healthcare provider advising quarantine is required to be submitted.*
- *For students, a note from the parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved is required to be submitted prior to return to school.*



## IDPH Guidelines

# Exclusion from School

- **Untested with symptoms with an alternative diagnosis:** Persons who experience symptoms, have not been tested, but have received an alternative diagnosis from a healthcare provider may return if the following conditions are met:
  - Fever-free for at least 24 hours without the use of fever-reducing medication; and
  - Free of vomiting and diarrhea for at least 24 hours without the use of antidiarrheal/antiemetic medication; and
  - Improvement/resolution of symptoms for 24 hours; and
  - Have submitted a doctor's note with alternative diagnosis.
- *\*Healthcare provider's note with an alternative diagnosis is required prior to return to school.*





# IDPH Guidelines

## Exclusion from School

- **Negative test with symptoms:** Persons who experience symptoms, have tested negative for COVID-19 (the negative COVID-19 test must be from a specimen collected 48 hours prior to or after symptom onset), may return if the following conditions are met:
  - Fever-free for at least 24 hours without the use of fever-reducing medication; and
  - Free of vomiting and diarrhea for at least 24 hours without the use of antidiarrheal/antiemetic medication; and
  - Improvement of symptoms for 24 hours; and
  - Have submitted a copy of the negative COVID-19 test result OR a doctor's note indicating the negative test result.
- *\*Proof of a negative COVID-19 test result OR a healthcare provider's note indicating the negative test result is required to be submitted prior to return to school.*



# IDPH Guidelines

## Exclusion from School

- **Asymptomatic close contacts to a positive or probable case:** A probable case is someone with COVID-like symptoms without testing who was exposed to a confirmed case. A close contact is defined as:
  - Being within 6 feet of a person (with or without a face covering) who tested positive for COVID-19 or are a probable case of COVID-19 for 15 or more minutes throughout the course of a day.
  - Living in the same household as a person with COVID-19.
  - Having direct physical contact with secretions from a person with COVID-19 (i.e. kissing, sharing utensils, being coughed on).
  - Being in close contact (as described above) in the 48 hours before a person with COVID-19 developed symptoms.
- Persons who are a close contact must be quarantined for 14 days after the last/most recent contact with the positive case. Monitor symptoms and if a close contact develops symptoms, they should follow the guidelines for “Untested with symptoms and without alternative diagnosis”.
- *\*Persons who remain asymptomatic throughout the 14 calendar days of quarantine do not need a healthcare provider’s note to return to school.*



# IDPH Guidelines

## Exclusion from School

- **Household Contacts:**
  - **Living with an individual who tested positive:** Siblings or other individuals living in the same household as an individual who is positive for COVID-19 will be excluded from the school environment until 14 days after the case is released from isolation. Monitor symptoms and if a household contact develops symptoms, they should follow the guidelines for “Untested with symptoms and without alternative diagnosis”.
  - **Living with an individual who has symptoms:** Siblings or other individuals living in the same household as an individual who has symptoms of COVID-19, must be quarantined until an alternative diagnosis is made or a negative result is received. If the individual who has symptoms tests positive or is epidemiologically linked to a known case, siblings or other individuals living in the same household will be excluded from the school environment until 14 days after the case is released from isolation.





## IDPH Guidelines

# Exclusion from School

- **Recent Travel:** Anyone who has traveled internationally or domestically where COVID-19 transmission is high or increasing in the past 14 calendar days should stay home and monitor their health. If public health is notified that a student or staff member is a contact to a COVID-19 case as a result of travel, quarantine for 14 calendar days will be required. As an employer working with vulnerable populations, school administrators may consider advising staff who travel .
- **Reinfection:** Individuals who tested COVID-19 positive within the past 3 months by PCR or Antigen test should not have a suspicion of COVID-19 reinfection, and therefore, do not need to be excluded, isolated, or quarantined for a period of 3 months prior to onset date or specimen collection date if asymptomatic.



# IDPH Guidelines

## Contact Tracing

- Contact tracing is performed for a confirmed case or a probable case.
  - **Current Local Procedures**
    - Knox County and Warren County Health Departments are supposed to perform contract tracing.
      - District #205 is not currently receiving this information in all cases.
    - In addition, the District #205 Health Services Coordinator and Administrators are following up with families and staff.



## IDPH Guidelines

# Contact Tracing

- District 205 Exclusions As of 10/5/2020
- 113 people have been excluded from in-person participation related to IDPH COVID-19 exclusion criteria thus far.
- # Staff: 46
- # Students: 67

\*Note: this does not include symptomatic students that are currently not involved in in-person activities/schooling.



# IDPH Guidelines

## Outbreak

Two confirmed cases of COVID-19 infections occurring within 14 calendar days of each other in individuals in the same classroom would meet the case definition for an outbreak.

This is because the cases would be epidemiologically linked (known exposure to) with respect to place (same classroom) and time (within 14 calendar days). This would prompt an investigation by the local health department that may result in recommendations for testing and quarantining all students/staff in the affected classroom.



# ISBE Requirements

## Screenings

- Schools and districts must conduct temperature and symptom screenings or require self certification and verification for all staff, students, and visitors entering school buildings. Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings. Individuals who exhibit symptoms should be referred to a medical provider for evaluation, treatment, and information about when they can return to school.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations, as possible. Restrict any visitors (if allowed) to the main office area, when possible.
  - Keep accurate records of visitors, including the individual's reason for visit, contact information, and all locations visited, in case contact tracing is needed.



# ISBE Requirements

## Isolation

Any individual within the school environment who shows symptoms should be immediately separated from the rest of the school population.

- Schools hosting allowable activities should designate a safe area to quarantine any individuals who are experiencing COVID-19-like symptoms and may be awaiting pickup/evaluation. Students should never be left alone and must always be supervised while maintaining necessary precautions.
- Individuals who did not have close contact with the person who is sick can return to work immediately after disinfection. Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. Close contact means the individual was within 6 feet of the individual with symptoms for more than 15 minutes.
- Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school because they have COVID-19-like symptoms, have been diagnosed with COVID-19, or have been exposed to someone with COVID-19 and are in quarantine.
- Districts must be prepared to offer assistance to local health departments when contact tracing is needed after a confirmed case of COVID-19 is identified.





# ISBE Requirements

## PPE

- **Face Masks:** All individuals in school buildings, including all public and nonpublic schools that serve students in prekindergarten through grade 12, must wear face coverings at all times unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or 33 otherwise unable to remove the cover without assistance. Face coverings must be worn at all times in school buildings even when social distancing is maintained
  - Face coverings do not need to be worn outside if social distance is maintained. It is recommended that schools require physicians notes for students and staff who are not able to wear a face covering due to trouble breathing.
  - Teachers may use face shields in lieu of masks. Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g., English Learners, early childhood, foreign language, etc.).
- When interacting with students or staff who may be sick, school nurses and personnel should follow CDC guidance on standard and transmission-based precautions.
- Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk.
- Food service personnel must use appropriate PPE, including gloves and face coverings, while preparing and distributing food.



# ISBE Requirements

## Hand Hygiene

- Districts should encourage frequent and proper handwashing.
- Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building. Cloth towels should not be used.
- It is recommended that hand hygiene is performed upon arrival to and departure from school; after blowing one's nose, coughing, or sneezing; following restroom use; before food preparation or before and after eating; before/after routine care for another person, such as a child; after contact with a person who is sick; upon return from the playground/physical education; and following glove removal.
- Districts should adhere to recommendations for safe hand sanitizer use:
  - Alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. It will be necessary to ensure that students do not ingest hand sanitizer or use it to injure another person.
  - Alcohol-based hand sanitizers must be properly stored – which includes away from high temperatures or flames – in accordance with National Fire Protection Agency recommendations.
  - Hand sanitizers are not effective when hands are visibly dirty.
  - Alcohol-based hand sanitizers do not remove allergenic proteins from the hands.
  - Staff preparing food in the cafeteria/kitchen should ALWAYS wash their hands with soap and water. The IDPH Food Service Sanitation Code does not allow persons who work in school cafeteria programs to use hand sanitizers as a substitute for handwashing.
  - The Food and Drug Administration controls sanitizers as over-the-counter drugs because they are intended for topical antimicrobial use to prevent disease in humans.





# ISBE Requirements

## Social Distancing

- Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings to the greatest extent possible.
- Districts may wish to consider “staggering” schedules for arrivals/dismissals, hall passing periods, mealtimes, bathroom breaks, etc. to ensure student and staff safety. Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.
- Staff break areas should be arranged to facilitate social distancing. Break times should be staggered to minimize eating with masks off near others.
- Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible. Consider installing physical barriers within main offices, as needed.



# ISBE Requirements

## Social Distancing

- **Physical Education:** Games and sport activities that require close guarding and any potential physical contact with another player must be avoided in order to comply with IDPH requirements.
  - Districts should consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing.



# ISBE Requirements

## Social Distancing

- **Playgrounds:** Playgrounds may be utilized during Phase 4; however, districts may want to consider not allowing the use of playground equipment due to social distancing requirements. Playground equipment that is to be used should be monitored, and the number of students using each piece of equipment should be limited. Consider staggering playground times to allow one class in a playground space at one time rather than multiple classes playing together.



# ISBE Requirements

## Social Distancing

- **Food Service:** Schools should consider the number of students and adults in the cafeteria during each breakfast and lunch period and ensure that it does not exceed that maximum gathering size per the Restore Illinois plan (no more than 10 individuals during Phase 3 and no more than 50 individuals during Phase 4, if possible).
  - Alternate scheduling or add meal service times to adhere to capacity limits. Stagger the release of classrooms to the cafeteria to help ensure social distancing while students wait in line. If possible, consider delivering meals to classrooms or having students eat outdoors while ensuring social distancing is implemented. If students eat in the classroom, consider how an allergy-free area will be provided, as needed. Additionally, the room should be disinfected after eating prior to resuming classroom activities.
  - Meals should be individually plated. Buffets, salad bars, and the sharing of food and utensils should be prohibited.
  - Consider using disposable food service items (e.g., utensils, dishes).



# ISBE Requirements

## Social Distancing

- **Hallways:** Consider the following hallway procedures to adhere to social distancing requirements and IDPH limitations on gathering sizes, when possible:
  - Limit number of persons within hallways at any given time to the greatest extent possible.
  - Limit required movement of students between classes. Consider having staff rotate through classes rather than requiring movement/mixing of student groups.
  - Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time.
  - Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible.
  - Place floor markings to delineate 6-foot distance between students in locations where they line up.
  - Remove furniture or other items that may encourage congregating in certain areas.
  - Limit number of riders in elevators to one or two students with an additional adult (when a student needs continuous support or supervision).
  - Suspend the use of lockers, if possible. Sharing lockers should be prohibited. If lockers must be used, consider staggering locker assignments and create schedules to stagger locker access to allow for 6-foot distancing between students. For example, students could be assigned to every other or every third locker depending on their width.



## Social Distancing

Any discipline meetings, IEP and 504 meetings, and other meetings between staff and visitors/families should be held remotely, to the greatest extent possible.

ISBE  
Requirements





## Social Distancing

- **Bathrooms:** Districts should consider means to maintain social distancing in restroom areas. Schools may wish to consider scheduling restroom breaks and escorting individual classrooms to the restroom area to monitor social distancing, as appropriate. Districts may wish to add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals. Appropriate sanitation of restrooms should be completed as scheduled.

ISBE  
Requirements



# ISBE Requirements

## Cleaning/Disinfection

- More frequent cleaning and disinfection is necessary to reduce exposure. Visibly dirty areas should be scrubbed to remove visible dirt/soilage and then an approved disinfectant should be used to kill germs.
- Clean frequently touched surfaces (e.g., door handles/knobs, desktops/tabletops, countertops, light switches, pencil sharpeners, computer keyboards, hands-on learning items, phones, toys, cubbies/coat and backpack areas, sinks and faucets, buses/vans) on a daily basis. Cloth toys or other cloth material items that cannot be disinfected should not be used.





# ISBE Requirements

## Cleaning/Disinfection

- Close off any areas of the school used by a sick person and do not use these areas until after proper cleaning and disinfection procedures have been completed. Open windows to increase air circulation in the area. It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting; if 24 hours are not possible, wait as long as possible. Vacuum the space, if needed, with a high-efficiency particulate air (HEPA) filter, if available. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, and temporarily turn off room fans and the central HVAC system that services the room or space, so that particles can escape from vacuuming will not circulate throughout the facility.



# ISBE Requirements

## Cleaning/Disinfection

- Provide readily accessible cleaning and disinfecting supplies, access to handwashing facilities or hand sanitizer, and gloves for employees, as appropriate.
- Make cleaning supplies available and establish protocols for cleaning frequently touched items, such as copy machines, table surfaces, refrigerator door handles, microwaves, coffee makers, etc. Consider removing any items that cannot be properly cleaned and disinfected for reuse.
- Maintain appropriate cleaning of playground equipment.



# ISBE Requirements

## Cleaning/Disinfection

- **Physical Education Equipment:** Any shared equipment must be cleaned between each student use and disinfected at the end of each class. Fitness center equipment, such as treadmills, ellipticals, stationary bicycles, weights, etc., should be cleaned and sanitized before and after each class.



# ISBE Requirements

## Cleaning/Disinfection

- **Transportation:** Sanitization should be completed daily or between use on all vehicles used for student transportation.



## Cleaning/Disinfection

- **Food Service:** Areas where students consume meals should be thoroughly cleaned and disinfected between groups and after meals.

ISBE  
Requirements



# ISBE Requirements

## Cleaning/Disinfection

- **Musical instruments** should be cleaned using approved disinfectant and recommended cleaning guidelines (National Federation of State High School Associations, National Association of Music Merchants, National Association for Music Education instrument cleaning).



# ISBE Requirements

## Cleaning/Disinfection

- **Drinking Fountains:** The temporary shutdown or reduced operation of a building and reductions in normal water use can create hazards for returning occupants. Follow CDC guidance on flushing water systems and other measures to prevent the spread of mold and Legionella.
  - Drinking fountains should be cleaned and sanitized, and districts should determine how to maintain infection control between student use.





# ISBE Requirements

## Cleaning/Disinfection

- Ensure that EPA-approved disinfectants for use against the coronavirus are available to staff responsible for cleaning. If not available, consult your local health department for guidance on alternative disinfectants.
  - Gloves and other appropriate Personal Protective Equipment must be used during cleaning and disinfection. Ensure that appropriate PPE is made available to and used by staff, as appropriate, based on job-specific duties and risk of exposure.
  - Always follow label directions.
  - Allow the required wet contact time.
  - Keep all disinfectants out of the reach of children.
  - Do not mix bleach or other cleaning products and disinfectants together.
  - Ensure that cleaning supplies brought by staff and students are approved by the EPA.





# ISBE Requirements

## Attendance

- Attendance personnel should request specific symptom reporting when absences are reported along with COVID-19 diagnoses and COVID-19 exposure.



# ISBE Requirements

## Education/Training

- Educate staff and students on health hand hygiene and handwashing to prevent the spread of infection.
- Provide training to staff prior to the start of student attendance on the proper use of PPE, including putting on and removing PPE. In addition, training should also include directions on the proper disposal of PPE since inappropriate application or removal of PPE can increase the transmission. Employers are required to comply with Occupational Safety and Health Administration standards on bloodborne pathogens, including the proper disposal of PPE and regulated waste.



# ISBE Requirements

## Classrooms

- It is recommended that teachers provide assigned seating for students and require students to remain in these seats to the greatest extent possible. Teachers may also develop a marked path of travel inside the classroom to maintain social distance from the entry point of the classroom to the student's assigned seat. If possible, rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction. Open windows, if possible, for increased ventilation.
- Only allow supervisors and staff who are required for instruction to be in the classrooms.



# ISBE Requirements

## Classrooms

- Build in time for hand hygiene and/or schedule hand hygiene breaks, including before/after eating snacks/meals and upon exiting and returning to the classroom. Ensure adequate hygiene supplies, including tissues, hand sanitizer, extra face coverings, handwashing supplies if sinks are present, soap, paper towels, and gloves for staff, are present in the classroom.
- Consider assigning classroom computers to minimize disease transmission. Computer keyboards and/or touchscreens can be difficult to clean, so consider utilizing keyboard covers to facilitate cleaning.
- Consider labeling students' personal items and keeping them in a separate bag to ensure they remain separate from the belongings of other students.



# ISBE Requirements

## Classrooms

- Restrict or discourage the borrowing or sharing of any items.
- Electronics, including, but not limited to, tablets, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., should be cleaned before and after use.
- It is recommended that items that must be shared or communally used be cleaned after each use - - at a minimum -- and that the individuals perform hand hygiene between use.



# ISBE Requirements

## Band/Music

- Indoor rehearsals are discouraged. Consider moving music and band-related courses outside. It is recommended that music and band classes be organized into smaller classes, minimizing the number of students for sectional or group rehearsal to provide for social distancing. Where possible, use separate partitions in open spaces; utilize markings on the classroom floor/wall/practice field.
- Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles. Students should sanitize hands prior to handling instruments. Instruments should not be shared at any time.
- It is permissible for band members to remove their masks during the time they are 38 playing, but only if necessary.
- Students should provide their own equipment for class; sharing of equipment between students should be prohibited.
- Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield.





# ISBE Requirements

## Driver's Education

- In order to provide behind-the-wheel training to students in driver's education in compliance with all Secretary of State and IDPH safety requirements, the following procedures must be followed:
- Allow only two students and one instructor per vehicle.
- Face coverings must be worn, unless medically contraindicated.
- Prohibit eating and drinking in the vehicle.
- Open the windows whenever possible.
- Do not make any stops during the training that are not applicable to driver's education to reduce the amount of time in the vehicle.
- Complete hand hygiene with soap and water or hand sanitizer, as appropriate, before and after driving and, at the minimum, upon completion. Hand sanitizer should be placed in each vehicle.
- Clean and disinfect the steering wheel, door handles, seat belt fastener, controls/dials that the driver would come in contact with, keys, etc. in between each behind-the-wheel session.
- Conduct regular routine cleaning and disinfecting of the seats.





# ISBE Requirements

## Transportation

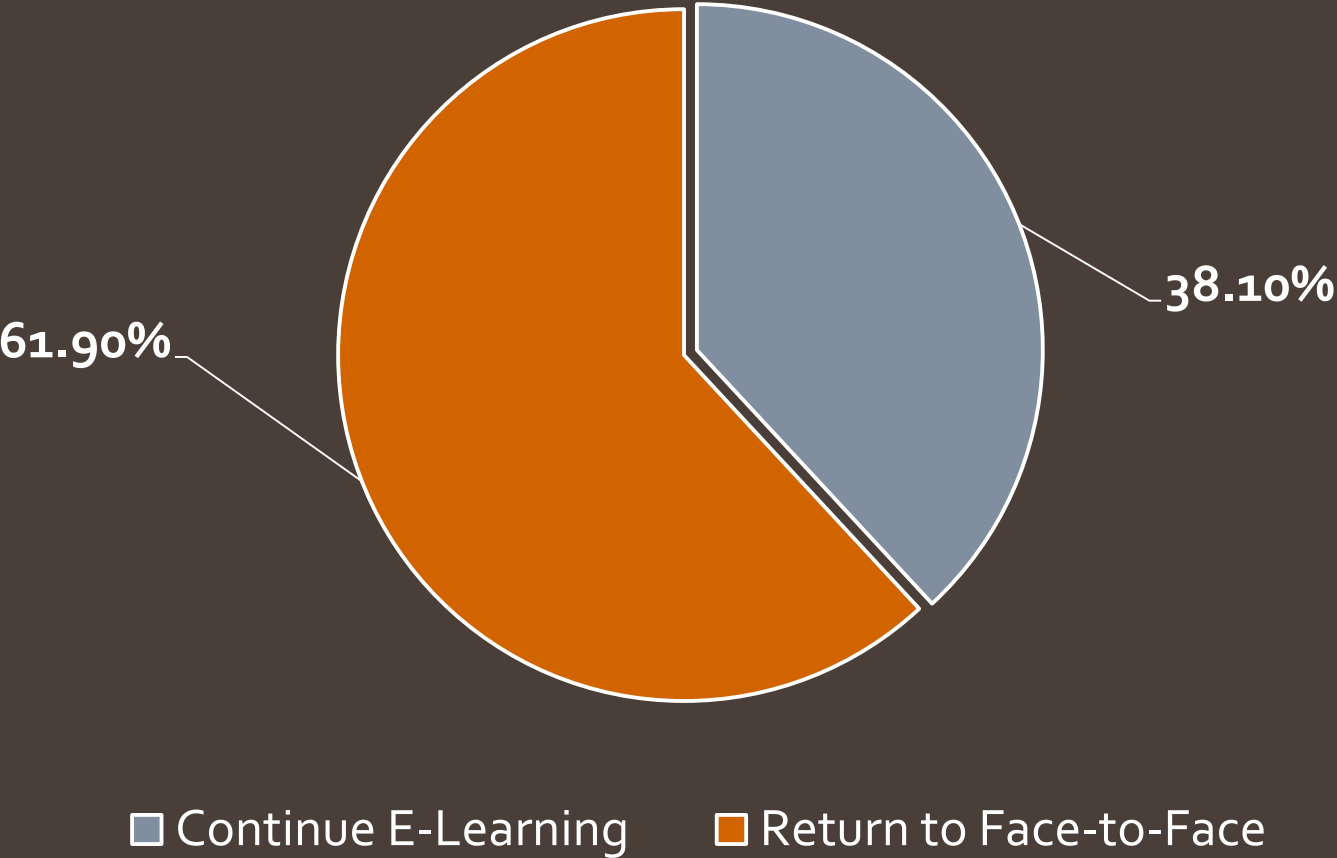
- All individuals on a bus must wear a face covering, no more than 50 individuals should be on a bus at one time, and social distancing must be maintained to the greatest extent possible.
- Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus.
- Seating charts are also recommended.
- All required IDOT inspections should occur.



# Parent Survey Results

Respondents: 1,042

## Return to Face-to-Face or Stay Remote?

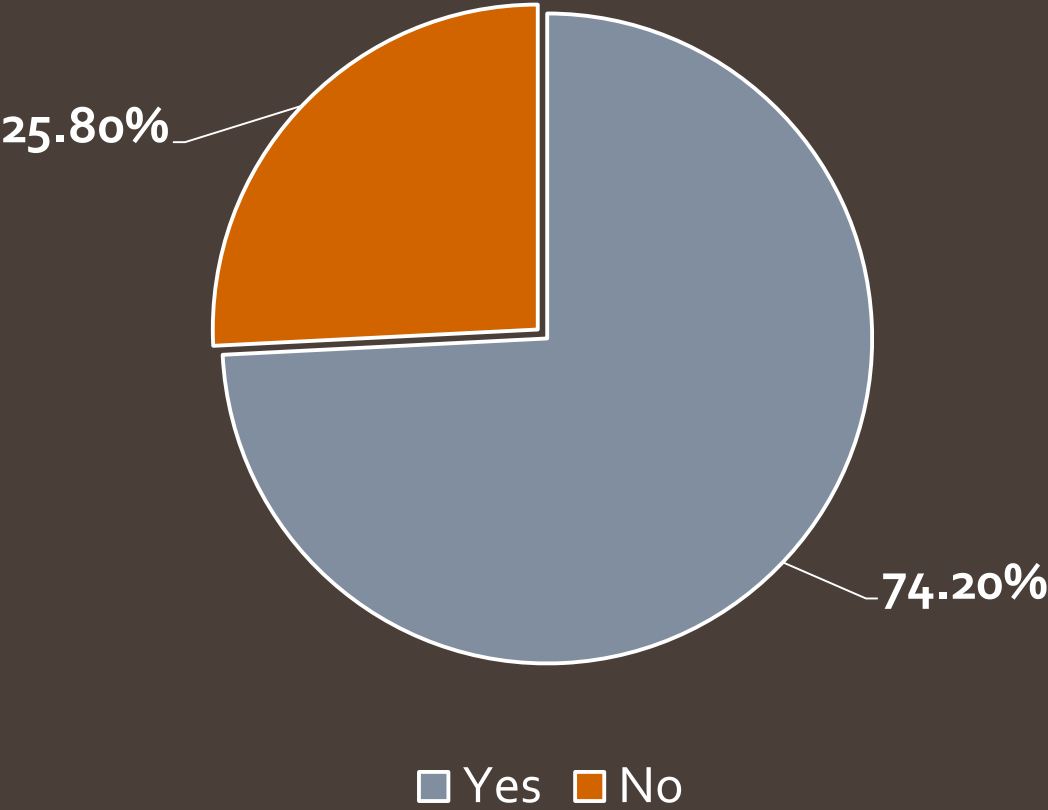


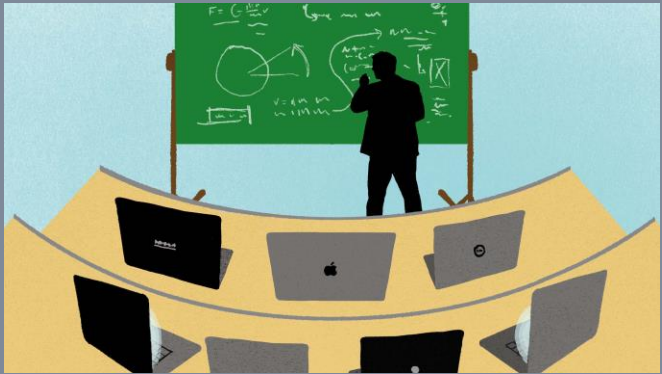


# Parent Survey Results

Respondents: 1,042

If CUSD #205 returns to face-to face instruction, will you be sending your child back to school?

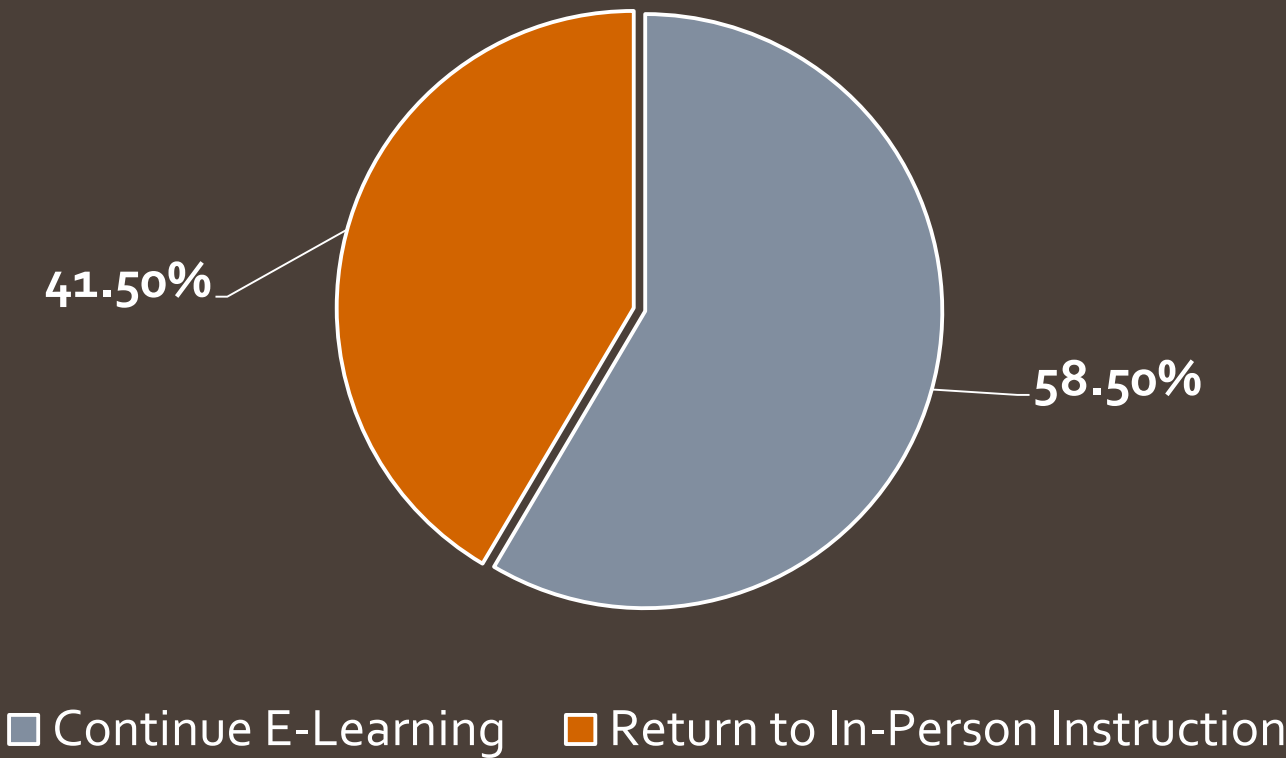




# Staff Survey Results

Respondents: 349

Assuming appropriate school safety measures are in place, what is your preferred instructional delivery method after October 12, 2020?





What is the financial and legal exposure to returning to in-person learning?

## Illinois Workers Compensation Law Changes for COVID-19

On June 5, 2020, Illinois Governor Pritzker signed into law [HB 2455](#), which creates a rebuttable presumption of workers' compensation coverage for first responders and front-line workers who are exposed to and contract COVID-19.



What is the financial and legal exposure to returning to in-person learning?

## Illinois Workers Compensation Law Changes for COVID-19

Unlike some states which have presumptions of coverage limited to healthcare workers and/or law enforcement, the Illinois legislation extends to all employees who are COVID-19 first responders or frontline workers. The term “COVID-19 first responder or front-line worker” means healthcare workers and/or law enforcement, as well as any individuals employed by essential businesses and operations as defined in [Executive Order 2020-10](#) dated March 20, 2020, which includes, among other things, individuals employed by grocery stores, pharmacies, convenience stores, food banks, media outlets, gas stations, banks, hardware stores, **educational institutions**, transportation providers, manufacturing facilities and restaurants, as long as individuals employed by essential businesses and operations are required by their employment to encounter members of the general public or to work in employment locations of more than 15 employees.



What is the financial and legal exposure to returning to in-person learning?

## Illinois Workers Compensation Law Changes for COVID-19

- The rebuttable presumption applies to all cases in which a diagnosis of COVID-19 was made on or after March 9, 2020 and on or before December 31, 2020.
- The presumption may be rebutted by evidence presented by the employer, including: evidence that the employee was working from home or on leave for a period of 14 or more consecutive days immediately prior to incapacity resulting from COVID-19; evidence showing that the employer was following current public health guidelines for two weeks prior to when the employee claims they contracted COVID-19; or evidence that the employee was exposed to COVID-19 by an alternate source.
- **District #205 Workers' Compensation Premiums 2017-2020**



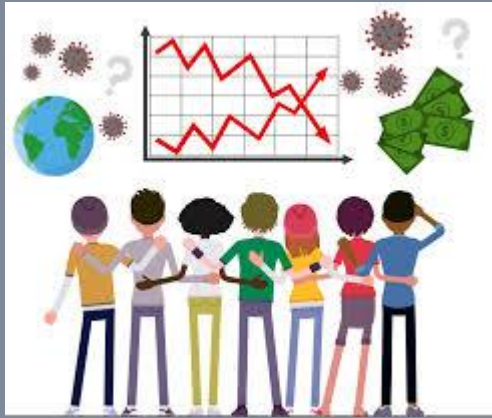


What is the financial and legal exposure to returning to in-person learning?

## Wrongful Death Lawsuits Due to COVID-19 in Illinois Courts

### Walmart Suit

In early April, a Walmart retail employee's family filed a lawsuit against Walmart in Cook County, Illinois (Circuit Court of Cook County, Illinois Case No. 2020L003938) following the employee's death after contracting COVID-19. The lawsuit filed by the employee's family accuses Walmart of negligence and wrongful death in violation of Illinois law. The Complaint alleges that Walmart did not follow guidelines issued by the Center for Disease Control and Prevention and U.S. Department of Labor for maintaining safe workplaces. It is alleged, among other things, that Walmart failed to enforce social distancing, properly cleanse and sanitize, provide PPE including masks, latex gloves, or antibacterial wipes to employees, and further failed to send COVID-19 exposed employees home until cleared by a medical professional.



What is the financial and legal exposure to returning to in-person learning?

## Insurance Coverage Limitations and Legal Liability

- Galesburg CUSD #205 is part of the Prairie State Insurance Cooperative (PSIC). The cooperative is administered by Gallagher and Associates.
- Gallagher stated the following in a letter to the Board of Education

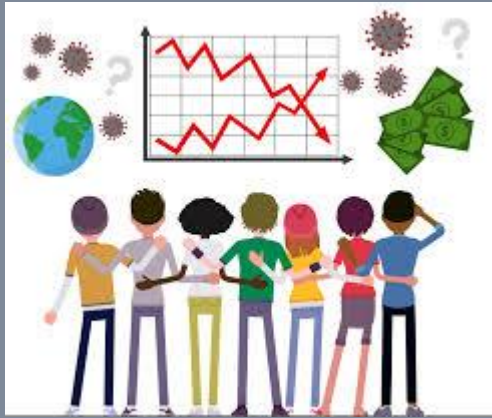
Gallagher is not a law firm and we would stress that we are not qualified to give legal advice. That being said, we are aware that several prominent Illinois school attorneys have released statements that they expect existing Illinois Tort Immunities to provide some protection for school districts from certain types of COVID-19 litigation. However, some of those same attorneys have also said that districts that choose to follow appropriate health guidelines during reopening are more likely to benefit from potential tort immunity. On the other hand, districts that willfully ignore state mandates, directives, and recommendations may be putting themselves at risk for uninsured litigation. With the exception of limited circumstances, immunities do not protect school districts from negligent conduct that rises to the level of "willful and wanton". Without immunity, districts, boards of education as well as individual board members should expect to face personal suit for resulting damages. This possibility makes it all the more important that districts adhere to guidelines both for a strong legal defense, but also to best protect staff, students, and the community from the spread of COVID-19. School districts are employers and may face significant OSHA fines and penalties for COVID-19 related exposures for which there is also no insurance coverage.



What is the financial and legal exposure to returning to in-person learning?

## Potential Impact of a Lawsuit on Tax Payers

- If we follow all of the guidelines and can prove we diligently took precautions AND had proper documentation, Tort Immunity laws should provide us some protection under the law.
  - This excludes any settlements allowable under the COVID-19 Workers' Compensation guidelines.
  - If a person were to prevail in a lawsuit against the District, the settlement would be paid out of the Tort Fund 80. This is an unlimited levy, but could have a substantial impact on the tax rate.
    - For every \$1 million dollars in Tort Expenses, the property tax rate increases \$.23.
    - A \$5 million dollar settlement would cost a tax payer with a home valued at \$100,000 an additional \$385 in property taxes for 1 year.
- If we do follow all of the guidelines, Tort Immunity and liability insurance protections would not apply. In this scenario, the settlement would have to be paid out of the Education Fund and/or Working Cash reserves.
  - The Education Fund levy is currently at its statutory maximum
  - Without Tort Immunity or insurance protections, individuals associated with the district can be personally sued and individuals can request settlements of personal assets, property, and future earnings.



What is the financial and legal exposure to returning to in-person learning?

#### CORONAVIRUS

## CPS violated union contract by making clerks work during the pandemic in schools lacking 'safe and healthful conditions,' arbitrator rules

By HANNAH LEONE  
CHICAGO TRIBUNE | OCT 02, 2020 AT 7:10 PM



<https://www.chicagotribune.com/coronavirus/ct-covid-19-cps-clerks-working-conditions-20201002-25vxso2u3nb7jnmhuibrwm6klq-story.html>



# Personnel Considerations

- Federal Leave Programs
  - FMLA- 12 Weeks
  - FFCRA- Up to 12 Weeks
- Local Leave Policies
  - Extended Leave Requests-Varies by collective bargaining agreement
    - From 90 days beyond FMLA/FFCRA and up to 1 school year



## Personnel Considerations

### Can we Staff the District?

- Concerns with filling positions needed
  - There has been a limited applicant pool over the past 3 years pre-COVID-19
- FFCRA/FMLA Leaves could accelerate with Face-to-Face learning
- Substitutes could not be found for most positions on a daily basis.



# 2019-2020 Average Daily Absence Data



## Personnel Considerations

- Teachers ( 337 )
  - Averaged 16.73 absences per day
  - Average # of unfilled substitute positions daily = 1.21 positions
- Paraprofessionals ( 122 )
  - Averaged 7.07 absences per day
  - Average # of unfilled substitute positions daily = 4.17 positions
- Food Service Workers (80)
  - Averaged 11 absences per day
  - Average # of unfilled substitute positions daily = 6 positions
- Custodians (26 )\*
  - Averaged 2.3 absences per day
  - 60% of Absences covered with substitute custodians
  - 40% of Absences with over-time of other employees





## Personnel Considerations

- Substitute Daily rates will need to be raised to attract a limited pool of subs.
  - Current Teacher Sub Rate: \$85 for 1<sup>st</sup> 10 days (non-retirees)/\$110 after \$110 for Retirees
  - Current Paraprofessional Rate: \$84.50 per day (\$13.07 per hrs.)
  - Current Nurse Rate: \$127.50 per day
- We still incur the cost of these positions if we go back into remote learning.
  - GEA hourly employees (paras, nurses, ISSP, and secretaries) can not be RIF'd during the year.
  - SEIU employees (custodians, maintenance, and food service) must be given a 30 day notice per ILSC.
- Substitute training for Hybrid Learning will be crucial!
  - Subs need to navigate multiple instructional platforms digitally, while instructing in-person students.



## Personnel Considerations

- Unemployment Realities under IDES
  - Very few people are being denied benefits.
- Additional unemployment stimulus in many cases closely matches a laid-off worker's gross pay when employed.
  - This reduces the urgency to re-enter the work force.



## Transportation Considerations

- 2020-2021 Estimated Additional Transportation Costs

Additional Bus Routes	\$646,266
Additional Monitors	\$930,787
Food Service Vehicle Rental	\$34,300
Food Service Drivers	\$61,791
Total	\$1,673,144

NEW NORMAL  
LIFESTYLE



## Transportation Considerations

### First Student

- Additional routes will be needed to adhere to ISBE/IDPH guidelines
- Currently 28 First Student Drivers are Ready-to-Drive
  - Routes needed for 2020-2021 Pre-COVID 19 was 37
    - 26 Regular Routes
    - 3 Bright Futures Routes
    - 8 Special Education Routes
- Additional Routes Required for Face-to-Face
  - 7-18 Routes (Dependent on Model)
  - **ADDITIONAL REIMBURSABLE COST-\$251,326-\$646,266**
  - **ADDITIONAL NON-REIMBURSABLE COST-\$930,787**
  - **Pick-up time adjustments will be required**
    - Example: First AM pick will be 5:54 am, originally 6:24 am
- Subs are also an issue for First Student



## Transportation Considerations

- **Food Service Daily Delivery Routes**

- 7 additional vehicles and staff will be required to drive food service routes daily for students at home.
  - Vehicle Rental Cost Estimate:  $\$4,900 \text{ per month} \times 7 = \$34,300$   
(Non-Reimbursable)
  - Staffing Cost: \$61,791
  - **Total Cost: \$96,091**



# Transportation Considerations

## 2020-2021 Pro-Rated Transportation Reimbursement

- If fully funded, we should receive 80% reimbursement for all eligible education costs (sports & extra curricular transportation are not eligible)
- For 2020-2021 we are only projected to receive 88% of the 80% for regular education transportation and 87% for special education transportation. This may be reduced due to financial constraints at the state level.
  - Example: **USE –REAL BUDGET** #'s \$2,000,000 in Regular Education Transportation would be reimbursed at 88% of the 80% reimbursement = \$1,408,000
- **Non-reimbursable expenses:** Food Service Vans and Drivers and Bus Monitors for Health Checks



Estimated PPE and COVID-19 Protection Supply  
Costs for 2020-2021

\$2,438,327- see attached slides

PPE  
Availability  
&  
Costs



Item	QTY	PPI	Total	On-Hand	How Long Will Our Current Supply Last?	Lead Time Comments
Temperature Stands each	13	\$2,413.30	\$31,372.90	0		10 days - 50% deposit required
K-4 Masks - Disposable each	150,000	\$0.50	\$75,000.00	10,000	7.25 Days	One Mask per day
K-4 Cloth Masks	4,800	\$2.00	\$9,600.00	600	1 Day/1 School	These will need to be laundered daily by the school.
5-12 & Adult Cloth Masks	3,000	\$2.00	\$6,000.00	2,500	1 Day/3 Schools	These will need to be laundered daily by the school.
Face Shields (Students/Staff with Dr. Note)	4,000	\$3.00	\$12,000.00	800	TBD	K-12, plus staff. Reuseable, but can not be shared and must be cleaned daily.
Face Shields PK	600	\$1.53	\$918.00	30		Pk only, 3 per student. Reuseable, but can not be shared and must be cleaned daily.
Plexi Glass Units/Teachers-Staff	400	\$80.00	\$32,000.00	140		
Foldable Desktop Separation Screen/ Student Desks	4,000	\$57.59	\$230,360.00	0		
Disinfectant Wipes	22,500	\$15.00	\$337,500.00	0		Possibly not until 2021 from 2 vendors/ 2 containers per week, per staff members
Pail disinfectant Wipes (Custodial Cleaning)	40	\$20.99	\$839.60	100	All Year	*More will be needed if we can not get wipes.
Pail Refills (Custodial Cleaning)	3,400	\$56.65	\$192,610.00	100	4 Days	*More will be needed if we can not get wipes.

Item	QTY	PPI	Total	On-Hand	How Long Will Our Current Supply Last?	Lead Time Comments
Alpha HP disinfectant for pails Each	10,200	\$78.89	\$804,678.00	0		
Hand Sanitizer 8 oz pump each	20,500	\$3.36	\$68,880.00	530	2 Days	500 people/1 btl every 2 days
Hand Sanitizer 2 L pump each	500	\$18.97	\$9,485.00	15	1.5 Weeks	Offices/Athletics/Cafeteria (20 every 2 weeks)
Vinyl Free Gloves Med box/100	4,000	\$8.00	\$32,000.00	330	3 Days Total	Could be a 2 to 3 month wait
Vinyl Free Gloves Lg box/100	8,000	\$8.00	\$64,000.00	80		Could be a 2 to 3 month wait
Vinyl Free Gloves XL box/100	8,000	\$8.00	\$64,000.00	160		Could be a 2 to 3 month wait
Disposable Gowns each	25,000	\$3.50	\$87,500.00	240	1 Day	Custodians/Nurses/CAN (10 per day each)
Goggles each	50	\$1.85	\$92.50	15	All Year	
Infrared Thermometers each	500	\$50.00	\$25,000.00	0		
Batteries AAA each	9500	\$0.34	\$3,230.00	0		
N95 Masks each	25000	\$2.25	\$56,250.00	100	.50 Day	240 per day needed
Paper Towels for Disfectant Spray 30 Rolls	250	\$24.44	\$6,110.00	0		

Item	QTY	PPI	Total	On-Hand	How Long Will Our Current Supply Last?	Lead Time Comments
Laundry Detergent each unscented	28	\$19.00	\$532.00	12	60 Days	Right away
Bounce Sheet each unscented	50	\$7.00	\$350.00	6	30 Days	Right away
Spray Disinfectant case/12	200	\$44.88	\$8,976.00	21	3 Weeks	8 weeks minimum to receive
Social Distancing Floor decals each	1400	\$5.14	\$7,196.00	150		
Medical Gloves Medium/box 100	200	\$20.00	\$4,000.00	0		Difficult to Find
Medical Gloves Large/box 100	200	\$20.00	\$4,000.00	0		Difficult to Find
Crew Disinfectant	75	\$35.56	\$2,667.00	18	1.5 Months	
Virex Germicidal Cleaner & Deodorizer	75	\$45.44	\$3,408.00	30	3 Months	
Triad III Disinfectant Cleaner	40	\$30.56	\$1,222.40	5	1 Month	

Item	QTY	PPI	Total	On-Hand	How Long Will Our Current Supply Last?	Lead Time Comments
120 Music stands	20 boxes of 6	\$195.00/box	\$3,900.00	0		2 Weeks
Teacher Taxi mobile cart	6	\$864/each	\$5,184.00	0		2 Weeks
Singers Mask	385	\$19.99/each	\$7,696.15	0		Unknown
3 layer face mask box of 100	32	\$25.99	\$831.68	0		Unknown
Cloth Band Masks	400	\$5.99	\$2,396.00	0		Unknown
Instrument bell covers	400	\$9.00	\$3,600.00	0		Unknown
Pet training pads (spit valve)	10 boxes of 150	\$23.48	\$235.00	0		1 week
Bose S1 portable speaker	3	\$638.97	\$1,916.91	0		Unknown
UHF wireless Mic	3	\$52.99	\$158.97	0		Unknown
Digital Mixer	1	\$549.00	\$549.00	0		Unknown
Beta 58 microphones	10	\$158.00	\$1,580.00	0		Unknown
Portable outlets	2	\$119.00	\$238.00	0		Unknown
25' XLR cables	1 pack of 10	\$90.00	\$90.00	0		Unknown
Mic stands	5-2 packs	\$34.89	\$174.45	0		Unknown
Additional K-4 Art/Music Supplies(Sharing Not Permitted)	TBD	\$0.00	\$10,000.00	0		Unknown
Additional 9-12 Art Materials	TBD	\$0.00	\$3,000.00	0		2 weeks
Additional K-12 Supplies	TBD	\$0.00	\$35,000.00	0		2 weeks
UV Air Purfication Systems	5	\$36,000.00	\$180,000.00	0		*\$36,000 is an average per building/Unknown



## Budget/ Levy Impact Tax Rate

### Financial Assumptions

- The following slides represent a *worst case scenario* with diminished revenues (state and local) and increased costs due to compliance with IDPH/ISBE guidelines for modified Face-to-Face instruction.



# Budget/ Levy Impact Tax Rate

## 2020-2021 Deficit Before Additional Return-to Learn Expenses

• Fund 10 Education	<b>-\$7,940,608</b>
• Fund 20 O & M-	<b>-\$ 669,451</b>
• Fund 40 Transportation	<b>-\$ 948,469</b>
• <u>Fund 80 Tort</u>	<b><u>-\$ 806,674</u></b>
<b>Total</b>	<b>-\$10,365,202</b>



Budget/  
Levy Impact  
Tax Rate

2020-2021 Deficit After Additional Return-  
to Learn Expenses

• Fund 10 Education	<b>-\$8,606,877</b>
• Fund 20 O & M-	<b>-\$ 669,451</b>
• Fund 40 Transportation	<b>-\$2,525,522</b>
• <u>Fund 80 Tort</u>	<b><u>-\$3,530,806</u></b>
<b>Total</b>	<b>-\$15,332,657</b>





# Budget/ Levy Impact Tax Rate

Fund	<u>Current Budget</u> <i>Estimated Fund Balance on 6/30/2021</i>	<u>Amended-F2F Budget</u> <i>Estimated Fund Balance on 6/30/2021</i>
Education Fund 10	\$15,337,765	\$14,671,496
Transportation 40	\$2,158,446	\$581,393
Tort 80	\$74,000	-\$2,650,132*

\*The Tort fund can not end the fiscal year with a negative balance. To resolve this, the Board of Education will need approve an increase in the Tort Levy for Tax Year 2020, or transfer \$2,650,132 from the Education Fund. This would leave the Education Fund balance at \$12,021,364 on 6/30/2021.



# COVID-19 Trends

## Data & Trends

- What are neighboring states doing for school and extra curricular activities?
- What are LUDA/Western Big Six districts doing downstate?
- Neighboring States COVID -19 Trends
- What are the COVID-19 Trends in Knox County?

# COVID-19 Trends



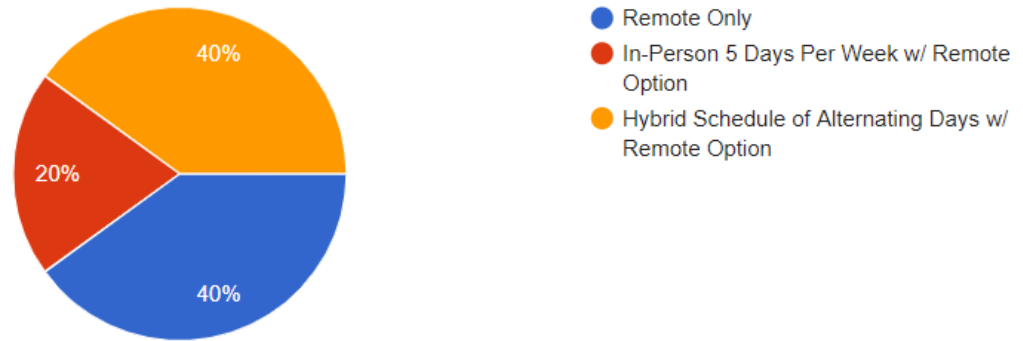
## • LUDA/WB 6 Districts

(Moline, Rock Island, Sterling, Geneseo, Quincy)

- See attached total survey results.

What method of instruction is your district currently using?

5 responses



# COVID-19 Trends



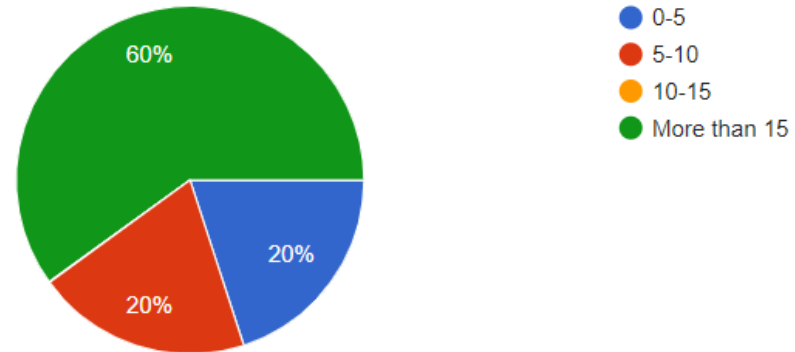
## • LUDA/WB 6 Districts

(Moline, Rock Island, Sterling, Geneseo, Quincy)

- See attached total survey results.

How Many Substitute Teachers Do You Have Available on a Daily Basis?

5 responses



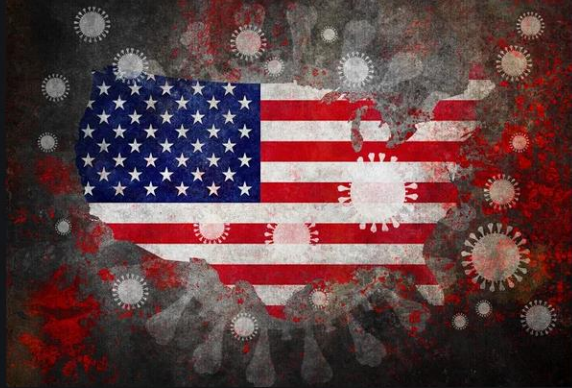


# COVID-19 Trends

What are neighboring states doing for instruction and extra curricular activities?

Kentucky, Indiana, Wisconsin, Iowa, and Missouri

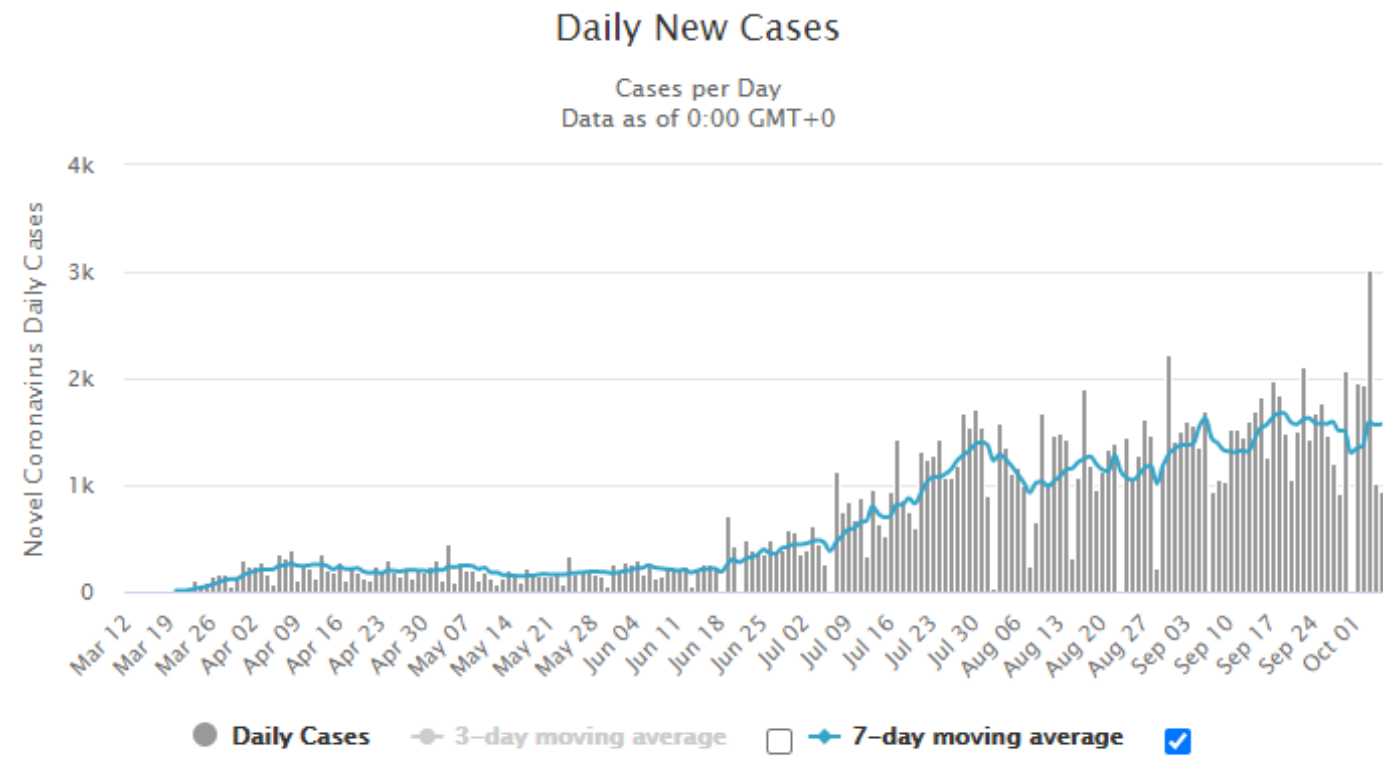
- In-person Learning
- Remote Learning
- All Extracurricular Events



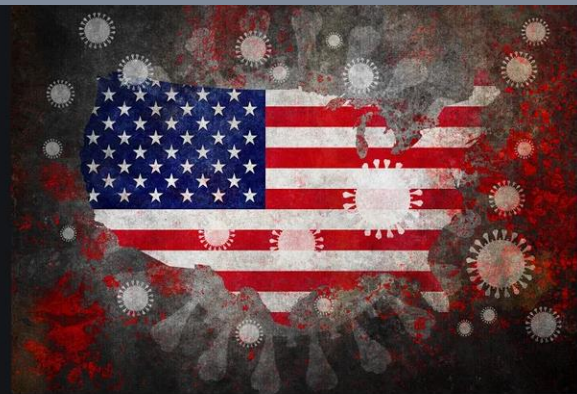
# COVID-19 Trends in Neighboring States

Missouri

## Daily New Cases in Missouri



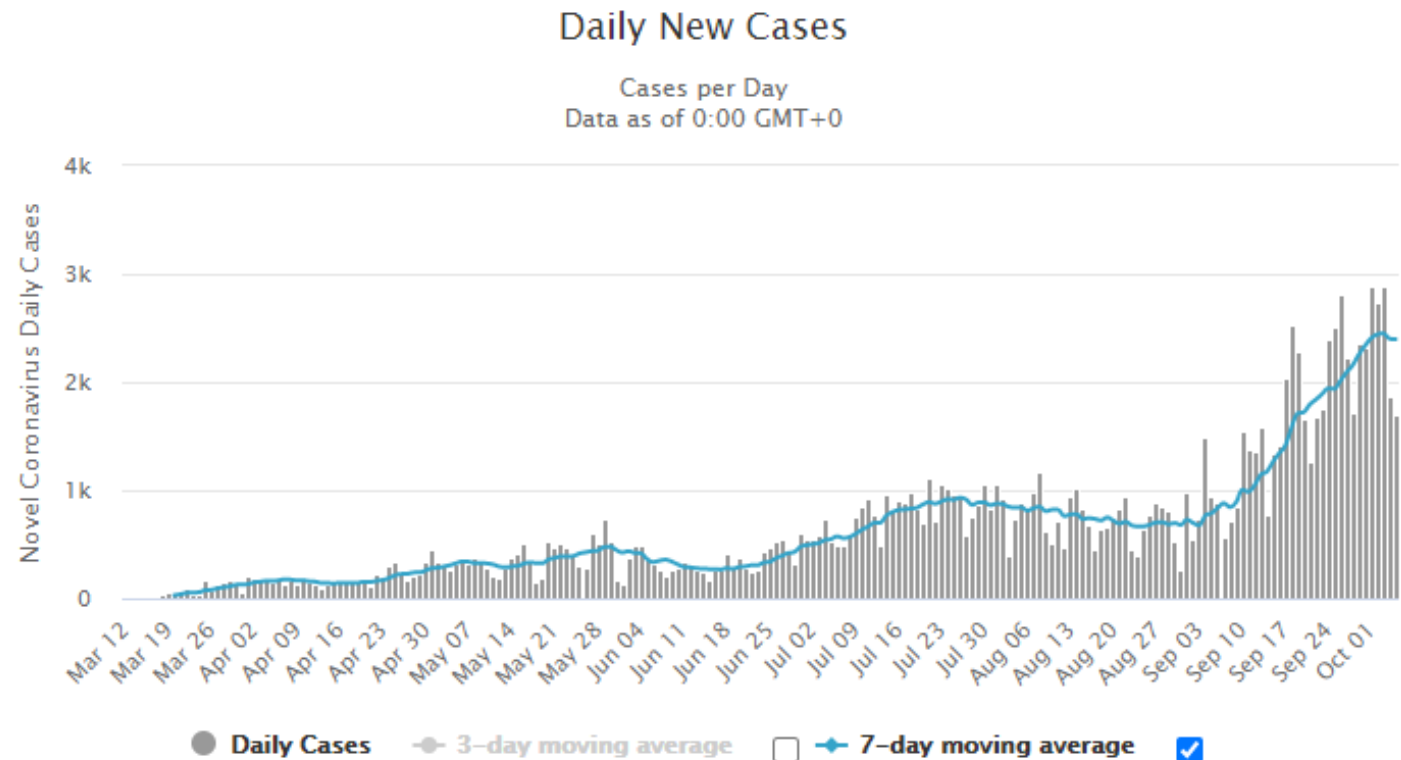




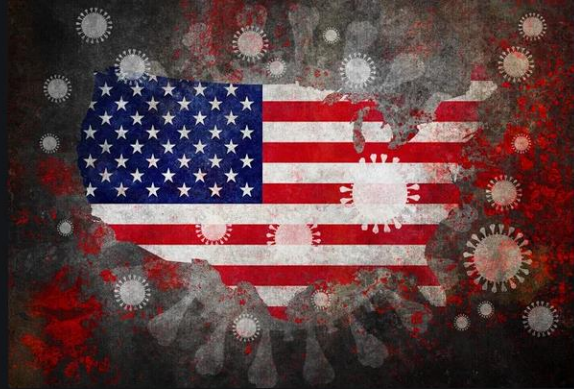
# COVID-19 Trends in Neighboring States

Wisconsin

## Daily New Cases in Wisconsin



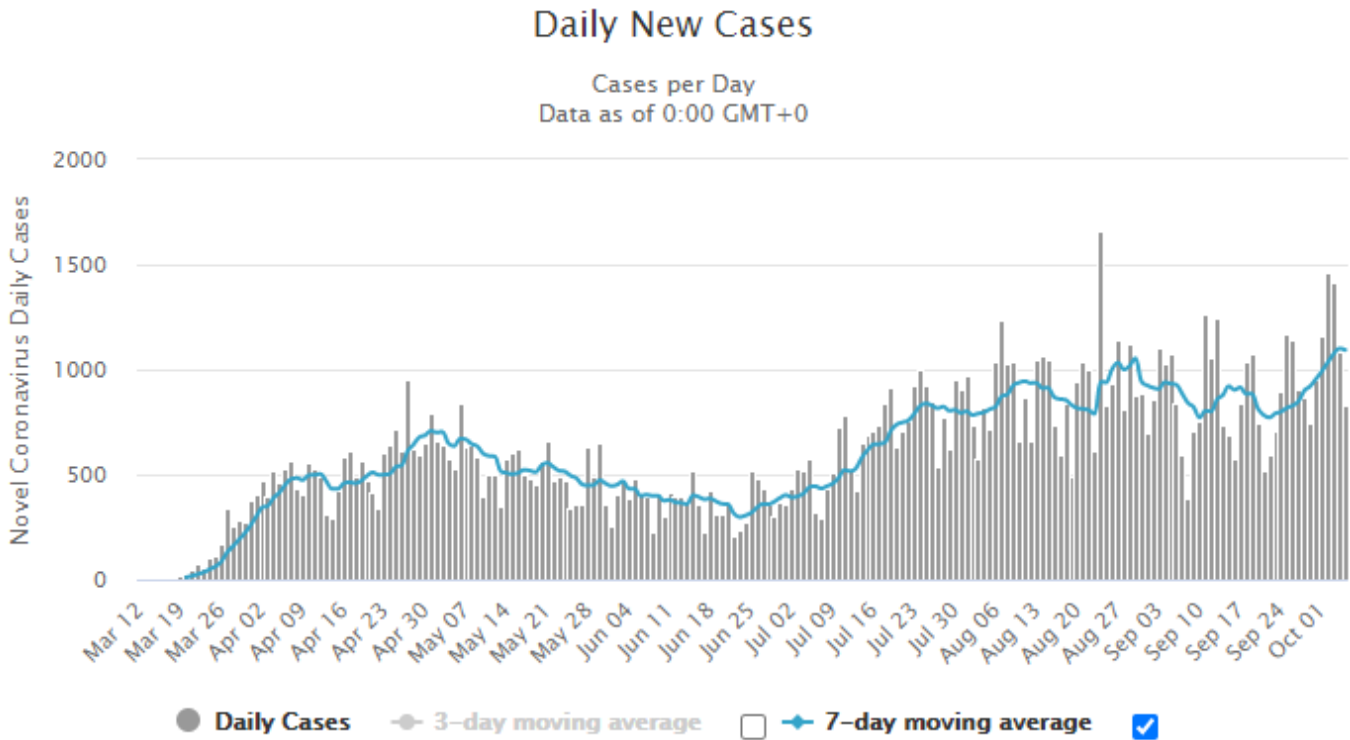


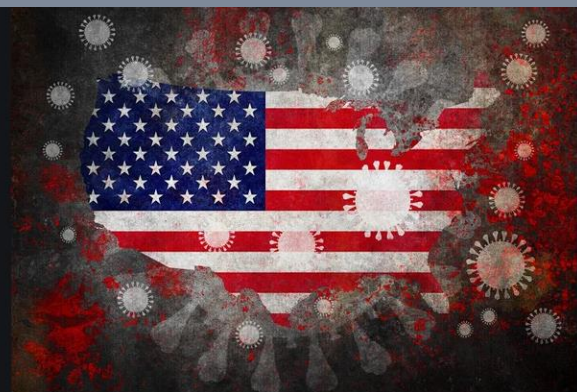


# COVID-19 Trends in Neighboring States

Indiana

## Daily New Cases in Indiana

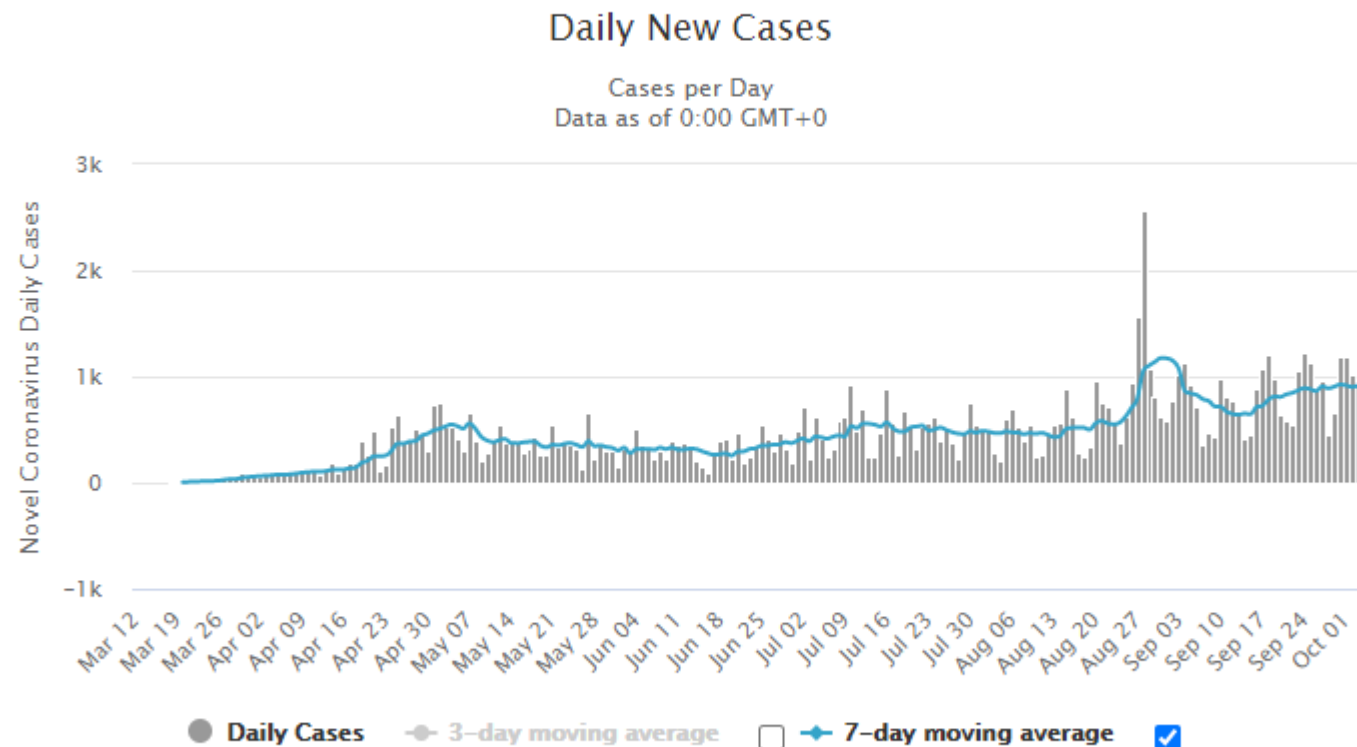




# COVID-19 Trends in Neighboring States

Iowa

## Daily New Cases in Iowa

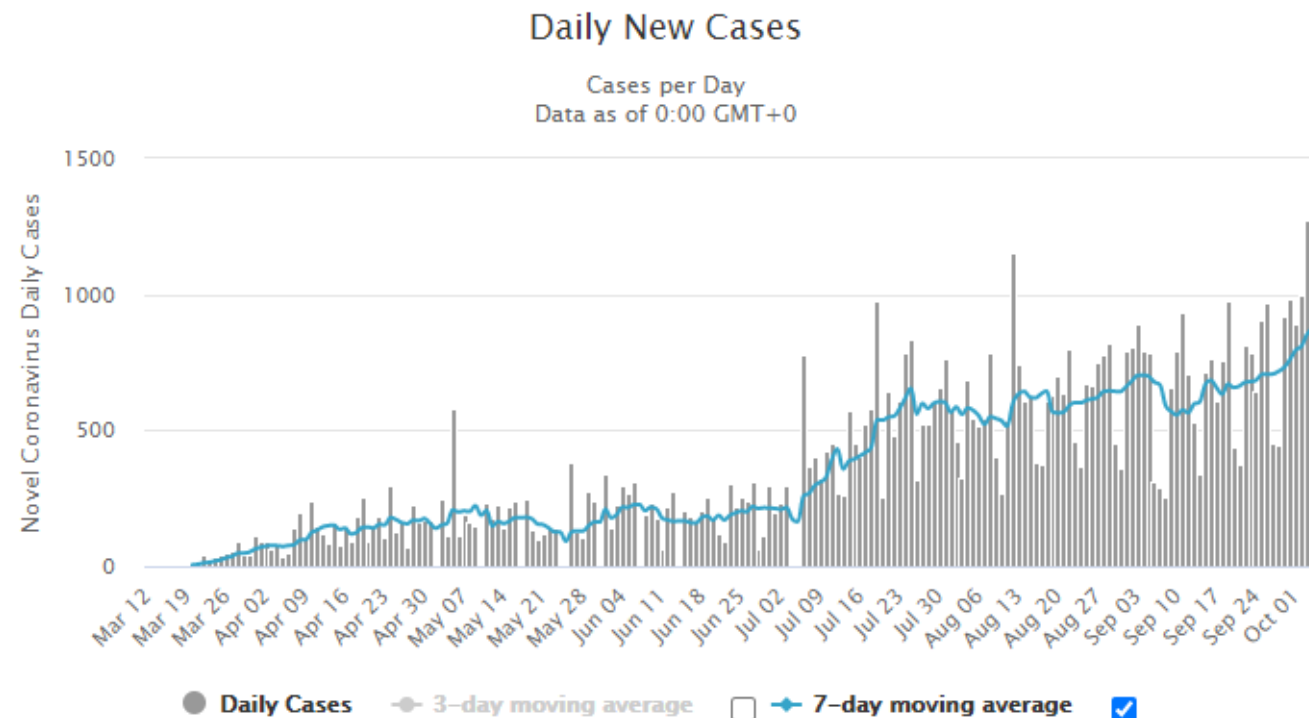


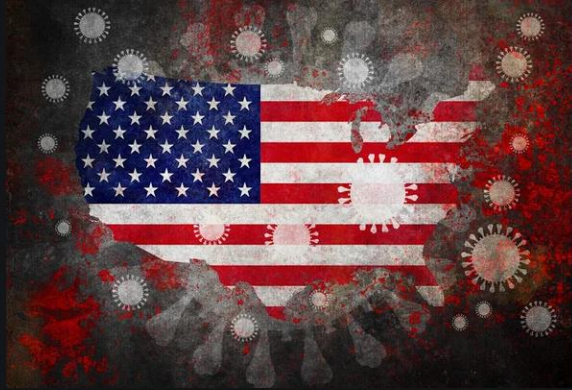


# COVID-19 Trends in Neighboring States

Kentucky

## Daily New Cases in Kentucky

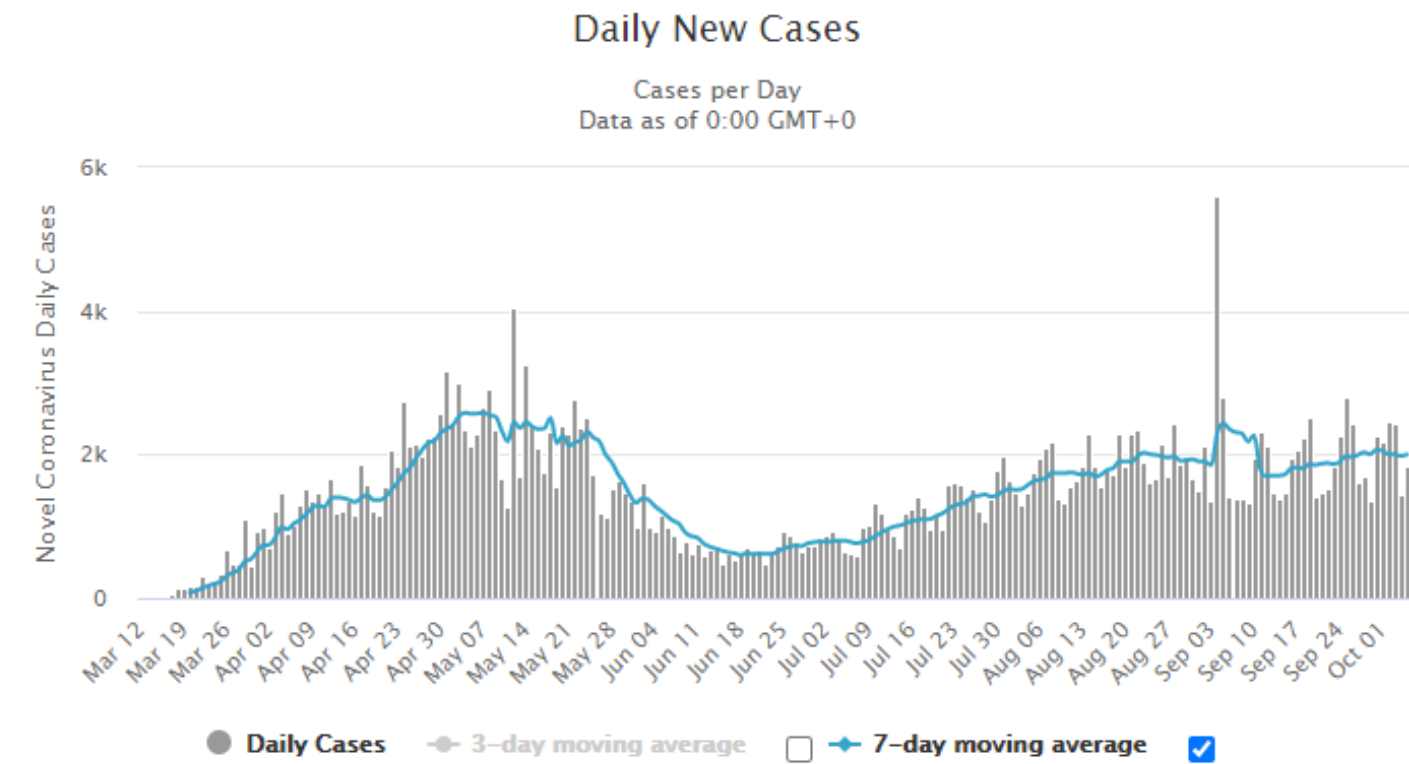




# Trends in Neighboring States

Illinois

## Daily New Cases in Illinois





# COVID-19 Trends in Knox County

Galesburg, IL 🔍

## Knox County

As of Tue, Oct 6, 2020, 3:40 PM EDT

CONFIRMED CASES

**773**

+13.6% Since last week

DEATHS

**4**

+33.3% Since last week

## Illinois

CONFIRMED CASES

**305,011**

DEATHS

**8,836**

[Source](#)

\* Note: Some locations do not currently provide all data.



# COVID-19 Trends in Knox County

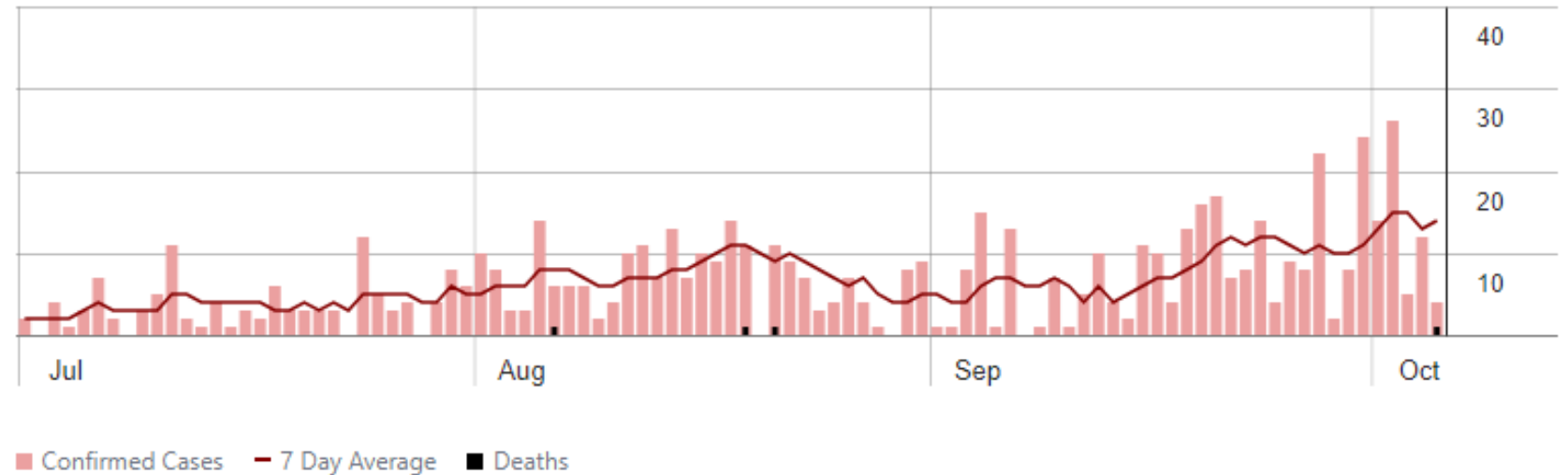
Daily Trends

**Knox County** Illinois United States

## 4 new cases yesterday

As of Tue, Oct 6, 2020, 3:40 PM EDT • [Source](#)

Daily New Cases in Knox County







## Goal:

- Providing for the safe return of students and staff to school facilities, while maintaining IDPH guidelines

## How:

- Creating a plan that best meets the needs of our stakeholders, to include: students, staff, families, and the community
- Developing schedules that allow for a hybrid model of instruction:
  - Synchronous Instruction-Face to Face and Virtual
  - Asynchronous Instruction-Virtual delivery
- Introducing students back into classrooms:
  - Increasing frequency of students at school
  - Increasing the number of students at school
- Continually re-evaluating COVID-19 metrics (school, district-wide, and the local community) and improving practices





## How:

- What is not currently possible:
  - ½ day of face to face attendance every day for all students does not work due to IDPH guidelines
  - ½ am and ½ pm for K-12 due to bus route availability
  - A full day of face to face attendance every day for all students does not work due to IDPH guidelines
- What could be a possible solution?
  - Utilizing a hybrid schedule
    - Allowing for some face to face instruction time
    - Allowing for virtual instruction for portions of days and weeks
  - Utilizing a shortened schedule
    - Similar to current schedule but some instruction would take place at school
    - Lunches could possibly be bagged and distributed as students leave at the end of the school day to be eaten at home
  - The numbers presented in the possible solutions are taken from the most recent parent survey. This survey indicated that 38% of families wished to continue with E-Learning while nearly 62% of families preferred to return to in-person hybrid learning. Additionally, 25.8%\* of families reported that they would not be sending their children back to school if the board voted to return to school in some format.

*\*This data is not available as a breakdown by student, so the 25% figure of non-attenders was applied across the board with all grade level attendance projections for the face to face solutions.*



- Possible Solution for Kindergarten through 4th Grade

- **Sample #1:** Two Face to Face and 3 Virtual Days

Sample #1					
2 F2F and 3 Virtual					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Face to Face	Face to Face	Virtual	Virtual	Virtual
Group B	Virtual	Virtual	Virtual	Face to Face	Face to Face

- Possible Solutions for K-4th Grades-**Sample #1 Details**

- Students attend face to face while other students attend virtually utilizing Google Meet
- Technology would be needed for the classroom to view teacher and hear instruction, in the larger classroom: video (webcam) and audio (omnidirectional microphone) needs
- Initial goal is for students to engage in face to face instruction in English Language Arts and Mathematics while they are present in school
  - Science, Social Studies, and Specials courses would potentially take place during virtual learning time
- Based on Survey Data, 25% would not send students to school face to face. This would provide face to face numbers as follows:

	October Enrollment Totals	Potential Face to Face Rounded		
King	502	377	Group A=189	Group B=188
Silas	409	307	Group A=154	Group B=153
Steele	464	348	Group A=174	Group B=174



- Possible Solutions for K-4th Grades-Sample #1
  - Pros
    - Students will be present for 2 of 5 school days each week
    - Students will be able to attend 2 consecutive school days each week
    - All students are fully virtual on Wednesdays for **cleaning** between groupings
    - Utilizing platform of Google Classroom all throughout the week so there is consistency in instructional delivery and access to content, activities, and resources
    - Students would continue to be learning both while at school and at home by engaging in synchronous and asynchronous learning activities.
  - Challenges
    - COVID structures for movement throughout the face to face instruction days: transitions, hallways, classroom structure, restrooms, entry to school, and bussing
    - Division of groupings to ensure smaller classes exist
    - Changes to students' schedules compared to current class sequence/rotation
    - How does this align for families with students in 5-12 as well as K-4?
      - Can that be remedied?
      - How does this impact families?

PLANNING



- Possible Solution for Kindergarten through 4th Grade
  - **Sample #2:** One Week Face to Face, One Week Virtual

Sample #2	All Schools				
1 Week Face to Face, 1 Week Virtual					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Virtual	Virtual	Virtual	Virtual	Virtual
Group B	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face
Group B	Virtual	Virtual	Virtual	Virtual	Virtual

- Possible Solutions for K-4th Grades-**Sample #2 Details**
  - Students attend face to face while other students attend virtually utilizing Google Meet
  - Each student would spend **5 days at school followed by 5 days of virtual learning at home, on a rotating basis** by grouping (Group A and Group B).
  - Technology would be needed for the classroom to view teacher and hear instruction, in the larger classroom: video (webcam) and audio (omnidirectional microphone) needs
  - Based on Survey Data, 25% would not send students to school face to face. This would provide face to face numbers as show in slide 3.





- Possible Solutions for K-4th Grades-Sample #2
  - Pros
    - Students will be present for 5 of 5 school days every other week
    - Students will be able to attend 5 consecutive school days every other week
    - $\frac{1}{2}$  of each class of students is fully virtual every other week
    - Utilizing platform of Google Classroom all throughout the week so there is consistency in instructional delivery and access to content, activities, and resources
    - The school day is shortened and students would continue to be learning both while at school and at home by engaging in synchronous and asynchronous learning activities, after the shortened face to face day.
  - Challenges
    - COVID structures for movement throughout the face to face instruction days: transitions, hallways, classroom structure, restrooms, entry to school, and bussing
    - Division of groupings to ensure smaller classes exist
    - Changes to students' schedules compared to current class sequence/rotation
    - How do we operate lunch?
      - Are lunches bagged and eaten in classroom?
      - Are the lunches taken home due to the shortened schedule?
    - How does this align for families with students in 5-12 as well as K-4?
      - Can that be remedied?
      - How does this impact families?

PLANNING



- Possible Solutions for 5th through 12th Grades:

- **Sample #1:** Two Face to Face and 3 Virtual Days

Sample #1					
2 F2F and 3 Virtual					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Face to Face	Face to Face	Virtual	Virtual	Virtual
Group B	Virtual	Virtual	Virtual	Face to Face	Face to Face

- Possible Solutions for 5th through 12th Grades-**Sample #1 Details**

- Students attend face to face while other students attend virtually utilizing Google Meet
  - Technology would be needed for the classroom to view teacher and hear instruction, in the larger classroom: video (webcam) and audio (omnidirectional microphone) needs
  - Based on Survey Data, 25% would not send students to school face to face. This would provide face to face numbers as follows:

	Current October Enrollment Figures	# of Students in Possible Face to Face Attendance Based on Survey Data		
LMS, 5/6	591	444	Group A=222	Group B=222
CJHS, 7/8	591	444	Group A=222	Group B=222
GHS and GHSN, 9-12	1255	942	Group A=471	Group B=471



- Possible Solutions for 5th through 12th Grades-Sample #1
  - Pros
    - Students will be present for 2 of 5 school days each week
    - Students will be able to attend 2 consecutive school days each week
    - All students are fully virtual on Wednesdays for **cleaning** between groupings
    - Utilizing platform of Google Classroom all throughout the week so there is **consistency in instructional delivery and access to content, activities, and resources**
    - Students would continue to be learning both while at school and at home by engaging in synchronous and asynchronous learning activities.
  - Challenges
    - COVID structures for movement throughout the face to face instruction days: transitions, hallways, classroom structure, restrooms, entry to school, and bussing
    - Division of groupings to ensure smaller classes exist, as simple alpha order division will most likely not work due to electives, course selections, currently existing schedules.
    - How does this align for families with students in K-4 as well as 5-12? Can that be remedied?



PLANNING



- Possible Solutions for 5th through 12th Grades:

- **Sample #2:** Two Face to Face and 3 Virtual Days

Sample #2					
M/W and T/TH, All Virtual Friday					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Face to Face	Virtual	Face to Face	Virtual	Virtual
Group B	Virtual	Face to Face	Virtual	Face to Face	Virtual

- Possible Solutions for 5th through 12th Grades-**Sample #2** Details (same as Sample #1)

- Students attend face to face while other students attend virtually utilizing Google Meet
- Technology would be needed for the classroom to view teacher and hear instruction, in the larger classroom: video (webcam) and audio (omnidirectional microphone) needs
- Based on Survey Data, 25% would not send students to school face to face. This would provide face to face numbers as follows:

	Current October Enrollment Figures	# of Students in Possible Face to Face Attendance Based on Survey Data		
LMS, 5/6	591	444	Group A=222	Group B=222
CJHS, 7/8	591	444	Group A=222	Group B=222
GHS and GHSN, 9-12	1255	942	Group A=471	Group B=471



- Possible Solutions for 5th through 12th Grades-Sample #2
  - Pros
    - Students will be present for 2 of 5 school days each week
    - Students will be able to attend school on **alternating days** each week
    - All students are fully virtual on Fridays
    - Utilizing platform of Google Classroom all throughout the week so there is **consistency in instructional delivery and access to content, activities, and resources**
    - Students would continue to be learning both while at school and at home by engaging in synchronous and asynchronous learning activities.
  - Challenges
    - COVID structures for **movement** throughout the face to face instruction days: transitions, hallways, classroom structure, restrooms, entry to school, and bussing
    - **The alternating structure of this grouping is more to keep up with in regard to cleaning, schedules, and busing as groups change daily.**
    - Division of groupings to ensure smaller classes exist, as simple alpha order division will most likely not work due to electives, course selections, currently existing schedules.
    - How does this align for families with students in K-4 as well as 5-12? Can that be remedied?



## Further Planning Considerations for In-Person/Hybrid Instruction:

- Await decision of Board of Education to determine next step planning needs.
  - Likely adjustments of schedules at each of the grade level bands (K-4, 5-8, 9-12) to determine best fit
  - Determine groupings of students for various scenarios
  - Develop classroom setup structures to work with while students are present.
  - Identify Technology Needs and purchases for return to school models: webcams, microphones, etc.
  - Plan and work through transitions, student movement, entry to school, COVID procedures, masking, etc.
  - Work to secure additional substitute teachers for enhanced need with in-person learning.
  - Create a parent survey to determine actual numbers of students not returning to school, once/if the plan to return to in-person learning is determined to accurately plan.
    - Opt in for in-person and plan for hybrid attendance
    - Opt out for E-Learning: Potential Edgenuity 6-12, K-5 tbd
  - Determine bussing needs and availability.
  - Determine the process for lunch distribution for each of the grade level bands (K-4, 5-8, 9-12).
  - Communicate with teachers, parents, students, and others to explain and guide them in understanding the changes

**MINUTES****Community Unit School District #205  
Board of Education  
September 14, 2020**Call to Order/Roll Call

The Community Unit School District #205 Board of Education met in closed session prior to the regular meeting on Monday, September 14, 2020 at 5:30 PM at the Lincoln Education Center, 932 Harrison St., Galesburg, IL. The meeting was called to order by President Cervantez. The roll was read and the following Members responded: Hunigan, Lyon, Cervantez, Rodriguez, Scherpe, Walters (via phone), Phelps (7) Roll Call #1

Closed Session

It was moved by Member Lyon and seconded by Member Phelps to move to closed session for the purpose of appointment, employment, compensation, discipline, performance or dismissal of an employee(s) and negotiations update—5:30 PM. On roll call the following Members voted AYE: Hunigan, Lyon, Rodriguez, Scherpe, Walters, Cervantez, Phelps (7) Motion carried. Roll Call #2

Following closed session, it was moved by Member Hunigan and seconded by Member Scherpe to return to open session—7:00 PM. On roll call the following Members voted AYE: Lyon, Phelps, Rodriguez, Scherpe, Walters, Cervantez, Hunigan (7) Motion carried. Roll Call #3

Budget Hearing

Mrs. Jennifer Hamm, Assistant Superintendent for Finance and Operations presented on the budget for the District, pointing out that the deficit is a revenue issue due to COVID-19 and not because of the District (insert) and Mr. Jeff Houston discussed the AVC budget.

Recognition of Visitors

Mrs. Lisa Wolfe, GHS teacher, spoke to the Board regarding not being able to decorate her room, not being allowed to have a refrigerator in her room and her own key to access her room.

Presentations to the BoardA. Food Service Presentation—Matt Davis

Mr. Matt Davis, Director of Food Service, presented on food service during E-Learning, the District being eligible for the Community Eligibility Program (CEP) through December and how the first week of meal delivery went.

Ms. Courtney Knuth, Health Services Coordinator for the District, presented on IDPH and ISBE guidelines for the District and what is currently taking place for screenings and contact tracing, including current cases, quarantine and exclusions of students (14 exclusions all in the past 30 days) and staff (30 exclusions in the past 30 days).

L. Discussion on E-Learning and Status of In-Person Learning after October 12, 2020

The Board discussed food service, health concerns, and moving forward. Dr. Asplund requested what type of data the board would like to have to make their decision for going forward. Items included insurance liabilities and protection, feedback from LUDA Districts and neighboring

states, dollar cost of implementation following IDPH guidelines, human cost of full implementation and what will take place and what school will look like, parent/staff survey data, PPE supplies, availability and accessibility and cleaning procedures.

Approval of Consent Agenda

A. Consider Approval of Minutes:

Monday, August 10, 2020, Regular Meeting

Monday, August 10, 2020, Closed Session

B. Consider Approval of Payroll and Claims

It was moved by Member Lyon and seconded by Member Phelps to approve the Consent Agenda as presented. On roll call the following Members voted AYE: Rodriguez, Scherpe, Walters, Cervantez, Lyon, Hunigan, Phelps (7) Motion carried. Roll Call #4

The Board took a break 9:10PM-9:16PM

Focus Area #1: Relevant Skills that Lead to Employability

A. Administrative Report on Curriculum

Mrs. Tiffany Springer, Director for Curriculum and Instruction, stated that Instructional Coaches provided a form for any help staff might need, which resulted in over 70 staff members that they worked with. The parent help site is active and being utilized. There were 314 families that attended the parent universities. Mr. Prats has been offering parent universities for ESL help. The parent universities have been recorded and are on the website.

B. Special Education Report

Dr. Dawn Michaud, Special Education Director, stated that Monday, September 21, 2020, the District will begin face to face instruction with special education students. Fifty students will be in attendance with thirty of them riding a bus and the rest being brought in by parents. Bright Futures students are attending in person for one hour and K-12 will be two hour attendance.

C. Building Reports

President Cervantez asked how attendance was going so far and how the wifi distribution was taking place. Dr. Asplund stated that attendance was running in the 90% range and at this point the housing authorities don't have their tenants with access to internet and the District is trying to work through that. The District is working on getting hot spots to those in rural areas first since the hot spots have arrived.

D. Enrollment Report

Dr. Asplund stated that enrollment is up at all levels except the K-4 enrollment is down.

Focus Area #2: Facilities That Assist in Skill Acquisition

A. Building and Grounds Committee Report

Member Lyon stated that the buildings are ready and teachers are moving in to King and he looks forward to the time when kids are in the buildings. Member Lyon stated that there needs to be discussion about the secondary campus.

B. Galesburg High School Renovation Timeline Presentation and Discussion

Mr. Brian Archibald with Legat Architects presented a drawing of what the auditorium could look like. He stated that the seats would be ADA compliant throughout the auditorium. The current drawings are not being designed with a balcony due allow for more seating. The acoustics

are improved by the reshaping of the ceiling and the auditorium itself into more of a triangle space. Mr. Archibald stated that they are researching two options for the semi recessed orchestra pit. Ideally moving it to stage left would be best for sound and designed for fifteen people.

Mr. Lee Marbach with Russell Construction discussed the cost and what is included at this point. Member Lyon stated that he thinks the only time we ever fill the auditorium is at graduation and the past few years it has not been close to full. Member Lyon stated the District doesn't have a need for a 2400 seat auditorium. Lee Marbach explained bid schedule projections for the project and timelines. Dr. Asplund asked if the Board would approve being more disruptive and take on an aggressive schedule or would they rather spread the bids out, cost more and take longer. Discussion ensued. The Board chose to take the more aggressive option.

President Cervantez stated that due to the late hour she would move item F up so that Mr. Marbach and Mr. Archibald can leave.

F. Consider Approval of Lombard Change Order Request for Lights

Lee Marbach stated that there was a discrepancy in the lighting and the lights needed to be changed out. The change order is for only the lighting and not the install or any labor fees. It was moved by Member Lyon and seconded by Member Rodriguez to approve as presented. On roll call the following Members voted AYE: Scherpe, Walters, Cervantez, Hunigan, Lyon, Phelps, Rodriguez (7). Motion carried. Roll Call #5

C. Consider Approval of Facilities Use Agreement with the City of Galesburg

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Mr. Eric Matthews, Athletic Director, stated that the agreement is the same as last years for the most part but there are a few small changes due to COVID and tennis courts. On roll call the following Members voted AYE: Walters, Cervantez, Hunigan, Lyon, Phelps, Rodriguez, Scherpe (7) Motion carried. Roll Call #6

D. Consider Approval of Facilities Use Agreement with the YMCA

It was moved by Member Phelps and seconded by Member Walters to approve as presented. Mr. Matthews stated that this agreement has the most changes due to COVID and some of the areas aren't being used by the YMCA due to COVID and not having outside groups in facilities. This will be a one year agreement. On roll call the following Members voted AYE: Cervantez, Hunigan, Lyon, Phelps, Rodriguez, Scherpe, Walters (7) Motion carried. Roll Call # 7

E. Consider Approval of Community Solar Project

It was moved by Member Hunigan and seconded by Member Phelps to approve as presented. Member Lyon stated that the proposal is for the project at Lincoln Education Center, which is for solar arrays to be placed in the area along the railroad tracks and the roof of Lincoln Education Center. Twenty-five percent of the electricity is allocated to a school building of the District's choice and the other seventy-five percent is allocated to the low income families in the community. The placement at Lincoln Education Center should provide help to two hundred and fifty families in the community. On roll call the following Members voted AYE: Hunigan, Lyon, Phelps, Rodriguez, Scherpe, Walters, Cervantez (7) Motion carried. Roll Call #8

Focus Area #3: Responding to the Changing Needs of our Community

A. Consider Approval of PRESS Policies (First Reading)

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Member Lyon stated that we need to look at Policy 5:220. On roll call the following Members

voted AYE: Scherpe, Walters, Cervantez, Hunigan, Lyon, Rodriguez, Phelps (7) Motion carried. Roll Call #9

B. Consider Approval of District 205 Budget

It was moved by Member Lyon and seconded by Member Phelps to approve as presented. On roll call the following Members voted AYE: Walters, Cervantez, Hunigan, Lyon, Rodriguez, Scherpe, Phelps (7) Roll Call #10

C. Consider Approval of Area Vocational Center Budget

It was moved by Member Phelps and seconded by Member Lyon to approve as presented. The following Members voted AYE: Cervantez, Hunigan, Rodriguez, Scherpe, Lyon, Walters, Phelps (7) Motion carried. Roll Call #11

D. Consider Approval of a 1 Year Extension to Physical Immunization Exclusion Date

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Courtney Knuth, District RN, stated that IDPH is recommending to push back the state exclusion date for one year extending the date to October 15, 2020. The state recommendation is to not exclude for no physical until October 15<sup>th</sup> for this one year. On roll call the following Members voted AYE: Walters, Cervantez, Hunigan, Lyon, Rodriguez, Scherpe, Phelps (7) Motion carried. Roll Call #12

E. Consider Approval of Heart Technologies Agreements

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Dr. Asplund stated that these agreements move our technology services from Redeye out of Arizona to Heart Technologies in East Peoria. The agreements are for remote services and offsite storage. On roll call the following Members voted AYE: Walters, Cervantez, Hunigan, Lyon, Phelps, Rodriguez, Scherpe (7) Motion carried. Roll Call #13

F. Consider Approval of Career and Technical Education Intergovernmental Agreement

It was moved by Member Rodriguez and seconded by Member Lyon to approve as presented. The agreement is the same as prior years that keeps us in Delabar and keeps us in GAVC so we can access the Perkins Grant funds. On roll call the following Members voted AYE: Hunigan, Lyon, Rodriguez, Scherpe, Walters, Cervantez, Phelps (7) Motion carried. Roll Call #14

G. Consider Approval of District Wide Community Eligibility Provisions (CEP)

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Mr. Matt Davis, Food Service Director, stated that CEP rate will run out June 2021 and so we are required to reapprove the program. On roll call the following Members voted AYE: Hunigan, Lyon, Phelps, Rodriguez, Scherpe, Walters, Cervantez (7) Motion carried. Roll Call #15

H. Consider Approval of Behavior Interventions Policies and Procedures

It was moved by Member Lyon and seconded by Member Phelps to approve as presented. Dr. Dawn Michaud stated that this is an annual document that must be presented and approved by the Board. On roll call the following Members voted AYE: Lyon, Phelps, Rodriguez, Scherpe, Walters, Cervantez, Hunigan (7) Motion carried. Roll Call #16

I. Consider Approval of Resolution providing for the issue of approximately \$13,385,000 General Obligation School Bonds, Series 2020A, of the District for the purpose of increasing the Working Cash Fund of the District and refunding certain outstanding bonds of the District, providing for



the levy of a direct annual tax sufficient to pay the principal and interest on the bonds, and authorizing the sale of the bonds to Stifel, Nicolaus & Company, Incorporated

It was moved by Member Phelps and seconded by Member Rodriguez to approve as presented. Mrs. Hamm introduced Kevin Heid who was on the Zoom meeting. Mr. Heid stated that the 2011A bonds are outstanding and can be refinanced and at the same time can issue the financing for the 2020A. This resolution sets forth the parameters that allow them to go to market on the bonds. On roll call the following Members voted AYE: Phelps, Rodriguez, Scherpe, Walters, Cervantez, Hunigan, Lyon (7) Motion carried. Roll Call #17

J. Consider Approval of Resolution providing for the issue of approximately \$10,880,000 General Obligation Refunding School Bonds (Alternate Revenue Source) Series, 2020B, of the District for the purpose of refunding certain outstanding bonds of the District, providing for the pledge of certain revenues to the payment of principal and interest on the bonds, providing for the levy of a direct annual tax sufficient to pay such principal and interest of the pledged revenues are insufficient to make such payment, and authorizing the sale of the bonds to Stifel, Nicolaus & Company, Incorporated

It was moved by Member Phelps and seconded by Member Rodrigues to approve as presented. On roll call the following Members voted AYE: Rodriguez, Scherpe, Walters, Cervantez, Hunigan, Lyon, Phelps (7) Motion carried. Roll Call #18

K. Report on Negotiations

Member Lyon stated that the teams have taken a hiatus to get school started and will then schedule a meeting for this month.

Personnel

A. Consider Approval of Personnel Report

It was moved by Member Rodriguez and seconded by Member Phelps to approve the personnel report as presented. On roll call the following Members Voted AYE: Cervantez, Hunigan, Lyon, Rodriguez, Scherpe, Phelps (6) Abstained: Walters (1) Motion carried. Roll Call #19

B. Grievance Update

Dr. Asplund stated that the GEA withdrew the last grievance so there none.

C. Report on FOIA Requests

Dr. Asplund stated that there are no FOIA requests to report

Board of Education Comments

Comments were made by Members Scherpe, Walters and Cervantez

Future Agenda Items—None

Adjournment

It was moved by Member Phelps and seconded by Member Rodriguez that the regular meeting be adjourned—11:15PM. On roll call the following Members voted AYE: Lyon, Rodriguez, Scherpe, Walters, Cervantez, Hunigan, Phelps (7) Motion carried. Roll Call #20

---

Tianna Cervantez, President

ATTEST:

---

Maury Lyon, Secretary

Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
10 Educational Fund				
A Asset				
10 CHECKING - EDUCATION	2,508,832.86	-915,876.88	-1,150,384.58	1,358,448.28
10 SAVINGS - EDUCATION	1,028.63	0.00	0.00	1,028.63
10 ILLINOIS FUNDS (CREDIT CARDS)	0.00	0.00	0.00	0.00
10 CHECKING - CAFETERIA	17,735.83	0.00	0.00	17,735.83
10 PROPERTY TAX RECEIVABLE	10,138,458.00	0.00	-10,138,458.00	0.00
10 PROPERTY TAX RECEIVABLE/SP ED	0.00	0.00	0.00	0.00
10 PROPERTY TAX RECEIVABLE/LEASE	0.00	0.00	0.00	0.00
10 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
10 RECEIVABLES-DUE FROM STATE	219,313.83	0.00	-219,313.83	0.00
10 RECEIVABLES-DUE FROM FED	0.00	0.00	0.00	0.00
10 RECEIVABLE-DUE FROM OTHER GOVT	1,578,002.00	0.00	-1,578,002.00	0.00
10 OTHER RECEIVABLES	0.00	0.00	0.00	0.00
10 Due from AVC	0.00	0.00	0.00	0.00
10 INVESTMENTS - EDUCATION	16,607,419.96	5,022,423.05	7,557,464.43	24,164,884.39
10 ISDLAF - EDUCATION	0.00	0.00	0.00	0.00
10 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
10 CASH/SP ED (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
10 CASH SUSPENSE	0.00	0.00	0.00	0.00
10	31,070,791.11	4,106,546.17	-5,528,693.98	25,542,097.13
L Liability				
10 A/P LIABILITIES	-389,527.00	11.04	389,538.04	11.04
10 INTERFUND PAYABLE	-36,484.00	0.00	36,484.00	0.00
10 DUE TO ED FUND	0.00	0.00	0.00	0.00
10 TEACHER RETIREMENT PAYABLES	438.24	-965.38	-438.24	0.00
10 FEDERAL TAX PAYABLES	0.00	-665.82	0.00	0.00
10 STATE TAX PAYABLES	0.00	-345.49	0.00	0.00
10 IMRF PAYABLES	0.00	0.00	0.00	0.00
10 ANNUITIES PAYABLES	0.00	-325.00	0.00	0.00
10 INSURANCE PAYABLES	-193,865.56	-740.93	194,439.81	574.25
10 FICA PAYABLES	0.00	0.00	0.00	0.00
10 MEDICARE PAYABLES	0.00	-118.12	0.00	0.00
10 OTHER PR DEDUCTS PAYABLES	-16.18	-130.14	0.00	-16.18
10 PAYROLL ACCRUAL	-2,361,545.96	0.00	2,361,545.96	0.00
10 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
10 DUE TO ISBE	0.00	0.00	0.00	0.00
10 DEFERRAL/GRANTS	0.00	0.00	0.00	0.00
10 DEFERRED PROPERTY TAX REVENUE	-5,209,211.00	0.00	5,209,211.00	0.00
10 DEFERRED PROPERTY TAX REV/SPED	0.00	0.00	0.00	0.00
10	-8,190,211.46	-3,279.84	8,190,780.57	569.11
Q Equity				
10 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
10 RESERVE F/B - TUTORING	-9,973.80	0.00	0.00	-9,973.80
10 TITLE I RESERVE UNEMP COM	0.00	0.00	0.00	0.00
10 RESERVE F/B HOMELESS	-1,314.09	0.00	0.00	-1,314.09
10 RESERVE F/B-RYNER SCHOLAR	0.00	0.00	0.00	0.00
10 RESERVE F/B-RYNER BUS EQU	0.00	0.00	0.00	0.00

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
10 Educational Fund				
Q Equity				
10 RESERVE F/B - FOOD SERVICE	0.00	0.00	0.00	0.00
10 RESERVE F/B- AUDITORIUM	-1,536.84	0.00	0.00	-1,536.84
10 RESERVE F/B - BAND UNIFORMS	0.00	0.00	1,750.00	1,750.00
10 RESERVE F/B-GRANTS	-46.26	0.00	0.00	-46.26
10 READING AT THE CROSSROADS	-6,487.73	0.00	0.00	-6,487.73
10 RECRUIT/EDUCATIONAL DIVERSITY	-815.72	0.00	0.00	-815.72
10 NET CHANGE FUND BALANCE/UNRESV	-22,747,365.56	-4,109,682.52	-2,636,141.35	-25,383,506.91
10 F/B RESERVE-DONATIONS	0.00	0.00	0.00	0.00
10 AVC Reserve	0.00	0.00	0.00	0.00
10 RESERVE F/B-GREAT GBURG SHAKE	-305.00	0.00	0.00	-305.00
10 RESERVE F/B-ACHIEVE GRANT	-4,292.41	0.00	0.00	-4,292.41
10	0.00	0.00	0.00	0.00
10 RESERVE F/B-ESL FUNDS	0.00	0.00	0.00	0.00
10 INVSTMNT-GENERAL FIXED ASSETS	0.00	0.00	0.00	0.00
10 RESERVE F/B-GCF GRANT/LOMBARD	0.00	0.00	0.00	0.00
10 RESERVE F/B-GCF GRANT/GHSN	0.00	0.00	0.00	0.00
10 RESERVE F/B-FITNESS GRAM(GPSF)	-400.00	0.00	0.00	-400.00
10 RESERVE-F&M BANK NAMING RIGHTS	-136.00	3,490.00	-21,510.00	-21,646.00
10 GHS MARQUEE SIGN	-63,677.78	0.00	0.00	-63,677.78
10 RESERVE F/B-ATHLETIC CAP PROJS	-25,000.00	0.00	0.00	-25,000.00
10 RESERVE F/B-INSTRUMNT REPLACMT	-4,574.63	0.00	-12,450.00	-17,024.63
10 RESERVE-YOUNG BLACK HISTORIANS	-17.00	0.00	0.00	-17.00
10 RESERVE F/B-MENTAL HEALTH 708	-9,646.83	1,588.69	3,228.69	-6,418.14
10 RESERVE - M/H UNIVERSL SCREN	-4,990.00	1,337.50	3,036.07	-1,953.93
10 TRANSFER AMONG FUNDS	0.00	0.00	0.00	0.00
10	-22,880,579.65	-4,103,266.33	-2,662,086.59	-25,542,666.24
10	0.00	0.00	0.00	0.00

Account Level		Beginning September 2020-21		YTD	Ending
FD	Description	of Year	Monthly Activity	Activity	Balance
15	Ryner Scholarship				
A	Asset				
15	CHECKING - RYNER SCHOLARSHIP	116,745.69	-1,018.00	17,792.07	134,537.76
15	CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
15		116,745.69	-1,018.00	17,792.07	134,537.76
L	Liability				
15	A/P LIABILITIES - RYNER SCHOL	0.00	0.00	0.00	0.00
15		0.00	0.00	0.00	0.00
Q	Equity				
15	ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
15	STARTING FUND BALANCE	-116,745.69	1,018.00	-17,792.07	-134,537.76
15	NET CHANGE FUND-RYNER SCHOL	0.00	0.00	0.00	0.00
15		-116,745.69	1,018.00	-17,792.07	-134,537.76
15		0.00	0.00	0.00	0.00

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
16 Ryner Equipment				
A Asset				
16 CHECKING - RYNER EQUIPMENT	99,639.19	-1,797.00	16,361.51	116,000.70
16 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
16	99,639.19	-1,797.00	16,361.51	116,000.70
L Liability				
16 A/P LIABILITIES -	0.00	0.00	0.00	0.00
16	0.00	0.00	0.00	0.00
Q Equity				
16 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
16 STARTING FUND	-99,639.19	1,797.00	-16,361.51	-116,000.70
16 NET CHANGE FUND-RYNER EQUIP	0.00	0.00	0.00	0.00
16	-99,639.19	1,797.00	-16,361.51	-116,000.70
16	0.00	0.00	0.00	0.00

Account Level	Beginning September 2020-21	YTD	Ending	
FD Description	of Year	Monthly Activity	Activity	Balance
17 Verna May Sargent Scholarship				
A Asset				
17 Verna Sargent Scholarship	99,914.62	4.73	13.20	99,927.82
17 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
17 Sargent Scholarship Investment	0.00	0.00	0.00	0.00
17	99,914.62	4.73	13.20	99,927.82
L Liability				
17 Sargent Scholarship A/P	0.00	0.00	0.00	0.00
17	0.00	0.00	0.00	0.00
Q Equity				
17 Sargent Scholarship	0.00	0.00	0.00	0.00
17 Sargent Scholarship Fund	-99,914.62	-4.73	-13.20	-99,927.82
17 Sargent Scholarship	0.00	0.00	0.00	0.00
17	-99,914.62	-4.73	-13.20	-99,927.82
17	0.00	0.00	0.00	0.00



Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
20 Operations and Maintenance Fun				
A Asset				
20 CHECKING - BUILDING	2,100,777.20	515,715.34	948,280.96	3,049,058.16
20 SAVINGS - BUILDING	0.00	0.00	0.00	0.00
20 PROPERTY TAX RECEIVABLE	1,358,315.00	0.00	-1,358,315.00	0.00
20 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
20 OTHER RECEIVABLES	0.00	0.00	0.00	0.00
20 INTERFUND RECEIVABLE	8,280.00	0.00	-8,280.00	0.00
20 INVESTMENTS - BUILDING	0.00	0.00	0.00	0.00
20 ISDLAF - BUILDING	0.00	0.00	0.00	0.00
20 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
20	3,467,372.20	515,715.34	-418,314.04	3,049,058.16
L Liability				
20 A/P LIABILITIES	-163,236.23	0.00	163,236.23	0.00
20 TEACHER RETIREMENT PAYABLES	0.00	0.00	0.00	0.00
20 FEDERAL TAX PAYABLES	0.00	0.00	0.00	0.00
20 STATE TAX PAYABLES	0.00	0.00	0.00	0.00
20 IMRF PAYABLES	0.00	0.00	0.00	0.00
20 ANNUITIES PAYABLES	0.00	0.00	0.00	0.00
20 INSURANCE PAYABLES	0.00	0.00	0.00	0.00
20 FICA PAYABLES	0.00	0.00	0.00	0.00
20 MEDICARE PAYABLES	0.00	0.00	0.00	0.00
20 OTHER PR DEDUCTS PAYABLES	0.00	0.00	0.00	0.00
20 PAYROLL ACCRUAL	-5,524.53	0.00	5,524.53	0.00
20 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
20 DEFERRED PROPERTY TAX REVENUE	-697,905.00	0.00	697,905.00	0.00
20	-866,665.76	0.00	866,665.76	0.00
Q Equity				
20 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
20 RESERVE F/B-GHS PARKING	0.00	0.00	0.00	0.00
20 STARTING FUND BALANCE	-2,600,706.44	-515,715.34	-448,351.72	-3,049,058.16
20 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
20 TRANSFER AMONG FUNDS	0.00	0.00	0.00	0.00
20	-2,600,706.44	-515,715.34	-448,351.72	-3,049,058.16
20	0.00	0.00	0.00	0.00

Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
30 Bond and Interest Fund				
A Asset				
30 CHECKING - BOND & INTEREST	175,813.90	-296,057.20	48,572.88	224,386.78
30 SAVINGS - BOND & INTEREST	0.00	0.00	0.00	0.00
30 PROPERTY TAX RECEIVABLE	3,974,822.00	0.00	-3,974,822.00	0.00
30 INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
30 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
30 INVESTMENTS - BOND & INTEREST	3,433,507.38	2,000,188.76	3,500,651.06	6,934,158.44
30 ISDLAF - BOND & INTEREST	0.00	0.00	0.00	0.00
30 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
30	7,584,143.28	1,704,131.56	-425,598.06	7,158,545.22
L Liability				
30 A/P LIABILITIES	0.00	0.00	0.00	0.00
30 ACCRUED INTEREST PAYABLE	0.00	0.00	0.00	0.00
30 DEFERRED PROPERTY TAX REVENUE	-2,042,272.00	0.00	2,042,272.00	0.00
30	-2,042,272.00	0.00	2,042,272.00	0.00
Q Equity				
30 STARTING FUND BALANCE	-5,541,871.28	-1,704,131.56	-1,616,673.94	-7,158,545.22
30 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
30	-5,541,871.28	-1,704,131.56	-1,616,673.94	-7,158,545.22
30	0.00	0.00	0.00	0.00

Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
40 Transportation Fund				
A Asset				
40 CHECKING - TRANSPORTATION	2,942,643.03	299,183.65	829,198.47	3,771,841.50
40 SAVINGS - TRANSPORTATION	0.00	0.00	0.00	0.00
40 PROPERTY TAX RECEIVABLE	731,338.00	0.00	-731,338.00	0.00
40 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
40 RECEIVABLES-DUE FROM STATE	0.00	0.00	0.00	0.00
40 OTHER RECEIVABLES	0.00	0.00	0.00	0.00
40	0.00	0.00	0.00	0.00
40 INVESTMENTS - TRANSPORTATION	0.00	0.00	0.00	0.00
40 ISDLAF - TRANSPORTATION	0.00	0.00	0.00	0.00
40 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
40	3,673,981.03	299,183.65	97,860.47	3,771,841.50
L Liability				
40 A/P LIABILITIES	-467.96	0.00	467.96	0.00
40 TEACHER RETIREMENT PAYABLES	0.00	0.00	0.00	0.00
40 FEDERAL TAX PAYABLES	0.00	0.00	0.00	0.00
40 STATE TAX PAYABLES	0.00	0.00	0.00	0.00
40 IMRF PAYABLES	0.00	0.00	0.00	0.00
40 ANNUITIES PAYABLES	0.00	0.00	0.00	0.00
40 INSURANCE PAYABLES	0.00	0.00	0.00	0.00
40 FICA PAYABLES	0.00	0.00	0.00	0.00
40	0.00	0.00	0.00	0.00
40 OTHER PR DEDUCTS PAYABLES	0.00	0.00	0.00	0.00
40 PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
40 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
40 ACCRUED MEDICAL EXPENSE	0.00	0.00	0.00	0.00
40 DEFERRED PROPERTY TAX REVENUE	-375,763.00	0.00	375,763.00	0.00
40	-376,230.96	0.00	376,230.96	0.00
Q Equity				
40 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
40 STARTING FUND BALANCE	-3,297,750.07	-299,183.65	-474,091.43	-3,771,841.50
40 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
40	-3,297,750.07	-299,183.65	-474,091.43	-3,771,841.50
40	0.00	0.00	0.00	0.00
=====				

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
50 Municipal Retirement/Social Se				
A Asset				
50 CHECKING - IMRF	739,389.15	3,744.84	3,955.06	743,344.21
50 SAVINGS - IMRF	0.00	0.00	0.00	0.00
50 PROPERTY TAX RECEIVABLE	81,363.00	0.00	-81,363.00	0.00
50 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
50 OTHER RECEIVABLES	0.00	0.00	0.00	0.00
50 INVESTMENTS - IMRF	0.00	0.00	0.00	0.00
50 ISDLAF - IMRF	0.00	0.00	0.00	0.00
50 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
50	820,752.15	3,744.84	-77,407.94	743,344.21
L Liability				
50 A/P LIABILITIES	0.00	0.00	0.00	0.00
50 DUE TO WORKING CASH	0.00	0.00	0.00	0.00
50 FEDERAL TAX PAYABLES	0.00	0.00	0.00	0.00
50 IMRF PAYABLES	-19,140.14	0.00	19,140.14	0.00
50 FICA PAYABLES	0.00	0.00	0.00	0.00
50 MEDICARE PAYABLES	0.00	0.00	0.00	0.00
50 OTHER PR DEDUCTS PAYABLES	0.00	0.00	0.00	0.00
50 PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
50 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
50 DEFERRED PROPERTY TAX REVENUE	-41,804.00	0.00	41,804.00	0.00
50	-60,944.14	0.00	60,944.14	0.00
Q Equity				
50 STARTING FUND BALANCE	-759,808.01	-3,744.84	16,463.80	-743,344.21
50 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
50	-759,808.01	-3,744.84	16,463.80	-743,344.21
50	0.00	0.00	0.00	0.00

Account Level		Beginning September 2020-21		YTD	Ending
FD	Description	of Year	Monthly Activity	Activity	Balance
55	Fica/Medicare				
A	Asset				
55	CHECKING - FICA/MED	-6,653.45	166,230.14	312,495.14	305,841.69
55	SAVINGS - FICA/MED	0.00	0.00	0.00	0.00
55	PROPERTY TAX RECEIVABLE	497,421.00	0.00	-497,421.00	0.00
55		0.00	0.00	0.00	0.00
55		0.00	0.00	0.00	0.00
55	ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
55	INVESTMENTS - FICA/MED	0.00	0.00	0.00	0.00
55	ISDLAF - FICA/MED	0.00	0.00	0.00	0.00
55	CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
55		490,767.55	166,230.14	-184,925.86	305,841.69
L	Liability				
55	A/P LIABILITIES	55.68	0.00	-55.68	0.00
55	IMRF PAYABLES	0.00	0.00	0.00	0.00
55	FICA PAYABLES	-9,864.33	0.00	9,864.33	0.00
55	MEDICARE PAYABLES	-32,664.63	-118.12	32,664.63	0.00
55		0.00	0.00	0.00	0.00
55	DEFERRED PROPERTY TAX REVENUE	-255,575.00	0.00	255,575.00	0.00
55		-298,048.28	-118.12	298,048.28	0.00
Q	Equity				
55		0.00	0.00	0.00	0.00
55		0.00	0.00	0.00	0.00
55	STARTING FUND BALANCE	-192,719.27	-166,112.02	-113,122.42	-305,841.69
55		0.00	0.00	0.00	0.00
55	NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
55		-192,719.27	-166,112.02	-113,122.42	-305,841.69
55		0.00	0.00	0.00	0.00

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
60 Site and Construction/Capital				
A Asset				
60 CHECKING - CAPITAL PROJECTS	1,803,556.95	-559,076.95	-373,620.68	1,429,936.27
60 PROPERTY TAX RECEIVABLE	0.00	0.00	0.00	0.00
60 INVESTMENTS - CAPITAL PROJECTS	13,123,403.31	-2,248,260.23	-7,346,477.79	5,776,925.52
60 ACCRUALS	419,686.34	0.00	-419,686.34	0.00
60	15,346,646.60	-2,807,337.18	-8,139,784.81	7,206,861.79
L Liability				
60 A/P LIABILITIES	-4,210,998.91	0.00	4,210,998.91	0.00
60 DEFERRED PROPERTY TAX REVENUE	0.00	0.00	0.00	0.00
60	-4,210,998.91	0.00	4,210,998.91	0.00
Q Equity				
60 ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
60 NET CHANGE FUND BALANCE	-11,135,647.69	2,807,337.18	3,928,785.90	-7,206,861.79
60 PERM TRANSFER FROM WORKING CASH	0.00	0.00	0.00	0.00
60	-11,135,647.69	2,807,337.18	3,928,785.90	-7,206,861.79
60	0.00	0.00	0.00	0.00

Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
70 Working Cash Fund				
A Asset				
70 CHECKING - WKG CASH	2,002,776.92	93.42	261.81	2,003,038.73
70 SAVINGS - WKG CASH	0.00	0.00	0.00	0.00
70 PROPERTY TAX RECEIVABLE	0.00	0.00	0.00	0.00
70 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
70 INTERFUND LOANS RECEIVABLE	0.00	0.00	0.00	0.00
70 DUE FROM IMRF	0.00	0.00	0.00	0.00
70 DUE FROM TORT	0.00	0.00	0.00	0.00
70 DUE FROM LIFE SAFETY	0.00	0.00	0.00	0.00
70 INVESTMENTS - WKG CASH	0.00	0.00	0.00	0.00
70 ISDLAF - WKG CASH	0.00	0.00	0.00	0.00
70 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
70	2,002,776.92	93.42	261.81	2,003,038.73
L Liability				
70 A/P LIABILITIES	0.00	0.00	0.00	0.00
70 DEFERRED PROPERTY TAX REVENUE	0.00	0.00	0.00	0.00
70	0.00	0.00	0.00	0.00
Q Equity				
70 STARTING FUND BALANCE	-2,002,776.92	-93.42	-261.81	-2,003,038.73
70 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
70 ABATE/ABOLISH WORKING CASH	0.00	0.00	0.00	0.00
70	-2,002,776.92	-93.42	-261.81	-2,003,038.73
70	0.00	0.00	0.00	0.00



Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
80 Tort				
A Asset				
80 CHECKING - TORT	372,477.92	430,735.92	84,690.04	457,167.96
80 SAVINGS - TORT	0.00	0.00	0.00	0.00
80 PROPERTY TAX RECEIVABLE	1,098,069.00	0.00	-1,098,069.00	0.00
80 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
80 INTERFUND RECEIVABLE	28,204.00	0.00	-28,204.00	0.00
80 INVESTMENTS - TORT	0.00	0.00	0.00	0.00
80 ISDLAF - TORT	0.00	0.00	0.00	0.00
80 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
80	1,498,750.92	430,735.92	-1,041,582.96	457,167.96
L Liability				
80 A/P LIABILITIES	-28,899.94	0.00	28,899.94	0.00
80 DUE TO WORKING CASH	0.00	0.00	0.00	0.00
80 TEACHER RETIREMENT PAYABLES	0.00	0.00	0.00	0.00
80 FEDERAL TAX PAYABLES	0.00	0.00	0.00	0.00
80 STATE TAX PAYABLES	0.00	0.00	0.00	0.00
80 IMRF PAYABLES	0.00	0.00	0.00	0.00
80 ANNUITIES PAYABLES	0.00	0.00	0.00	0.00
80 INSURANCE PAYABLES	-662.90	0.00	662.91	0.01
80 FICA PAYABLES	0.00	0.00	0.00	0.00
80	0.00	0.00	0.00	0.00
80 OTHER PR DEDUCTS PAYABLES	0.00	0.00	0.00	0.00
80 PAYROLL ACCRUAL	-24,324.28	0.00	24,324.28	0.00
80 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
80 ACCRUED UNEMPL COMPENSATION INS	0.00	0.00	0.00	0.00
80 DEFERRED PROPERTY TAX REVENUE	-564,190.00	0.00	564,190.00	0.00
80	-618,077.12	0.00	618,077.13	0.01
Q Equity				
80 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
80 STARTING FUND BALANCE	-880,673.80	-430,735.92	423,505.83	-457,167.97
80 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
80	-880,673.80	-430,735.92	423,505.83	-457,167.97
80	0.00	0.00	0.00	0.00

Account Level	Beginning	September 2020-21	YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
90 Fire Prevention				
A Asset				
90 CHECKING - FIRE PREV/SAFE	927,403.55	43.12	-2,240.51	925,163.04
90 SAVINGS - FIRE PREV/SAFE	0.00	0.00	0.00	0.00
90 PROPERTY TAX RECEIVABLE	0.00	0.00	0.00	0.00
90 ACCRUED INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
90 INVESTMENTS - FIRE PREV/SAFE	17,832,497.43	-1,024,064.37	-4,948,103.15	12,884,394.28
90 ISDLAF - FIRE PREV/SAFE	0.00	0.00	0.00	0.00
90 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
90	18,759,900.98	-1,024,021.25	-4,950,343.66	13,809,557.32
L Liability				
90 A/P LIABILITIES	-2,561,317.61	0.00	2,561,317.61	0.00
90 INTERFUND LOANS PAYABLE	0.00	0.00	0.00	0.00
90 DUE TO WORKING CASH	0.00	0.00	0.00	0.00
90 DEFERRED PROPERTY TAX REVENUE	0.00	0.00	0.00	0.00
90	-2,561,317.61	0.00	2,561,317.61	0.00
Q Equity				
90 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
90 STARTING FUND BALANCE	-16,198,583.37	1,024,021.25	2,389,026.05	-13,809,557.32
90 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
90 PERM TRANSFR FROM WORKING CASH	0.00	0.00	0.00	0.00
90	-16,198,583.37	1,024,021.25	2,389,026.05	-13,809,557.32
90	0.00	0.00	0.00	0.00
=====				

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
93                    AVC				
A                    Asset				
93 CHECKING - AVC	406,651.22	-31,117.46	-66,582.53	340,068.69
93 SAVINGS - AVC	0.00	0.00	0.00	0.00
93 OTHER RECEIVABLES	0.00	0.00	0.00	0.00
93 INVESTMENTS - AVC	0.00	0.00	0.00	0.00
93 ISDLAF - AVC	0.00	0.00	0.00	0.00
93 CASH (ACCRUAL CLEARING)	0.00	0.00	0.00	0.00
93	406,651.22	-31,117.46	-66,582.53	340,068.69
L                    Liability				
93 A/P LIABILITIES	-273.68	0.00	273.68	0.00
93 TEACHER RETIREMENT PAYABLES	-438.24	0.00	438.24	0.00
93 FEDERAL TAX PAYABLES	0.00	0.00	0.00	0.00
93 STATE TAX PAYABLES	0.00	0.00	0.00	0.00
93 IMRF PAYABLES	0.00	0.00	0.00	0.00
93 ANNUITIES PAYABLES	0.00	0.00	0.00	0.00
93 INSURANCE PAYABLES	-2,311.02	0.00	2,311.02	0.00
93 FICA PAYABLES	0.00	0.00	0.00	0.00
93 MEDICARE PAYABLES	0.00	0.00	0.00	0.00
93 OTHER PR DEDUCTS PAYABLES	0.00	0.00	0.00	0.00
93 PAYROLL ACCRUAL	-29,216.26	0.00	29,216.26	0.00
93 DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
93 DUE TO ISBE	0.00	0.00	0.00	0.00
93	-32,239.20	0.00	32,239.20	0.00
Q                    Equity				
93 ENCUMBRANCE OFFSET/RESERVE	0.00	0.00	0.00	0.00
93 STARTING FUND BALANCE	-374,412.02	31,117.46	34,343.33	-340,068.69
93 AVC RESERVE	0.00	0.00	0.00	0.00
93 NET CHANGE FUND BALANCE	0.00	0.00	0.00	0.00
93	-374,412.02	31,117.46	34,343.33	-340,068.69
93	0.00	0.00	0.00	0.00
=====				

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
94 Medical Trust				
A Asset				
94 CHECKING- MEDICAL TRUST	266,805.94	-254,842.25	148,496.66	415,302.60
94 CHECKING-EMPLOYEE FLEX SPENDING	79,654.66	2,963.82	9,706.90	89,361.56
94 CHECKING- MEDICAL - A/P	0.00	0.00	0.00	0.00
94 CHECKING- MEDICAL - GROUP LIFE	0.00	0.00	0.00	0.00
94 SAVINGS - MEDICAL	0.00	0.00	0.00	0.00
94 Reinsurance Receivable	0.00	0.00	0.00	0.00
94 INVESTMENTS - MEDICAL	2,622,177.60	74.70	-799,615.22	1,822,562.38
94 ISDLAF - MEDICAL	0.00	0.00	0.00	0.00
94 CASH (ACCRUAL CLEARING)	44,000.00	0.00	0.00	44,000.00
94	3,012,638.20	-251,803.73	-641,411.66	2,371,226.54
L Liability				
94 A/P LIABILITIES	0.00	0.00	0.00	0.00
94 LOAN PAYABLE TO EDUCATION	-3,000.00	0.00	0.00	-3,000.00
94 FLEX SPENDING OFFSET	20,345.34	-2,963.82	-9,706.90	10,638.44
94	17,345.34	-2,963.82	-9,706.90	7,638.44
Q Equity				
94 RSRV F/B-POST EMPL BENEFIT TR	0.00	0.00	0.00	0.00
94 STARTING FUND BALANCE	1,633,402.27	254,767.55	651,118.56	2,284,520.83
94 NET CHANGE FUND BALANCE	-4,663,385.81	0.00	0.00	-4,663,385.81
94	-3,029,983.54	254,767.55	651,118.56	-2,378,864.98
94	0.00	0.00	0.00	0.00

Account Level	Beginning September 2020-21		YTD	Ending
FD Description	of Year	Monthly Activity	Activity	Balance
Grand Asset Totals	88,451,471.66	3,109,291.15	-21,342,356.44	67,109,115.22
Grand Liability Totals	-19,239,660.10	-6,361.78	19,247,867.66	8,207.56
Grand Equity Totals	-69,211,811.56	-3,102,929.37	2,094,488.78	-67,117,322.78
Grand Totals	0.00	0.00	0.00	0.00

Number of Accounts: 297

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

<p style="text-align: center;"><b>COMMUNITY UNIT SCHOOL DISTRICT NO. 205</b> <b>TREASURER'S REPORT</b> <b>SEPTEMBER 2020 PAYROLLS &amp; OCTOBER 2020 BILLS</b></p>
--

**PAYROLL**

	<u>9/11 &amp; 9/25/20</u>
Education	2,300,069.06
Building	9,452.69
Transportation	7,362.54
Tort	31,617.28
Area Vocational Center	29,625.23
	<hr/>
<b>TOTAL PAYROLL</b>	<b>\$ 2,378,126.80</b>
	<hr/> <hr/>

**BOARD PAID BENEFITS**

	<u>9/11 &amp; 9/25/20</u>
IMRF	32,471.78
FICA	18,058.13
Medicare	30,291.93
Insurance	159,425.33
	<hr/>
<b>TOTAL IMRF, FICA &amp; MEDICARE</b>	<b>\$ 240,247.17</b>
	<hr/> <hr/>

**BOARD BILLS**

	<u>10/12/20</u>
Education	1,072,746.34
Operation & Maintenance	68,679.45
Bond & Interest	-
Transportation	60,464.71
Capital Projects	1,256,839.02
Tort	22,385.11
Area Vocational Center	9,645.94
Fire Prevention	572,948.23
Ryner Scholarship	3,065.82
Ryner Equipment	4,523.16
	<hr/>
<b>TOTAL BOARD BILLS</b>	<b>\$ 3,071,297.78</b>
	<hr/> <hr/>

**MANUAL CHECKS:**

Education	23,330.21
Ryner Scholarship	1,018.00
Operation & Maintenance	1,571.70
Transportation	236.37
Tort	10,109.06

**COMMUNITY UNIT SCHOOL DISTRICT NO. 205**  
**FUND BALANCE REPORT**  
**SEPTEMBER 2020**

FUND	BEGINNING UNRESTRICTED FUND BALANCE		Receipts		Disbursements		ENDING UNRESTRICTED FUND BALANCE		DIFFERENCE BETWEEN 9/2019 and 9/2020 ENDING BALANCE	YEAR-TO-DATE TOTALS FY 2021	
	8/31/20	8/31/19	SEPTEMBER 2020	SEPTEMBER 2019	SEPTEMBER 2020	SEPTEMBER 2019	9/30/20	9/30/19	DIFFERENCE	RECEIPTS	DISBURSEMENTS
EDUCATION	21,431,855.58	19,578,412.02	6,842,740.91	6,429,761.96	2,731,930.25	2,823,726.96	25,542,666.24	23,184,447.02	2,358,219.22	8,908,249.08	6,269,851.47
OPERATION & MAINTENANCE	2,533,118.44	2,511,920.32	597,065.03	499,150.28	81,125.31	164,091.22	3,049,058.16	2,846,979.38	202,078.78	628,434.78	179,365.05
BOND & INTEREST	5,454,413.66	5,588,708.99	1,704,131.56	1,411,253.39	-	-	7,158,545.22	6,999,962.38	158,582.84	1,617,473.94	800.00
TRANSPORTATION	3,472,657.85	3,640,831.27	313,687.45	294,749.11	14,503.80	122,452.89	3,771,841.50	3,813,127.49	(41,285.99)	503,528.88	29,437.45
I M R F	739,599.37	1,055,323.34	34,910.07	68,215.69	31,165.23	49,849.04	743,344.21	1,073,689.99	(330,345.78)	69,183.41	85,647.21
SITE & CONSTRUCTION	10,014,198.97	17,487,948.77	475,009.45	255,157.01	3,282,346.63	112,350.00	7,206,861.79	17,630,755.78	(10,423,893.99)	254,046.98	4,182,832.88
WORKING CASH	2,002,945.31	1,984,466.57	93.42	3,505.12	-	-	2,003,038.73	1,987,971.69	15,067.04	261.81	-
TORT LIABILITY	26,432.05	640,090.02	470,740.83	442,169.56	40,004.91	88,270.97	457,167.97	993,988.61	(536,820.64)	446,665.09	870,170.92
FICA & MEDICARE	139,709.01	214,327.01	213,245.25	196,346.25	47,112.57	69,079.22	305,841.69	341,594.04	(35,752.35)	224,344.66	111,201.58
FIRE PREVENTION & SAFETY	14,833,578.57	24,010,571.27	592.12	57,431.92	1,024,613.37	264,894.62	13,809,557.32	23,803,108.57	(9,993,551.25)	2,921.65	2,391,947.70
<b>TOTAL</b>	<b>60,648,508.81</b>	<b>76,712,599.58</b>	<b>10,652,216.09</b>	<b>9,657,740.29</b>	<b>7,252,802.07</b>	<b>3,694,714.92</b>	<b>64,047,922.83</b>	<b>82,675,624.95</b>	<b>(18,627,702.12)</b>	<b>12,655,110.28</b>	<b>14,121,254.26</b>

FUND	BEGINNING UNRESTRICTED FUND BALANCE		Receipts		Disbursements		ENDING UNRESTRICTED FUND BALANCE		DIFFERENCE BETWEEN 9/2019 and 9/2020 ENDING BALANCE	YEAR-TO-DATE TOTALS FY 2021	
MEDICAL	2,633,632.53	3,389,432.19	217,079.15	287,745.35	471,846.70	302,705.23	2,378,864.98	3,374,472.31	(995,607.33)	1,031,168.67	1,682,287.23
AREA VOCATIONAL CENTER	371,186.15	297,207.91	38,354.86	11,040.16	69,472.32	25,995.23	340,068.69	282,252.84	57,815.85	67,810.57	102,153.90

**RESTRICTED FUND BALANCES - 9/30/20**

RESTRICTED FUND - RYNER FARM / SCHOLARSHIP	134,537.76
RESTRICTED FUND - RYNER FARM / EQUIPMENT	116,000.70
RESTRICTED FUND-VERNA SARGENT SCHOLARSHIP	99,927.82
TOTAL RESTRICTED FUND BALANCE	<u><u>\$ 350,466.28</u></u>

\*This modified cash report is based on the modified accrual method of accounting. Please see Donna Palmer with questions.



FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
10	Educational Fund					
10	Revenue From Local Sources	4,462,196.87	4,657,167.13	11,478,076.00	6,820,908.87	40.57
10	FLOW-THROUGH REVENUE FROM ONE	0.00	0.00	0.00	0.00	0.00
10	Revenue From State Sources	2,047,007.27	3,488,828.89	14,797,556.00	11,308,727.11	23.58
10	Revenue From Federal Sources	333,536.77	762,253.06	4,156,022.00	3,393,768.94	18.34
10		0.00	0.00	0.00	0.00	0.00
10	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
10	Educational Fund	6,842,740.91	8,908,249.08	30,431,654.00	21,523,404.92	29.27

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
15	Ryner Scholarship					
15	Revenue From Local Sources	0.00	18,810.07	20,000.00	1,189.93	94.05
15	Ryner Scholarship	0.00	18,810.07	20,000.00	1,189.93	94.05
=====						

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD
16	Ryner Equipment					
16	Revenue From Local Sources	0.00	22,158.51	36,000.00	13,841.49	61.55
16	Ryner Equipment	0.00	22,158.51	36,000.00	13,841.49	61.55

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD
17		Verna May Sargent Scholarship				
17	Revenue From Local Sources	4.73	13.20	200.00	186.80	6.60
17	Verna May Sargent Scholarship	4.73	13.20	200.00	186.80	6.60
		=====	=====	=====	=====	=====

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
20	Operations and Maintenance Fun					
20	Revenue From Local Sources	597,065.03	628,434.78	1,456,550.00	828,115.22	43.15
20	Revenue From State Sources	0.00	0.00	0.00	0.00	0.00
20	Revenue From Federal Sources	0.00	0.00	0.00	0.00	0.00
20	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
20	Operations and Maintenance Fun	597,065.03	628,434.78	1,456,550.00	828,115.22	43.15

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD
30		Bond and Interest Fund				
30	Revenue From Local Sources	1,704,131.56	1,617,473.94	5,072,004.00	3,454,530.06	31.89
30	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
30	Bond and Interest Fund	1,704,131.56	1,617,473.94	5,072,004.00	3,454,530.06	31.89

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
40		Transportation Fund				
40	Revenue From Local Sources	313,687.45	297,933.38	723,137.00	425,203.62	41.20
40	Revenue From State Sources	0.00	205,595.50	448,141.00	242,545.50	45.88
40	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
40	Transportation Fund	313,687.45	503,528.88	1,171,278.00	667,749.12	42.99
		=====	=====	=====	=====	=====



FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
50		Municipal Retirement/Social Se				
50	Revenue From Local Sources	34,910.07	69,183.41	117,303.00	48,119.59	58.98
50	Revenue From Federal Sources	0.00	0.00	0.00	0.00	0.00
50	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
50	Municipal Retirement/Social Se	34,910.07	69,183.41	117,303.00	48,119.59	58.98

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
55	Fica/Medicare					
55	Revenue From Local Sources	213,245.25	224,344.66	512,329.00	287,984.34	43.79
55	Revenue From Federal Sources	0.00	0.00	0.00	0.00	0.00
55	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
55	Fica/Medicare	213,245.25	224,344.66	512,329.00	287,984.34	43.79

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
60		Site and Construction/Capital				
60	Revenue From Local Sources	475,009.45	254,046.98	1,047,656.00	793,609.02	24.25
60	Revenue From State Sources	0.00	0.00	4,616,047.00	4,616,047.00	0.00
60	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
60	Site and Construction/Capital	475,009.45	254,046.98	5,663,703.00	5,409,656.02	4.49

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
70	Working Cash Fund					
70	Revenue From Local Sources	93.42	261.81	4,000.00	3,738.19	6.55
70	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
70	Working Cash Fund	93.42	261.81	4,000.00	3,738.19	6.55

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD
80		Tort				
80	Revenue From Local Sources	470,740.83	446,665.09	1,082,131.00	635,465.91	41.28
80	Revenue From State Sources	0.00	0.00	0.00	0.00	0.00
80	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
80		0.00	0.00	0.00	0.00	0.00
80	Tort	470,740.83	446,665.09	1,082,131.00	635,465.91	41.28

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
90	Fire Prevention					
90	Revenue From Local Sources	592.12	2,921.65	18,000.00	15,078.35	16.23
90	Revenue From State Sources	0.00	0.00	0.00	0.00	0.00
90	Other Financing Sources	0.00	0.00	0.00	0.00	0.00
90	Fire Prevention	592.12	2,921.65	18,000.00	15,078.35	16.23

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
93	AVC					
93	Revenue From Local Sources	15.86	29,471.57	421,468.00	391,996.43	6.99
93	FLOW-THROUGH REVENUE FROM ONE	38,339.00	38,339.00	141,251.00	102,912.00	27.14
93	Revenue From State Sources	0.00	0.00	0.00	0.00	0.00
93	Revenue From Federal Sources	0.00	0.00	3,618.00	3,618.00	0.00
93	AVC	38,354.86	67,810.57	566,337.00	498,526.43	11.97

FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
94	Medical Trust					
94	Revenue From Local Sources	217,079.15	1,031,168.67	0.00	-1,031,168.67	0.00
94	Medical Trust	217,079.15	1,031,168.67	0.00	-1,031,168.67	0.00
=====						



FD	FUNC	Month Activity	YTD Activity	2020-21 Revised Budget	2020-21 Remaining Balance	2020-21 FYTD %
		Grand Revenue Totals	10,907,654.83	13,795,071.30	46,151,489.00	32,356,417.70 29.89

Number of Accounts: 355

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

FD	SOURCE	Month	YTD	Encumbered	2020-21	Unencumbered	2020-21
		Activity	Activity	Amount	Revised Budget	Balance	FYTD %
10	Educational Fund						
10	Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00
10		0.00	0.00	0.00	0.00	0.00	0.00
10	AVC/205	0.00	4,926.99	0.00	406,000.00	401,073.01	1.21
10	Healthy Comm. Inv. Gran	0.00	0.00	0.00	0.00	0.00	0.00
10	Administration	77,584.25	180,114.32	32,959.20	847,159.00	634,085.48	25.15
10	Athletics	55,208.92	122,976.38	36,621.02	621,961.00	462,363.60	25.66
10	Board	0.00	0.00	0.00	18,000.00	18,000.00	0.00
10	Childcare	0.00	0.00	0.00	0.00	0.00	0.00
10	Contingency	-4,252.55	23,601.18	0.00	2,327,788.00	2,304,186.82	1.01
10	Curriculum	0.00	2,635.37	57,154.50	21,800.00	-37,989.87	274.27
10	TECH PROF DEVEL COOR BD	0.00	0.00	0.00	0.00	0.00	0.00
10	ALTERNATIVE ED PROGRAM	14,920.37	27,664.63	0.00	340,213.00	312,548.37	8.13
10	Library Services	5,082.46	10,164.92	0.00	124,889.00	114,724.08	8.14
10	Custodial	1,438.82	2,455.15	0.00	106,704.00	104,248.85	2.30
10	Drivers Education	12,675.87	38,490.76	0.00	98,307.00	59,816.24	39.15
10	Electricity	0.00	0.00	0.00	0.00	0.00	0.00
10	Elementary	497,508.94	1,032,184.03	963.38	6,935,229.00	5,902,081.59	14.90
10	Fine Arts	4,801.11	10,000.15	16,609.61	100,575.00	73,965.24	26.46
10	Food Service	48,087.01	80,165.69	418,395.90	1,816,162.00	1,317,600.41	27.45
10	Health	4,627.43	5,845.30	970.00	176,512.00	169,696.70	3.86
10	High School	402,233.58	789,169.13	-700.90	5,102,706.00	4,314,237.77	15.45
10	Homestudy	6,381.82	12,690.54	0.00	82,513.00	69,822.46	15.38
10	Special Education Regul	346,017.44	681,014.84	9,184.92	6,850,538.00	6,160,338.24	10.08
10	Special Education Summe	0.00	0.00	0.00	0.00	0.00	0.00
10	Maintenance Salaries/Fr	0.00	0.00	0.00	0.00	0.00	0.00
10	Mary Davis Home	0.00	0.00	0.00	0.00	0.00	0.00
10	Middle School	390,248.81	812,409.72	827.99	5,048,551.00	4,235,313.29	16.11
10	Outreach Workers	25,013.68	57,535.22	0.00	227,993.00	170,457.78	25.24
10	Principals office	28,059.73	95,611.78	1,042.35	369,427.00	272,772.87	26.16
10	Superintendents Office	25,441.50	88,790.30	0.00	314,315.00	225,524.70	28.25
10	Technology	90,841.39	305,209.02	-61,814.88	577,325.00	333,930.86	42.16
10	Technology Other	11,506.01	165,163.35	0.00	211,130.00	45,966.65	78.23
10	1:1 Computing	0.00	0.00	0.00	0.00	0.00	0.00
10	Water	0.00	0.00	0.00	0.00	0.00	0.00
10	SUMMER SCHOOL	0.00	0.00	0.00	10,295.00	10,295.00	0.00
10	RIF LIBRARY	0.00	0.00	0.00	0.00	0.00	0.00
10	WECEP	0.00	0.00	0.00	0.00	0.00	0.00
10	Bilingual	66,035.88	132,975.87	0.00	936,664.00	803,688.13	14.20
10	Truancy	2,506.68	2,506.68	0.00	64,045.00	61,538.32	3.91
10		3,480.18	5,220.27	0.00	0.00	-5,220.27	0.00
10	Early Childhood Block G	0.00	0.00	0.00	0.00	0.00	0.00
10	PreK All Grant	35,313.43	110,710.70	3,125.89	871,647.00	757,810.41	13.06
10	PreK Exp grant	10,568.48	32,311.00	-8,325.00	273,690.00	249,704.00	8.76
10	GEER Relief Funds	0.00	0.00	4,491.05	0.00	-4,491.05	0.00
10	PRE SCH FOR ALL 0-3 CUR	0.00	0.00	0.00	0.00	0.00	0.00
10	Social/Emotional Learni	0.00	22,252.26	0.00	0.00	-22,252.26	0.00
10		0.00	38,900.72	-38,900.72	77,773.00	77,773.00	0.00
10		0.00	0.00	0.00	0.00	0.00	0.00
10	Title I Prior	0.00	0.00	0.00	0.00	0.00	0.00
10	Ti CURRENT	229,217.08	479,009.71	37,744.00	1,787,704.00	1,270,950.29	28.91
10	Title I Delinquent	0.00	0.00	0.00	0.00	0.00	0.00
10	TI School Improvement 1	0.00	0.00	0.00	45,000.00	45,000.00	0.00
10	Title I Migrant Educati	0.00	0.00	0.00	0.00	0.00	0.00
10	Title I Migrant Incenti	0.00	0.00	0.00	0.00	0.00	0.00
10	Title IV	0.00	0.00	0.00	0.00	0.00	0.00

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
10	Educational Fund					
10 Knox Warren Pre School	0.00	0.00	0.00	1,393.00	1,393.00	0.00
10 PRE SCH PSYCH SALARY TR	1,599.30	3,096.97	0.00	24,133.00	21,036.03	12.83
10 Knox Warren 94-142	25,248.42	34,237.92	2,024.18	333,559.00	297,296.90	10.87
10 IDEA Salary TRS	57,891.23	115,843.84	0.00	718,250.00	602,406.16	16.13
10 Title I ARRA	0.00	0.00	0.00	0.00	0.00	0.00
10 ELL/LIPLEPS Grant	10,100.00	13,574.00	-7,116.25	26,800.00	20,342.25	24.10
10 Title II & Class Size R	238,629.19	321,143.58	17,669.73	198,213.00	-140,600.31	170.93
10	0.00	0.00	0.00	0.00	0.00	0.00
10 Dors Grant	3,630.80	4,262.30	0.00	58,286.00	54,023.70	7.31
10	0.00	0.00	0.00	0.00	0.00	0.00
10	0.00	397,689.65	-437,529.81	0.00	39,840.16	0.00
10	4,282.99	7,297.23	0.00	5,000.00	-2,297.23	145.94
10 Mental Health Board Gra	0.00	0.00	0.00	163,950.00	163,950.00	0.00
10 LIBRARY BOOKS	0.00	0.00	0.00	3,032.00	3,032.00	0.00
10 GALE SCHOLARS	0.00	0.00	0.00	10,000.00	10,000.00	0.00
10 ON BEHALF	0.00	0.00	0.00	0.00	0.00	0.00
10 Educational Fund	2,731,930.25	6,269,851.47	85,396.16	38,335,231.00	31,979,983.37	16.58

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
15 Ryner Scholarship						
15 Miscellaneous	1,018.00	1,018.00	0.00	23,000.00	21,982.00	4.43
15 Ryner Scholarship	1,018.00	1,018.00	0.00	23,000.00	21,982.00	4.43

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD
16	Ryner Equipment					
16 Miscellaneous	1,797.00	5,797.00	0.00	45,000.00	39,203.00	12.88
16 Ryner Equipment	1,797.00	5,797.00	0.00	45,000.00	39,203.00	12.88

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
17	Verna May Sargent Scholarship					
17 Miscellaneous	0.00	0.00	0.00	1,000.00	1,000.00	0.00
17 Verna May Sargent Schol	0.00	0.00	0.00	1,000.00	1,000.00	0.00

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
20	Operations and Maintenance Fun					
20 Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00
20 Electricity	20,589.72	48,551.02	0.00	497,250.00	448,698.98	9.76
20 Energy Education Costs	0.00	0.00	0.00	0.00	0.00	0.00
20 Gas	252.96	4,426.01	0.00	253,750.00	249,323.99	1.74
20 Maintenance General Sup	29,850.37	58,567.33	-20,684.05	810,200.00	772,316.72	4.68
20 Capital Improvement Pro	0.00	0.00	0.00	200,000.00	200,000.00	0.00
20 Maintenance Salaries/Fr	9,278.31	31,858.89	0.00	145,751.00	113,892.11	21.86
20 Telephone	18,899.34	30,776.45	0.00	164,600.00	133,823.55	18.70
20 Water	2,254.61	5,185.35	0.00	54,450.00	49,264.65	9.52
20	0.00	0.00	0.00	0.00	0.00	0.00
20 T1 CURRENT	0.00	0.00	0.00	0.00	0.00	0.00
20 CONTINGENCY	0.00	0.00	0.00	0.00	0.00	0.00
20 Operations and Maintena	81,125.31	179,365.05	-20,684.05	2,126,001.00	1,967,320.00	7.46

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
30	Bond and Interest Fund					
30 Miscellaneous	0.00	800.00	0.00	6,020,473.00	6,019,673.00	0.01
30 Administration	0.00	0.00	0.00	0.00	0.00	0.00
30 Bond and Interest Fund	0.00	800.00	0.00	6,020,473.00	6,019,673.00	0.01



FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
40	Transportation Fund					
40 T1 CURRENT	0.00	0.00	0.00	0.00	0.00	0.00
40 GENERAL TRANSPORTATION	14,503.80	29,437.45	0.00	2,310,582.00	2,281,144.55	1.27
40 Transportation Fund	14,503.80	29,437.45	0.00	2,310,582.00	2,281,144.55	1.27
	=====	=====	=====	=====	=====	=====

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
50	Municipal Retirement/Social Se					
50 Miscellaneous	2,519.96	9,202.30	0.00	69,509.00	60,306.70	13.24
50 Administration	3,239.48	11,861.01	0.00	43,276.00	31,414.99	27.41
50 Athletics	632.08	1,203.58	0.00	5,339.00	4,135.42	22.54
50 Childcare	0.00	0.00	0.00	0.00	0.00	0.00
50 ALTERNATIVE ED PROGRAM	0.00	0.00	0.00	2,299.00	2,299.00	0.00
50 Library Services	0.00	0.00	0.00	11,752.00	11,752.00	0.00
50 Custodial	170.63	219.07	0.00	7,300.00	7,080.93	3.00
50 Elementary	5,975.12	14,531.15	0.00	97,492.00	82,960.85	14.90
50 Energy Education Costs	0.00	0.00	0.00	0.00	0.00	0.00
50 Food Service	1,478.13	3,441.30	0.00	10,255.00	6,813.70	33.56
50 Health	517.01	618.67	0.00	15,746.00	15,127.33	3.93
50 High School	3,580.36	10,376.07	0.00	48,548.00	38,171.93	21.37
50 Special Education Regul	2,792.10	5,026.09	0.00	150,784.00	145,757.91	3.33
50 Special Education Summe	0.00	0.00	0.00	0.00	0.00	0.00
50 Maintenance General Sup	0.00	0.00	0.00	0.00	0.00	0.00
50 Maintenance Salaries/Fr	431.58	1,803.45	0.00	5,798.00	3,994.55	31.10
50 Mary Davis Home	0.00	0.00	0.00	0.00	0.00	0.00
50 Middle School	4,752.44	10,209.54	0.00	46,148.00	35,938.46	22.12
50 Principals office	18.33	18.33	0.00	0.00	-18.33	0.00
50 Superintendents Office	658.18	2,285.60	0.00	8,557.00	6,271.40	26.71
50 Technology Other	1,197.54	3,420.53	0.00	16,068.00	12,647.47	21.29
50 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
50 Bilingual	0.00	0.00	0.00	0.00	0.00	0.00
50 MI Monmouth-Roseville S	0.00	0.00	0.00	0.00	0.00	0.00
50 LD/MMI Monmouth-Rosevil	0.00	0.00	0.00	0.00	0.00	0.00
50	359.62	539.43	0.00	0.00	-539.43	0.00
50 Early Childhood Block G	0.00	0.00	0.00	0.00	0.00	0.00
50 PreK All Grant	819.41	1,985.10	0.00	26,806.00	24,820.90	7.41
50 PreK Exp grant	132.32	459.86	0.00	4,803.00	4,343.14	9.57
50 GEER Relief Funds	0.00	0.00	0.00	0.00	0.00	0.00
50 PRE SCH FOR ALL 0-3 CUR	0.00	0.00	0.00	0.00	0.00	0.00
50 Social/Emotional Learni	0.00	0.00	0.00	0.00	0.00	0.00
50 Title I Prior	0.00	0.00	0.00	0.00	0.00	0.00
50 T1 CURRENT	1,161.35	4,056.76	0.00	77,808.00	73,751.24	5.21
50 Title I Migrant Educati	0.00	0.00	0.00	0.00	0.00	0.00
50 Title IV	0.00	0.00	0.00	0.00	0.00	0.00
50 Knox Warren Pre School	0.00	0.00	0.00	0.00	0.00	0.00
50 Knox Warren 94-142	-789.93	143.32	0.00	17,702.00	17,558.68	0.81
50 IDEA Salary TRS	0.00	0.00	0.00	0.00	0.00	0.00
50 AVC GENERAL	330.66	1,166.83	0.00	4,482.00	3,315.17	26.03
50 Title I ARRA	0.00	0.00	0.00	0.00	0.00	0.00
50 Summer Initiative	0.00	0.00	0.00	0.00	0.00	0.00
50	0.00	0.00	0.00	0.00	0.00	0.00
50 Title II & Class Size R	0.00	0.00	0.00	0.00	0.00	0.00
50 Dors Grant	0.00	0.00	0.00	5,938.00	5,938.00	0.00
50	362.20	724.40	0.00	8,349.00	7,624.60	8.68
50 Communication Program C	0.00	0.00	0.00	0.00	0.00	0.00
50 Bright Futures PreK Pro	0.00	0.00	0.00	0.00	0.00	0.00
50 GENERAL TRANSPORTATION	826.66	2,354.82	0.00	9,956.00	7,601.18	23.65
50 Speech 13 Prgm	0.00	0.00	0.00	0.00	0.00	0.00
50 Individual Paraprofessi	0.00	0.00	0.00	0.00	0.00	0.00
50 Municipal Retirement/So	31,165.23	85,647.21	0.00	694,715.00	609,067.79	12.33

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD
55	Fica/Medicare					
55 Miscellaneous	1,817.01	6,369.97	0.00	44,810.00	38,440.03	14.22
55	0.00	0.00	0.00	0.00	0.00	0.00
55 Administration	2,195.02	7,767.87	0.00	27,761.00	19,993.13	27.98
55 Athletics	1,836.68	2,507.90	0.00	16,060.00	13,552.10	15.62
55 Childcare	0.00	0.00	0.00	0.00	0.00	0.00
55 Contingency	0.00	459.00	0.00	0.00	-459.00	0.00
55 Curriculum	0.00	0.00	0.00	0.00	0.00	0.00
55 TECH PROF DEVEL COOR BD	0.00	0.00	0.00	0.00	0.00	0.00
55 ALTERNATIVE ED PROGRAM	189.13	350.03	0.00	5,601.00	5,250.97	6.25
55 Library Services	66.30	132.60	0.00	10,727.00	10,594.40	1.24
55 Custodial	108.52	186.16	0.00	4,232.00	4,045.84	4.40
55 Drivers Education	157.31	494.38	0.00	1,413.00	918.62	34.99
55 Elementary	9,449.48	21,348.07	0.00	135,583.00	114,234.93	15.75
55 Energy Education Costs	0.00	0.00	0.00	0.00	0.00	0.00
55 Fine Arts	52.50	105.00	0.00	656.00	551.00	16.01
55 Food Service	939.92	2,188.32	0.00	6,492.00	4,303.68	33.71
55 Health	328.78	393.42	0.00	9,703.00	9,309.58	4.05
55 High School	6,838.20	15,493.57	0.00	86,245.00	70,751.43	17.96
55 Homestudy	87.33	176.79	0.00	3,401.00	3,224.21	5.20
55 Special Education Regul	5,724.44	11,166.30	0.00	140,757.00	129,590.70	7.93
55 Special Education Summe	0.00	0.00	0.00	0.00	0.00	0.00
55 Maintenance General Sup	0.00	0.00	0.00	0.00	0.00	0.00
55 Maintenance Salaries/Fr	351.92	1,610.40	0.00	4,452.00	2,841.60	36.17
55 Mary Davis Home	0.00	0.00	0.00	0.00	0.00	0.00
55 Middle School	7,376.73	15,729.92	0.00	85,558.00	69,828.08	18.39
55 Outreach Workers	326.63	682.20	0.00	3,448.00	2,765.80	19.79
55 Perkins Grant	0.00	0.00	0.00	0.00	0.00	0.00
55 Principals office	366.69	1,256.42	0.00	4,374.00	3,117.58	28.72
55 Superintendents Office	638.08	2,221.79	0.00	8,295.00	6,073.21	26.78
55 Technology Other	761.51	4,581.29	0.00	10,218.00	5,636.71	44.84
55 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
55 WECEP	0.00	0.00	0.00	0.00	0.00	0.00
55 Bilingual	839.33	1,694.90	0.00	10,631.00	8,936.10	15.94
55 LD/MMI Monmouth-Rosevil	0.00	0.00	0.00	0.00	0.00	0.00
55 Truancy	34.91	34.91	0.00	0.00	-34.91	0.00
55	228.68	343.02	0.00	0.00	-343.02	0.00
55 Early Childhood Block G	0.00	0.00	0.00	0.00	0.00	0.00
55 Parental Training Grant	0.00	0.00	0.00	0.00	0.00	0.00
55 PreK All Grant	808.95	1,897.74	0.00	25,280.00	23,382.26	7.51
55 PreK Exp grant	212.39	573.10	0.00	4,583.00	4,009.90	12.50
55 GEER Relief Funds	0.00	0.00	0.00	0.00	0.00	0.00
55 PRE SCH FOR ALL 0-3 CUR	0.00	0.00	0.00	0.00	0.00	0.00
55 Advanced Placement FY07	0.00	0.00	0.00	0.00	0.00	0.00
55 Social/Emotional Learni	0.00	0.00	0.00	0.00	0.00	0.00
55	0.00	0.00	0.00	0.00	0.00	0.00
55 T1 CURRENT	1,491.51	4,196.54	0.00	71,542.00	67,345.46	5.87
55 TI School Improvement 1	0.00	0.00	0.00	0.00	0.00	0.00
55 Title I Migrant Educati	0.00	0.00	0.00	0.00	0.00	0.00
55 Title IV	0.00	0.00	0.00	0.00	0.00	0.00
55 Knox Warren Pre School	0.00	0.00	0.00	0.00	0.00	0.00
55 PRE SCH PSYCH SALARY TR	-19.22	0.00	0.00	735.00	735.00	0.00
55 Knox Warren 94-142	-502.29	91.16	0.00	11,896.00	11,804.84	0.77
55 IDEA Salary TRS	689.62	1,382.96	0.00	15,989.00	14,606.04	8.65
55 AVC GENERAL	157.82	990.88	0.00	7,875.00	6,884.12	12.58
55 Title I ARRA	0.00	0.00	0.00	0.00	0.00	0.00

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
55 Fica/Medicare						
55	0.00	0.00	0.00	0.00	0.00	0.00
55 Summer Initiative	0.00	0.00	0.00	0.00	0.00	0.00
55	0.00	0.00	0.00	0.00	0.00	0.00
55 Title II & Class Size R	2,776.47	2,782.58	0.00	0.00	-2,782.58	0.00
55	0.00	0.00	0.00	0.00	0.00	0.00
55 Dors Grant	8.11	16.21	0.00	4,315.00	4,298.79	0.38
55	0.00	0.00	0.00	0.00	0.00	0.00
55	248.44	478.76	0.00	5,990.00	5,511.24	7.99
55 LD Silas Willard Elemen	0.00	0.00	0.00	0.00	0.00	0.00
55 IDEA SW SALARY TRS	0.00	0.00	0.00	0.00	0.00	0.00
55 EBD Silas Willard Eleme	0.00	0.00	0.00	0.00	0.00	0.00
55 MI Steele Elementary Sc	0.00	0.00	0.00	0.00	0.00	0.00
55 LD/MMI Steele Elementar	0.00	0.00	0.00	0.00	0.00	0.00
55 SMI Churchill Jr. High	0.00	0.00	0.00	0.00	0.00	0.00
55 LD Churchill Jr. High S	0.00	0.00	0.00	0.00	0.00	0.00
55 EBD Churchill Jr. High	0.00	0.00	0.00	0.00	0.00	0.00
55	0.00	0.00	0.00	0.00	0.00	0.00
55 LD/MMI Lombard Jr. High	0.00	0.00	0.00	0.00	0.00	0.00
55 EBD Lombard Jr. High Sc	0.00	0.00	0.00	0.00	0.00	0.00
55 MI/SMI Galesburg High S	0.00	0.00	0.00	0.00	0.00	0.00
55 LD/MMI Galesburg High S	0.00	0.00	0.00	0.00	0.00	0.00
55 EBD Galesburg High Scho	0.00	0.00	0.00	0.00	0.00	0.00
55 Bright Futures PreK Pro	0.00	0.00	0.00	0.00	0.00	0.00
55 GENERAL TRANSPORTATION	525.67	1,497.42	0.00	6,289.00	4,791.58	23.81
55 Fica/Medicare	47,112.57	111,201.58	0.00	774,911.00	663,709.42	14.35

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
60	Site and Construction/Capital					
60 Miscellaneous	3,282,346.63	4,182,832.88	-1,303,289.13	28,114,187.00	25,234,643.25	10.24
60 Administration	0.00	0.00	0.00	0.00	0.00	0.00
60 Site and Construction/C	3,282,346.63	4,182,832.88	-1,303,289.13	28,114,187.00	25,234,643.25	10.24

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD
70	Working Cash Fund					
70 Miscellaneous	0.00	0.00	0.00	0.00	0.00	0.00
70 Administration	0.00	0.00	0.00	0.00	0.00	0.00
70 Working Cash Fund	0.00	0.00	0.00	0.00	0.00	0.00

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
80 Tort						
80 Miscellaneous	40,004.91	870,148.62	58,189.32	1,888,805.00	960,467.06	49.15
80 Contingency	0.00	22.30	0.00	0.00	-22.30	0.00
80 Tort	40,004.91	870,170.92	58,189.32	1,888,805.00	960,444.76	49.15

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
90	Fire Prevention					
90 Miscellaneous	1,024,613.37	2,391,947.70	0.00	16,982,640.00	14,590,692.30	14.08
90 Administration	0.00	0.00	0.00	0.00	0.00	0.00
90 Fire Prevention	1,024,613.37	2,391,947.70	0.00	16,982,640.00	14,590,692.30	14.08



FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD
93 * AVC						
93 Miscellaneous	0.00	0.00	0.00	84,964.00	84,964.00	0.00
93 Perkins Grant	38,339.00	38,339.00	-32,889.00	56,287.00	50,837.00	9.68
93 AVC GENERAL	31,133.32	63,814.90	1,388.94	421,468.00	356,264.16	15.47
93	0.00	0.00	2,573.25	3,618.00	1,044.75	71.12
93 AVC	69,472.32	102,153.90	-28,926.81	566,337.00	493,109.91	12.93

FD SOURCE	Month Activity	YTD Activity	Encumbered Amount	2020-21 Revised Budget	Unencumbered Balance	2020-21 FYTD %
94	Medical Trust					
94 Miscellaneous	471,846.70	1,682,287.23	0.00	0.00	-1,682,287.23	0.00
94 Medical Trust	471,846.70	1,682,287.23	0.00	0.00	-1,682,287.23	0.00

<u>FD SOURCE</u>	<u>Month</u> <u>Activity</u>	<u>YTD</u> <u>Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>2020-21</u> <u>Revised Budget</u>	<u>Unencumbered</u> <u>Balance</u>	<u>2020-21</u> <u>FYTD %</u>
Grand Expense Totals	7,796,936.09	15,912,510.39	-1,209,314.51	97,882,882.00	83,179,686.12	15.02

Number of Accounts: 9770

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

**GALESBURG COMMUNITY UNIT SCHOOL DISTRICT NO. 205**  
**WORKING INVESTMENTS**  
**SEPTEMBER 30, 2020**

INVESTMENT	FUND	BOOK VALUE	MARKET VALUE	DATE MADE	INSTITUTION	YIELD	DAYS	INCOME EARNED	
								THIS MONTH	MATURITY
*CD	EDUCATION	-	-	3/21/2019	ISDLAF/PMA	2.51	540	364.21	9/11/2020
*CD	EDUCATION	-	-	3/31/2020	ISDLAF/PMA	0.92	183	751.50	9/30/2020
CD	EDUCATION	249,168.35	249,168.35	2/21/2020	ISDLAF/PMA	1.56	276	319.20	11/23/2020
CD	EDUCATION	246,164.28	246,164.28	2/25/2020	ISDLAF/PMA	1.56	274	315.60	11/25/2020
CD	EDUCATION	245,241.14	245,241.14	2/20/2020	ISDLAF/PMA	1.60	365	322.50	2/19/2021
SAVINGS ACCOUNT	EDUCATION	23,424,310.62	23,424,310.62		ISDLAF/MAX FUND	0.05		705.37	
SAVINGS ACCOUNT	BOND & INTEREST	6,934,158.44	6,934,158.44		ISDLAF/MAX FUND	0.05		188.76	
SAVINGS ACCOUNT	SITE & CONSTRUCTION	3,750,166.57	3,750,166.57		ISDLAF/MAX FUND	0.05		99.35	
SAVINGS ACCOUNT	FIRE PREVENTION/HLS	12,884,394.28	12,884,394.28		ISDLAF/MAX FUND	0.05		549.00	
SAVINGS ACCOUNT	MEDICAL	1,822,562.38	1,822,562.38		ISDLAF/MAX FUND	0.05		74.70	
SAVINGS ACCOUNT	SITE & CONSTRUCTION	2,026,758.95	2,026,758.95		ISDLAF/MAX FUND	0.05		149.70	
CHECKING ACCOUNT	MEDICAL	504,664.16	504,664.16		F&M BANK	0.05		19.84	
CHECKING ACCOUNT	EDUCATION	1,358,459.32	1,358,459.32		F&M BANK	0.05		73.11	
CHECKING ACCOUNT	RYNER SCHOLARSHIP	134,537.76	134,537.76		F&M BANK	0.05		-	
CHECKING ACCOUNT	RYNER EQUIPMENT	116,000.70	116,000.70		F&M BANK	0.05		-	
CHECKING ACCOUNT	SARGENT SCHOLARSHIP	99,927.82	99,927.82		F&M BANK	0.05		4.73	
CHECKING ACCOUNT	BUILDING	3,049,058.16	3,049,058.16		F&M BANK	0.05		142.25	
CHECKING ACCOUNT	BOND & INTEREST	224,386.78	224,386.78		F&M BANK	0.05		10.43	
CHECKING ACCOUNT	TRANSPORTATION	3,771,841.50	3,771,841.50		F&M BANK	0.05		175.92	
CHECKING ACCOUNT	IMRF	743,344.21	743,344.21		F&M BANK	0.05		34.57	
CHECKING ACCOUNT	SITE & CONSTRUCTION	1,429,936.27	1,429,936.27		F&M BANK	0.05		66.76	
CHECKING ACCOUNT	WORKING CASH	2,003,038.73	2,003,038.73		F&M BANK	0.05		93.42	
CHECKING ACCOUNT	TORT	457,167.96	457,167.96		F&M BANK	0.05		21.28	
CHECKING ACCOUNT	AVC	340,068.68	340,068.68		F&M BANK	0.05		15.86	
CHECKING ACCOUNT	FICA/MEDICARE	305,841.69	305,841.69		F&M BANK	0.05		14.19	
CHECKING ACCOUNT	FIRE PREVENTION/HLS	925,163.04	925,163.04		F&M BANK	0.05		43.12	
TOTAL		\$ 67,046,361.79	\$ 67,046,361.79					\$ 4,555.37	
TOTAL INVESTMENTS		\$ 67,046,361.79	\$ 67,046,361.79					\$ 4,555.37	

\*matured in September

INVESTMENT BREAKDOWN BY FUND

MEDICAL	2,327,226.54
EDUCATION	25,523,343.71
RYNER SCHOLAR.	134,537.76
RYNER EQUIPMENT	116,000.70
SARGENT SCHOLAR.	99,927.82
BUILDING	3,049,058.16
BOND & INTEREST	7,158,545.22
TRANSPORTATION	3,771,841.50
IMRF	743,344.21
SITE & CONSTRUCTION	7,206,861.79
WORKING CASH	2,003,038.73
TORT	457,167.96
AVC	340,068.68
FICA / MEDICARE	305,841.69
FIRE PREVENTION	13,809,557.32
	<u>\$ 67,046,361.79</u>

90-Day Treasury Bill		
Discount rate/yield effective 9/30/20	0.10%	0.10%
Investment portfolio average		
annual yield effective 9/30/20		0.07%

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105219	AD Scott Company LLC	10/12/2020	2749	Advertising The Burg	0	340.00	340.00
105220	AED Professionals	10/12/2020	78749	N95 L-188 Disposable Mask	2052100006	434.20	434.20
105221	Allegra Print & Imaging	10/12/2020	13338	Wideformat copies for buildings-food service	0	120.15	363.65
			13360	Yard signs for food service	0	187.50	
			13363	Envelopes for Silas	0	56.00	
105222	Allied Construction Services,	10/12/2020	App #9	Lombard	0	20,682.00	20,682.00
105223	Vendor Continued Void	10/12/2020					0.00
105224	Amazon Capital Services	10/12/2020	113Y-HD3M-CWJW	Instructional Supplies	4002100000	249.89	4,987.72
			11X7-MGQR-H96W	Mask extenders, lanyards & headbands	1702100003	169.52	
			13CL-7TW6-4YG1	Health supplies	0	41.93	
			13LX-37Q7-R3YK	GHS ATHLETICS	1502100049	109.99	
			141F-VQJM-PVWP	Whiteboard for Steele library	0	205.99	
			149H-6G3N-39TV	GoPro Cameras	9302100002	1,256.94	
			16KW-X3TF-TXMF	Instructional Supplies	4002100005	63.34	
			19X1-QCPX-JP64	Keyboard pedals for GHS piano class	1002100014	143.60	
			1CR3-LL3J-VC6R	Instructional Supplies	4002100004	58.98	
			1G94-CF19-m33R	Credit	0	-72.90	
			1GMM-CVCJ-DN3C	Instructional supplies	4002100001	102.88	
			1HDT-DFTG-9YYY	Instructional Supplies	4002100002	191.90	
			1HJT-PX71-GLG9	cases for iPads	0	72.90	
			1HJT-PX71-VDJF	Instructional Supplies	4002100000	32.02	
			1J4H-W79C-MYFK	Credit	0	-304.52	
			1JF1-NKP4-TPL9	GHS ATHLETICS	1502100049	32.94	
			1JW7-G9G7-9MD6	Round Mesh 6 gallon trash cans	2172100000	959.60	
			1NW9-TFW9-DD79	AMAZON order for classroom supplies	232100000	29.86	
			1PQ1-7F34-LTWF	Credit	0	-304.52	
			1TPY-HF36-FNNX	Musical Instrument Digital Interface	1002100008	359.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				to USB cables for GHS piano classes			
			1VPJ-VFGN-HKP9	calculators for remote learning	0	722.10	
			1WDT-WCYG-4WFP	Health supplies	0	71.88	
			1WP4-PVWF-3XHX	Round Mesh Trash Cans	2212100001	720.75	
			1WP4-PVWF-GQRF	Mask holders for Silas, Steel and Nielson	262100021	56.96	
			1WV6-T1XW-XD1R	Brown Paper Lunch Bags	1702100001	15.89	
105225	Vendor Continued Void	10/12/2020					0.00
105226	Ameren Illinois	10/12/2020	0354862099	Electric- ADM 8/12-9/13/20	0	454.64	18,932.80
			0783202098	Gas- 7/1-8/1/20 Silas	0	244.62	
			0930211227	Gas- 7/1-8/1/20 King	0	90.19	
			2037145024	Electric- GHS 8/12-9/13/20	0	201.99	
			2159048042	Electric service at GHS modular classrooms 8/13-9/14/20	0	3,227.09	
			2368744493	GHS ELECTRIC 8/12-9/13/20	0	34.11	
			2668757132	Gas- 7/1-8/1/20 Churchill	0	377.87	
			2957160005	Electric- GHS 8/12-9/13/20	0	57.28	
			4207977453	Electric- Silas 8/12-9/13/20	0	4,074.52	
			4903271218	Gas- 7/1-8/1/20 Hawthorne	0	93.74	
			4966094416	Electric- King 8/12-9/13/20	0	1,361.26	
			5625450095	Electric- Nielson 8/12-9/13/20	0	364.98	
			5952753774	Gas- 7/1-8/1/20 Lombard	0	123.46	
			6458879379	Gas- 7/1-8/1/20 ADM	0	110.41	
			6604897296	Electric- GHS 8/12-9/13/20	0	67.22	
			6650256490	Gas- 7/1-8/1/20 RHW	0	72.49	
			6883216815	Electric- Gale 8/12-9/13/20	0	374.96	
			7111183374	Electric-	0	567.18	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Hawthorne			
				8/12-9/13/20			
			7364930570	Gas- 7/1-8/1/20	0	84.17	
				Nielson			
			7538711538	Gas- 7/1-8/1/20	0	2,475.72	
				GHS			
			8768583054	GHS ELEC	0	35.08	
				8/12-9/13/20			
			9223024653	Electric- GHS	0	2,570.87	
				8/12-9/13/20			
			9469965617	Electric- Steele	0	1,657.59	
				8/12-9/13/20			
			9491847535	Electric- RHW	0	129.33	
				8/12-9/13/20			
			9989467699	Gas- 7/1-8/1/20	0	82.03	
				Gale			
105227	AMP Electrical, Inc.	10/12/2020	20-1511	Plumping	0	3,026.16	3,026.16
105228	Appliance Parts Depot	10/12/2020	78286	Washer repair	0	60.00	60.00
				food service			
105229	ARTHUR J. GALLAGHER RISK MANAG	10/12/2020	3589918	GO School Bond,	0	3,000.00	5,708.00
				Series 2020A			
			3589927	GO School Bond,	0	2,708.00	
				Series 2019			
105230	ASCD Member Services	10/12/2020	Dues	ASCD membership	0	169.00	169.00
				J. Asplund			
105231	Aten, Laurie	10/12/2020	Reimbursement	Error in food	0	50.00	50.00
				account			
105232	Bazon, Joshua	10/12/2020	Reimbursement	Reimbursement for	0	94.83	94.83
				mileage			
				8/3-9/28/20			
105233	Beetler, Anita	10/12/2020	Reimbursement	Reimbursement for	0	35.00	35.00
				BOOM Learning			
				subscription			
105234	Blick Art Materials	10/12/2020	243716	C. Florine GHS	1002100006	916.40	9,068.17
				Remote learning			
				art supplies			
			243717	Churchill Art	1002100007	1,874.65	
				supplies for			
				remote learning			
			243861	GHS Art Supplies	1002100010	374.97	
				for Remote			
				learning - C.			
				Ellison			
			243862	GHS Art Supplies	1002100013	168.96	
				for Remote			
				Learning C.			
				Ellison			
			4381939	School Supplies	62100004	4,783.00	
			4409838	School Supplies	62100004	950.19	
105235	Bondi Building Corporation	10/12/2020	13085	Rent for Augsut	0	886.08	886.08



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				1, 2020- July 31, 2021			
105236	BSN Sports	10/12/2020	909355465	GHS - JR HIGH GIRLS BASKETBALL	1502100046	5,798.00	7,274.00
			909355471	GHS - ATHLETICS/JR HIGH GIRLS BASKETBALL	1502100051	192.00	
			909570096	GHS ATHLETICS - JR HIGH CROSS COUNTRY	1502100026	1,284.00	
105237	Bunker Links Golf Course	10/12/2020	8/13/2020	GHS ATHLETICS - BOYS GOLF	1502100031	400.00	691.90
			9/8/2020	GHS - ATHLETICS BOYS GOLF	1502100048	291.90	
105238	Bush Turf Inc.	10/12/2020	6992 1	GHS - IRRIGATION REPAIRS	1502100070	1,660.00	1,660.00
105239	Bushue Background Screening, I	10/12/2020	Galesburg 20200731	Background screening	0	90.00	120.00
			Galesburg 20200930	Background screening	0	30.00	
105240	Camelot Ed/CHG Alternative Edu	10/12/2020	Tuition	August tuition 8/17-8/31/2020	0	11,220.17	11,220.17
105241	Camille's of Canton, Inc	10/12/2020	132321	Shirts	0	298.75	298.75
105242	Carl Sandburg College Bookstor	10/12/2020	1002361	Books	0	290.75	290.75
105243	Carlson, Angie	10/12/2020	Reimbursement	Error in food account	0	50.00	50.00
105244	Carr, Sara	10/12/2020	Reimbursement	Error in food account	0	30.00	30.00
105245	CDW Government, Inc	10/12/2020	1014109	Portable Scanner for Music Department to deliver printed music to students via email	1002100009	265.54	265.54
105246	CDWG	10/12/2020	1679502	Spare power adapters for Bright Future iPads.	1802100016	781.00	4,155.60
			1862317	Tripp Lite UPS 3000VA 2700W Smart Online LCD Rackmount 208/240V USB DB9 2U	1802100018	3,175.10	
			ZVH5192	Tripp Lite 1M Duplex Singlemode Fiber 8.3/125 Patch Cable LC/LC 3ft	1802100010	199.50	
105247	Cenage Learning/Gale	10/12/2020	71033701	Gale EBook annual	0	50.00	50.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				hosting fee K-12			
				6/5/20-6/4/21			
105248	Centennial Contractor's of the	10/12/2020	App #10	Steele	0	9,458.18	10,299.68
			App #12	Lombard	0	841.50	
105249	Vendor Continued Void	10/12/2020					0.00
105250	CENTURY Link	10/12/2020	304002733	Phone charges	0	43.33	4,372.10
				Bright Futures			
			304009018	Phone charges	0	136.92	
				Churchill			
			304009018 1	Phone charges ADM	0	175.96	
			304009018 2	Phone charges	0	117.34	
				Lombard			
			304009018 3	Phone charges DSL	0	1,832.64	
			304014921	Phone charges	0	179.87	
				Nielson			
			304018875	Phone charges GHS	0	284.05	
			304020074	Phone charges	0	131.26	
				King			
			304022239	Phone charges	0	174.76	
				Steele			
			304037691	Phone charges	0	41.32	
				Lincoln			
			304045758	Phone charges	0	97.89	
				Gale			
			304049846	Phone charges	0	344.46	
				Silas			
			304055877	Phone charges	0	134.37	
				Hawthorne			
			304057329	Phone charges RHW	0	155.68	
			304074922	Phone charges	0	134.17	
				Special Ed			
			412247384	Phone charges BF	0	5.16	
				RR			
			431407731	Phone charges	0	115.28	
				Doney 911 Line			
			440908601	Phone charges	0	267.64	
				Fieldhouse			
105251	Churchill Activity Account	10/12/2020	Fees	Fees received in	0	10.00	10.00
				August 2020			
				through RevTrak			
105252	Cintas	10/12/2020	4060276649	Custodial	0	165.56	496.68
				supplies			
			4060813552	Custodial	0	165.56	
				supplies			
			4061649551	Custodial	0	165.56	
				supplies			
105253	City of Galesburg	10/12/2020	0315967	False alarm at	0	200.00	200.00
				Silas			
105254	Clevenger Group	10/12/2020	101444	M177.40 GHS	0	3,035.25	3,035.25
				design			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105255	Comcast Cable	10/12/2020	8771 20 323 0473324	Internet Veterans Drive 9/1-9/30/20	0	348.35	658.20
			8771 20 323 0588857	Internet 9/8-10/7/2020	0	309.85	
105256	Condreay, Alicia	10/12/2020	Reimbursement	Mileage 9/2-9/25/20	0	135.36	135.36
105257	Constellation Energy Services,	10/12/2020	5570159	Electric Nielson 5/10-6/9/20	0	561.80	561.80
105258	Corporate Payment Systems GHS	10/12/2020	Walgreens	Soap for GHS	0	11.96	11.96
105259	Crossroads Counseling & Life C	10/12/2020	20200902	Stress presentation	0	200.00	200.00
105260	Curriculum Assoc	10/12/2020	M6469	I-Ready Math	62100000	59,034.00	59,034.00
105261	De Lage Landen Public Finance	10/12/2020	69343606	Annual SAN storage array 10/19/2020-10/18/2021	0	11,089.80	11,089.80
105262	Desco Systems	10/12/2020	19SIL201 AIA 03	Steele	0	1,218.91	6,993.62
			19SIL245 AIA 4	King	0	5,774.71	
105263	Design Build Structures, LLC	10/12/2020	INV13481	King	0	10,218.11	10,218.11
105264	EAST MOLINE GLASS	10/12/2020	App #6	King	0	18,065.70	18,065.70
105265	Ecolab	10/12/2020	6257223749	Ecolab Hand Soap	5002100014	295.30	528.96
			6257352701	Custodial	0	83.14	
			6257577561	Liquid spearhead	0	150.52	
105266	Economy Roofing & Insulationg	10/12/2020	App #4	Steele	0	22,140.00	71,779.50
			App #7	King	0	49,639.50	
105267	Edwards, Gaela	10/12/2020	Reimbursement	Mileage 9/5-9/24/2020	0	61.42	61.42
105268	Environmental Control Solution	10/12/2020	WebCTRL	WebCTRL building automaiton system inspection and support agreement 10/1/20-10/1/21	0	12,288.00	12,288.00
105269	Farm King Supply	10/12/2020	7/3/20 12:24	Mower maintenance	0	135.96	135.96
105270	Fedex	10/12/2020	7-112-72728	FedEx Express service	0	62.87	125.27
			7-125-94464	FedEx Express service	0	62.40	
105271	Ferguson, Jennifer L	10/12/2020	Reimbursement	Course work	0	1,400.00	1,400.00
105272	Fire Protection Publications	10/12/2020	161845	Fire Science Emergency Grant	9302100005	2,078.25	2,078.25
105273	FIRM Systems	10/12/2020	1375526	Preemployment fingerprinting August 2020	0	208.00	208.00
105274	First Student	10/12/2020	September 2020	Setember 2020 TRAN	0	60,155.15	60,155.15
105275	Four Seasons	10/12/2020	94559	Monthly service Lombard	0	50.00	299.00
			95108	Monthly service Silas	0	30.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			95152	Monthly service	0	45.00	
				Bus garage and storage building			
			95359	Monthly service	0	120.00	
				GHS			
			95742	Monthly service	0	18.00	
				King			
			95744	Monthly service	0	18.00	
				Lincoln			
			95748	Monthly service	0	18.00	
				Nielson			
105276	Frontline Technologies, Inc.	10/12/2020	INVUS126977	Applicant tracking	0	4,237.19	4,237.19
				10/27/20-10/26/21			
105277	G-Sports Wrestling/Wrestling A	10/12/2020	66575	GHS ATHLETICS - WRESTLING	1502100018	515.50	515.50
105278	Galesburg Electric Supply	10/12/2020	494555	Electric	0	299.00	460.07
			495462	General supplies	0	161.07	
105279	Galesburg Manufacturing Compan	10/12/2020	Car wash	Plow truck	0	7.00	7.00
105280	Geneseo School District #228	10/12/2020	CO-OP 967	IA / IL Coop Dues	5002100015	500.00	500.00
105281	GHS Activity Acct	10/12/2020	Fees	Portion of boys/girls basketball/all sports passes for invitational	0	860.00	1,126.14
			Fees 1	Fees received in August 2020 through RevTrak	0	266.14	
105282	GHS Athletic Department	10/12/2020	Reimbursement	Official Reimbursement	0	2,365.00	2,365.00
105283	Glass Specialty Wlc, Inc	10/12/2020	01061910	Plexiglass shields	0	24,000.00	24,000.00
105284	Goodway Technologies Corp	10/12/2020	137629	Boiler cleaning old invoice	0	350.24	872.60
			99227	Boiler cleaning old invoice	0	522.36	
105285	GraceNotes LLC	10/12/2020	6149	Sight Reading Factory Online resource for GHS Choir teacher and students	1002100011	184.95	428.94
			6150	Sight Reading Factory Online resource for Churchill Choir and teacher	1002100012	243.99	
105286	Grainger Inc	10/12/2020	9634949342	General supplies	0	126.00	239.00
			9637770356	General supplies	0	113.00	
105287	Grubb, Fernanda	10/12/2020	Reimbursement	Error in food account	0	50.00	50.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105288	Hamm, Jennifer	10/12/2020	Reimbursement	Reimbursement for Dropbox	0	720.00	1,219.99
			Reimbursement 1	Reimbursement for TV for food service- GHS Servery	0	499.99	
105289	Harvey Brothers Electric	10/12/2020	39351	Vehicle maintenance	0	60.00	227.95
			39459	Batteries for buses	0	167.95	
105290	Heart Technologies, Inc	10/12/2020	10258749	GHS Modular units	0	34,896.38	95,675.86
			10258750	3 New 48-Port Cisco PoE Switches including configuration and installation for Lombard	1802100015	7,631.25	
			10258751	Networking labor	0	4,687.50	
			10258757	Read In/Read Out S2 security	0	24,435.72	
			37374	Tech help on 9/9/2020	0	175.00	
			37421	Tech help on 8/31/2020	0	990.00	
			37486	Contract for service 9/28/20-9/27/21	0	22,500.00	
			37508	Tech help on 9/11/2020	0	175.00	
			37576	Tech support 9/11/2020	0	185.01	
105291	Hein Construction Co	10/12/2020	App #PR5	GHS Kitchen reno	0	4,975.56	4,975.56
105292	Helm Mechanical/Helm Service	10/12/2020	PIA210449	Contractual	0	1,658.18	11,794.54
			PIA210512	Contractual	0	236.00	
			PIA210614	Contractual	0	582.00	
			PIA210619	Contractual	0	4,356.36	
			PIA210684	Contractual	0	4,962.00	
105293	Holt Supply Co	10/12/2020	3221004	General	0	8.49	353.77
			3222339	Plumbing	0	202.66	
			3224083	Plumbing	0	142.62	
105294	Vendor Continued Void	10/12/2020					0.00
105295	Homefield Energy	10/12/2020	0354862099	Electric- 7/1/20-8/12/20 ADM	0	212.26	6,790.17
			0395000013	Electric- 7/1/20-8/12/20 Fieldhouse	0	1,088.30	
			2037145024	Electric- 7/1/20-8/12/20	0	39.36	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				GHS			
			2368744493	Electric- 7/1/20-8/12/20	0	10.62	
				GHS			
			2957160005	Electric- 7/1/20-8/12/20	0	14.76	
				GHS			
			3177450419	Electric- 7/1/20-8/12/20	0	5.00	
				GHS			
			3748107851	Electric- 7/1/20-8/12/20	0	276.22	
				Churchill			
			4207977453	Electric- 7/1/20-8/12/20	0	3,482.25	
				Silas			
			4966094416	Electric- 7/1/20-8/12/20	0	299.10	
				King			
			5625450095	Electric- 7/1/20-8/12/20	0	244.07	
				Nielson			
			6604897296	Electric- 7/1/20-8/12/20	0	16.40	
				GHS			
			6883216815	Electric- 7/1/20-8/12/20	0	136.98	
				Gale			
			7111183374	Electric- 7/1/20-8/12/20	0	326.44	
				Hawthorne			
			9469965617	Electric- 7/1/20-8/12/20	0	586.59	
				Steele			
			9491847535	Electric- 7/1/20-8/12/20	0	51.82	
				RHW			
105296	Hutchison Engineering, Inc.	10/12/2020	2FINAL	Professinoal services through Sept 15, 2020	0	635.00	635.00
105297	Illinois Principals Assoc	10/12/2020	Dues	Illinois Principals Association Membership Dues	0	395.33	395.33
105298	Illinois Office of the State F	10/12/2020	5125112273	Jenny Bredemeier Conveyance Certificate of Operation- annual renewal for Lombard	0	75.00	200.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			5125112312	Conveyance	0	125.00	
				Certificate of			
				Operation- annual			
				renewal for GHS			
				Fieldhouse			
105299	INCCRRA	10/12/2020	2730	Early Childhood	9302100001	75.00	75.00
				Education			
105300	Innovative Modular Solutions	10/12/2020	GAL 932-20201001	Modular classroom	0	32,430.00	32,430.00
				rent			
				10/1-10/31/20			
105301	Iron Hustler Excavating, Inc.	10/12/2020	App #10	Steele	0	31,988.70	31,988.70
105302	Iron Mountain Information Mgt,	10/12/2020	CWZY119	Shredding service	0	88.03	88.03
105303	Jennings, Kathryn E.	10/12/2020	Reimbursement	708 Grant Plan	0	200.00	276.88
				September			
			Reimbursement 1	Mileage	0	76.88	
				9/4-9/25/20			
105304	Johnson, Kathy	10/12/2020	Reimbursement	Reimbursement for	0	250.00	250.00
				driver's ed fee			
105305	Johnson Controls Fire Protecti	10/12/2020	21837579	Annual fire alarm	0	795.58	1,441.58
				invoice			
				19/1/18-9/30/21			
			21837592	Annual invoice	0	646.00	
				for GHS-			
				9/1/20-8/31/21			
105306	Kessenichs LTD	10/12/2020	App #6	Lombard	0	4,310.32	4,310.32
105307	Knox College	10/12/2020	Gale Scholar Program	Share of Gale	0	14,000.00	14,000.00
				Scholars Program			
				for 2020-2021			
105308	Knuth, Courtney Sue	10/12/2020	Reimbursement	Mileage	0	106.38	106.38
				reimbursement			
				8/25-9/4/20			
105309	Kohl Wholesale	10/12/2020	GHS Sept 2020	Lunch Room	0	195.56	42,966.57
				Supplies			
			GHS Sept 2020 1	All Other Food	0	14,734.00	
			Hawthorne Sept 2020	All Other Food	0	28,037.01	
105310	KWB Paints on Main	10/12/2020	1291	Paint	0	42.08	42.08
105311	Lake Bracken Country Club	10/12/2020	504246/504247	GHS ATHLETICS	1502100056	820.00	820.00
105312	Lakewood Electric & Generator	10/12/2020	App #7	GHS	0	60,419.54	60,419.54
105313	Lamb, Jeff	10/12/2020	Athl wrk	Athletic Worker	0	210.00	210.00
				9/1, 9/8, 9/15,			
				9/26			
105314	Language Line Services	10/12/2020	4877808	Interpretation	0	49.82	49.82
				services			
105315	Laverdiere Construction Co.	10/12/2020	App #5 FINAL	GHS mobile	0	10,159.77	10,159.77
				classrooms			
105316	Legat Architects	10/12/2020	53613	GHS 8/1-8/31/2020	0	274,727.31	300,537.65
			53614	Lombard	0	4,952.69	
				8/1-8/31/2020			
			INV53615	King 8/1-8/31/20	0	16,314.23	
			INV53616	Steele	0	4,543.42	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105317	Liepitz, Amanda S	10/12/2020	Reimbursement	8/1-8/31/20 Instructional supplies	0	41.49	41.49
105318	LINCOLN PRAIRIE BEHAVIORIAL HE	10/12/2020	2021-14502	Hospital tutoring 9/4-9/16/20	0	350.00	350.00
105319	Lock And Key Shop	10/12/2020	129281	General	0	2,560.40	2,702.24
			129513	General	0	141.84	
105320	Lovdahl, Gina	10/12/2020	Reimbursement	Reimburse for BOOM Learning subscription	0	35.00	35.00
105321	MACGILL & CO	10/12/2020	In0730618	Gloves for Special Education classrooms and nurses	262100014	33.75	33.75
105322	Malek, Kristine	10/12/2020	Reimbursement	Course work	0	1,400.00	1,400.00
105323	Martin Sullivan, Inc	10/12/2020	1142798	Mowing maintenance	0	125.62	591.60
			1165414	Mowing maintenance	0	446.98	
			1165891	Mowing maintenance	0	19.00	
105324	Matthews, Mindy J	10/12/2020	Reimbursement	708 Grant Plan September	0	320.00	320.00
105325	Menards	10/12/2020	9/10/20 6:23	Tubs for Outreach	0	160.78	1,491.50
			930323	General supplies	0	59.27	
			93170	General supplies	0	13.93	
			93173	General supplies	0	20.98	
			93499	Vehicle maintenance	0	123.49	
			93555	Paint supplies	0	34.99	
			93565	Paint	0	11.98	
			93834	General supplies	0	135.03	
			93902	General supplies	0	56.95	
			93977	General supplies	0	16.50	
			94089	Mower maintenance	0	55.92	
			94097	General	0	35.92	
			94132	washer for GHS kitchen	0	734.00	
			94391	Mower maintenance	0	31.76	
105326	Michaud, Dawn L	10/12/2020	Reimbursement	Mileage	0	44.16	84.59
			Reimbursement 1	Mileage	0	40.43	
105327	Miller, Hall & Triggs	10/12/2020	6770M	Legal Fees August 2020	0	716.80	716.80
105328	Miller, Tracy, Braun,	10/12/2020	97408	Legal Fees August 2020	0	3,887.50	3,887.50
105329	Moore's Floors, Inc	10/12/2020	App #4	Lombard	0	3,145.72	61,555.72
			App #4 1	King	0	58,410.00	
105330	Mowen, Tara	10/12/2020	Reimbursement	Mileage	0	175.95	175.95
105331	Music Makers	10/12/2020	2182	9/2-9/25-20 Music dept	0	1,136.00	1,136.00



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105332	Napa Auto Parts	10/12/2020	115402	General supplies	0	3.29	3.29
105333	National Seating & Mobility	10/12/2020	053-2245330	Leanna Hasson	262100011	5,095.00	5,095.00
				order for PT at King			
105334	Nelson Fire Protection Co	10/12/2020	App #1	Lombard	0	47,744.80	95,448.07
			App #1 1	Steele	0	29,236.70	
			App #6	King	0	18,466.57	
105335	NoodleTools, Inc	10/12/2020	203-614-R8	Noodle Tools	62100012	440.00	440.00
				Subscription			
105336	Northwest Mechanical, Inc	10/12/2020	App #11	Lombard	0	29,084.76	29,084.76
105337	Northwoods Community Church	10/12/2020	Rent	Rent for November 2020	0	5,300.00	5,300.00
105338	Vendor Continued Void	10/12/2020					0.00
105339	Office Specialists, Inc	10/12/2020	1087549-0	King Desk/Office Unit	2052100002	5,263.62	35,207.05
			1087550-0	Steele Desk/Office Unit	2052100003	4,137.47	
			1088310-2	Pandemic Supplies	3152100015	1,765.47	
			1088311-0	Pandemic Supplies	3152100015	909.37	
			1088834-0	Office supplies	262100015	747.56	
			1088834-1	Office supplies	262100015	885.48	
			1088834-2	Office supplies	262100015	20.69	
			108884-3	Office supplies	262100015	35.99	
			1089883-0	Copy Paper	2052100007	2,879.20	
			1089904-0	OPEN PO for Office Supplies	2052100000	29.55	
			1089910-0	OPEN PO for Office Supplies	2052100000	17.73	
			1089977-0	OPEN PO for Office Supplies	2052100000	474.00	
			1089977-1	OPEN PO for Office Supplies	2052100000	16.61	
			1089977-2	OPEN PO for Office Supplies	2052100000	49.30	
			1090208-0	OPEN PO for Office Supplies	2052100000	178.69	
			1090505-0	Lateral File Cabinets	2172100002	1,432.40	
			1090657-0	Instructional Supplies	4002100003	202.59	
			1090711-0	toner for Silas	0	82.75	
			109073-0	OPEN PO for Office Supplies	2052100000	13.74	
			INV189264	Acer Chromebook Spin 311 for Costa	1802000089	16,064.84	
105340	Office Specialists Inc	10/12/2020	I15312	Acer Chromebook Spin 311 CHROME OS MGMT CONSOLE LIC,EDU Targus	1802000088	681,780.00	681,780.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Chromebook Case			
				Acer 2 year			
				extended warranty			
105341	Oliver Packaging & Equipment C	10/12/2020	101513	Oliver Packaging	5002100016	475.00	475.00
				- Open P.O. for			
				2020 - 2021			
				School Year			
105342	OSF Occupational Health/Multi	10/12/2020	00095349-00	Preemployment	0	324.00	324.00
				physicals			
105343	Peoples Do It Best Rental	10/12/2020	9/4/20 10:56	General supplies	0	4.76	4.76
105344	Peoria County Roe	10/12/2020	Tutoring	Hospital tutoring	0	70.00	70.00
				8/17, 8/19/20			
105345	Peoria Public Schools	10/12/2020	Tuition	August 2020	0	1,259.88	1,259.88
				tuition			
105346	Prairie Farms	10/12/2020	GHS Sept 2020	Milk PO for 2020	5002100005	5,256.42	5,256.42
				- 2021 SY			
105347	Precision Exams	10/12/2020	17646	Precision Exam	9302100003	5,450.00	5,450.00
				for CTE Programs			
105348	Precision Builders, Inc	10/12/2020	App #8	Steele	0	49,941.00	49,941.00
105349	Quad City Masonry, Inc	10/12/2020	App #5	Steele	0	285.00	285.00
105350	Qualls, Ashley Christine	10/12/2020	Athl wrk	Athletic Worker	0	24.00	24.00
				9/15, 9/19			
105351	Raynor Door of the Quad Cities	10/12/2020	App #1	Steele	0	3,163.50	3,163.50
105352	Redeye Network Solutions LLC	10/12/2020	2630	Annual renewal	1802100000	8,100.00	8,100.00
				for cloud backup			
				service			
105353	Regional Office Of Education	10/12/2020	IASA FY21 GA	IL job bank	0	250.00	250.00
				subscription fee			
				8/1/20-7/31/21			
105354	Regional Office of Education #	10/12/2020	Registration	Registration for	0	40.00	40.00
				the IETC 2020			
				Virtual			
				conference Dawn			
				Malcolm			
105355	Register Mail	10/12/2020	231656	Notice of public	0	168.66	168.66
				hearing			
105356	Ritchie, Mindi	10/12/2020	Reimbursement	September 2020	0	320.00	320.00
				708 Grant Plan			
				development hours			
105357	River Valley Construction, Inc	10/12/2020	App #8	King	0	4,609.64	4,609.64
105358	Riverbend Signworks	10/12/2020	15736	Graphic design	0	2,118.35	2,118.35
				and print on			
				vinyl at GHS			
				kitchen			
105359	Robinson, Jennifer L	10/12/2020	Reimbursement	Error in food	0	50.00	50.00
				account			
105360	Rock River Electric, Inc	10/12/2020	App #12	Steele	0	6,649.84	26,572.91
			App #13	Lombard	0	19,923.07	
105361	Russell Construction Company	10/12/2020	01-20-0024-007	GHS	0	12,722.55	206,692.22
				Preconstruction			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				services through 9/23/2020			
			App #13	GHS	0	28,414.45	
			App #14	Lombard	0	26,526.41	
			App #14 1	Steele	0	39,217.87	
			App #14 2	King	0	99,810.94	
105362	Scantron	10/12/2020	4009317	Performance Series 1 year	3002100001	33,980.00	33,980.00
105363	Scholastic Teaching Resources	10/12/2020	23659283	Getting Started with Literacy pro	3002100005	799.00	799.00
105364	Scholastic, Inc	10/12/2020	23644312	Literacy Pro	3002100005	18,715.00	18,715.00
105365	School Health Corporation	10/12/2020	3825760-00	N95 Mask	1702100000	238.13	238.13
105366	School Specialty, Inc	10/12/2020	208125894990	School Supplies	62100003	913.50	913.50
105367	Scott Equipment, LLC	10/12/2020	10171	Mower maintenance	0	49.90	252.89
			10333	Mower maintenance	0	202.99	
105368	Sherwin-Williams	10/12/2020	2449-8	Paint	0	154.12	797.34
			5556-9	Paint	0	233.40	
			5589-0	Paint	0	20.98	
			5888-6	Paint	0	352.30	
			5889-4	Paint	0	36.54	
105369	Sign Depot Express, Inc	10/12/2020	10244	Magnetic signs for SEL On Wheels	0	75.00	75.00
105370	Spectrum Painting Services, LL	10/12/2020	392	Painting at Steele	0	24,520.00	24,520.00
105371	Spittell, Ellen	10/12/2020	Reimbursement	Reimbursement for supplies for BF	0	293.74	293.74
105372	Springer, Tiffany	10/12/2020	Reimbursement	Reimbursement for supplies	0	275.16	275.16
105373	Statham & Long, LLC	10/12/2020	#1	Legal fees 8/21/2020	0	1,121.25	1,121.25
105374	Steck, Kristopher Shad	10/12/2020	Reimbursement	Mileage 8/23-9/3/20	0	21.85	21.85
105375	Steele Activity Account	10/12/2020	Fees	Fees received in August 2020 through Rev Trak	0	5.71	5.71
105376	Stevenson, Lynne	10/12/2020	Athl wrk	Athletic Worker 9/8, 9/15, 9/19, 9/26	0	120.00	120.00
105377	Stevens Industries, Inc	10/12/2020	App #3	King	0	1,301.40	1,301.40
105378	Swann Special Care Center	10/12/2020	647-01 1	August 2020 tuition	0	4,666.83	4,666.83
105379	T-Mobile	10/12/2020	969778563	Hotspot for A Pickrel- 8/3-9/2/20	0	20.00	20.00
105380	Tazewell County Asphalt Co.	10/12/2020	App #1	Steele	0	138,124.80	138,124.80
105381	Teacher Retirement System of IL	10/12/2020	TRS	TRS/THIS due for prior year adjustments on pipeline retirees	0	251.08	251.08
105382	The Comprehensible Classroom	10/12/2020	A103BF3B-0001	Nouos Sommes	62100013	105.00	105.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				digital French bundle			
105383	The Home Depot Pro/Supplyworks	10/12/2020	574530481	Lifeguard Alcohol Wipes	3152100023	4,557.60	4,557.60
105384	Therapro	10/12/2020	In487393	Start right grip pack of 12 for comm room at Silas.	262100009	25.00	25.00
105385	Thomas, Tricia	10/12/2020	Athl wrk	Athletic Worker 9/19	0	30.00	30.00
105386	Tooling U-SME	10/12/2020	0071621578	CNC Manufacturing	9302100004	495.00	495.00
105387	Tri States Water Utilities	10/12/2020	81671	Pool supplies	0	118.50	118.50
105388	Tri-city Electric Company of I	10/12/2020	App #7	King	0	27,986.97	27,986.97
105389	Tri-City Ironworks	10/12/2020	App #3	Lombard	0	5,389.72	10,353.78
			App #7	King	0	4,964.06	
105390	TSI Commercial Floor Covering,	10/12/2020	App #6	Steele	0	9,252.00	9,252.00
105391	Us Cellular	10/12/2020	0392890341 ED	Cell phone charges ED	0	256.76	512.40
			0392890341 MAIN	Cell phone charges MAIN	0	234.18	
			0392890341 TRAN	Cell phone charges TRAN	0	21.46	
105392	Valley Construction Company	10/12/2020	App #4	King	0	240,196.95	427,160.28
			App #7	King	0	186,963.33	
105393	Vanguard Energy Services	10/12/2020	07832-02098	Gas charges Silas	0	217.76	431.25
			09302-11227	Gas charges King	0	0.61	
			59527-53774	Gas charges Lombard	0	9.23	
			64588-79379	Gas charges ADM	0	31.37	
			75387-11538	Gas charges GHS	0	172.27	
			99894-67699	Gas charges Gale	0	0.01	
105394	Vaynerman, Allyson J	10/12/2020	Reimbursement	Error in food account	0	50.00	50.00
105395	Verizon	10/12/2020	9861917991	Cell phone Houston, Asplund and Matthews	0	186.58	1,115.40
			9861917992	Cell phone Imes/Harden	0	165.32	
			9861917993	Cell phone M Reed	0	82.66	
			9861967185	Cell phone Counselors	0	160.98	
			9861967185-1	Cell phone Tech	0	519.86	
105396	Warner Mechanical, LLC	10/12/2020	App #5	GHS	0	15,257.81	77,561.89
			App #6	King	0	62,304.08	
105397	Warren County Collector	10/12/2020	10726	04-003-005-00 Coldbrook Farm property taxes 2019- payable 2020	0	1,722.38	7,588.98
			10773	04-008-002-00	0	1,343.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Coldbrook Farm property taxes 2019- payable 2020			
			11306	05-018-004-00 Alex farm property taxes 2019- payable 2020	0	1,215.40	
			649	05-018-003-00 Alex farm property taxes 2019- payable 2020	0	3,307.76	
105398	Waste Management	10/12/2020	64157-23003	Waste mgmt 10/1-10/31/20	0	1,479.78	2,959.56
			64157-23003 1	Food Service Waste mgmt 10/1-10/31/20	0	1,479.78	
105399	Weigand, Andy W	10/12/2020	Reimbursement	Main Reimbursement for Boots	0	50.00	50.00
105400	Williams, Chantel	10/12/2020	Reimbursement	Error in food account	0	50.00	50.00
105401	Wilson, April	10/12/2020	Reimbursement	Reimbursement for drivwers ed fee	0	250.00	250.00
105402	Wilson Paper	10/12/2020	320733	Pandemic Supplies	3152100013	505.80	1,219.80
			320772	Pandemic Supplies	3152100013	714.00	
105403	Wolfe, Lisa	10/12/2020	Reimbursement	Reimbursement for drivers ed fee	0	250.00	250.00
105404	Woolsey, Susan	10/12/2020	Athl wrk	Athletic Worker 9/15	0	30.00	30.00
105405	Wright, Brian	10/12/2020	Reimbursement	Reimbursement for mileage 9/2-9/25/20	0	104.02	104.02
105406	Xerox Corportation	10/12/2020	800694339	Lease for August	0	7,738.00	7,738.00
105407	Yard, Sheryl	10/12/2020	Athl wrk	Athletic Worker 9/1, 9/8, 9/26	0	126.00	126.00

189	Computer	Check(s) For a Total of	3,071,297.78
-----	----------	-------------------------	--------------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	189	Computer	Checks For a Total of	3,071,297.78
Total For	189	Manual, Wire Tran, ACH & Computer Checks		3,071,297.78
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		3,071,297.78

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	Educational Fund	840.00	2,221.85	1,068,252.09	1,071,313.94
15	Ryner Scholarship	0.00	0.00	3,065.82	3,065.82
16	Ryner Equipment	0.00	0.00	4,523.16	4,523.16
20	Operations and Maintenance Fun	0.00	0.00	68,679.45	68,679.45
40	Transportation Fund	0.00	0.00	60,464.71	60,464.71
60	Site and Construction/Capital	0.00	0.00	1,258,271.42	1,258,271.42
80	Tort	0.00	0.00	22,385.11	22,385.11
90	Fire Prevention	0.00	0.00	572,948.23	572,948.23
93	AVC	0.00	0.00	9,645.94	9,645.94

Check Nbr	Vendor Name	Check Date	Check Amount
105219	AD Scott Company LLC	10/12/2020	340.00
105220	AED Professionals	10/12/2020	434.20
105221	Allegra Print & Imaging	10/12/2020	363.65
105222	Allied Construction Services,	10/12/2020	20,682.00
105223	Vendor Continued Check	10/12/2020	0.00
105224	Amazon Capital Services	10/12/2020	4,987.72
105225	Vendor Continued Check	10/12/2020	0.00
105226	Ameren Illinois	10/12/2020	18,932.80
105227	AMP Electrical, Inc.	10/12/2020	3,026.16
105228	Appliance Parts Depot	10/12/2020	60.00
105229	ARTHUR J. GALLAGHER RISK MANAG	10/12/2020	5,708.00
105230	ASCD Member Services	10/12/2020	169.00
105231	Aten, Laurie	10/12/2020	50.00
105232	Bazon, Joshua	10/12/2020	94.83
105233	Beetler, Anita	10/12/2020	35.00
105234	Blick Art Materials	10/12/2020	9,068.17
105235	Bondi Building Corporation	10/12/2020	886.08
105236	BSN Sports	10/12/2020	7,274.00
105237	Bunker Links Golf Course	10/12/2020	691.90
105238	Bush Turf Inc.	10/12/2020	1,660.00
105239	Bushue Background Screening, I	10/12/2020	120.00
105240	Camelot Ed/CHG Alternative Edu	10/12/2020	11,220.17
105241	Camille's of Canton, Inc	10/12/2020	298.75
105242	Carl Sandburg College Bookstor	10/12/2020	290.75
105243	Carlson, Angie	10/12/2020	50.00
105244	Carr, Sara	10/12/2020	30.00
105245	CDW Government, Inc	10/12/2020	265.54
105246	CDWG	10/12/2020	4,155.60
105247	Cenage Learning/Gale	10/12/2020	50.00
105248	Centennial Contractor's of the	10/12/2020	10,299.68
105249	Vendor Continued Check	10/12/2020	0.00
105250	CENTURY Link	10/12/2020	4,372.10
105251	Churchill Activity Account	10/12/2020	10.00
105252	Cintas	10/12/2020	496.68
105253	City of Galesburg	10/12/2020	200.00
105254	Clevenger Group	10/12/2020	3,035.25
105255	Comcast Cable	10/12/2020	658.20
105256	Condreay, Alicia	10/12/2020	135.36
105257	Constellation Energy Services,	10/12/2020	561.80
105258	Corporate Payment Systems GHS	10/12/2020	11.96
105259	Crossroads Counseling & Life C	10/12/2020	200.00
105260	Curriculum Assoc	10/12/2020	59,034.00
105261	De Lage Landen Public Finance	10/12/2020	11,089.80
105262	Desco Systems	10/12/2020	6,993.62
105263	Design Build Structures, LLC	10/12/2020	10,218.11
105264	EAST MOLINE GLASS	10/12/2020	18,065.70
105265	Ecolab	10/12/2020	528.96
105266	Economy Roofing & Insulationg	10/12/2020	71,779.50
105267	Edwards, Gaela	10/12/2020	61.42
105268	Environmental Control Solution	10/12/2020	12,288.00

Check Nbr	Vendor Name	Check Date	Check Amount
105269	Farm King Supply	10/12/2020	135.96
105270	Fedex	10/12/2020	125.27
105271	Ferguson, Jennifer L	10/12/2020	1,400.00
105272	Fire Protection Publications	10/12/2020	2,078.25
105273	FIRM Systems	10/12/2020	208.00
105274	First Student	10/12/2020	60,155.15
105275	Four Seasons	10/12/2020	299.00
105276	Frontline Technologies, Inc.	10/12/2020	4,237.19
105277	G-Sports Wrestling/Wrestling A	10/12/2020	515.50
105278	Galesburg Electric Supply	10/12/2020	460.07
105279	Galesburg Manufacturing Compan	10/12/2020	7.00
105280	Geneseo School District #228	10/12/2020	500.00
105281	GHS Activity Acct	10/12/2020	1,126.14
105282	GHS Athletic Department	10/12/2020	2,365.00
105283	Glass Specialty Wlc, Inc	10/12/2020	24,000.00
105284	Goodway Technologies Corp	10/12/2020	872.60
105285	GraceNotes LLC	10/12/2020	428.94
105286	Grainger Inc	10/12/2020	239.00
105287	Grubb, Fernanda	10/12/2020	50.00
105288	Hamm, Jennifer	10/12/2020	1,219.99
105289	Harvey Brothers Electric	10/12/2020	227.95
105290	Heart Technologies, Inc	10/12/2020	95,675.86
105291	Hein Construction Co	10/12/2020	4,975.56
105292	Helm Mechanical/Helm Service	10/12/2020	11,794.54
105293	Holt Supply Co	10/12/2020	353.77
105294	Vendor Continued Check	10/12/2020	0.00
105295	Homefield Energy	10/12/2020	6,790.17
105296	Hutchison Engineering, Inc.	10/12/2020	635.00
105297	Illinois Principals Assoc	10/12/2020	395.33
105298	Illinois Office of the State F	10/12/2020	200.00
105299	INCCRRA	10/12/2020	75.00
105300	Innovative Modular Solutions	10/12/2020	32,430.00
105301	Iron Hustler Excavating, Inc.	10/12/2020	31,988.70
105302	Iron Mountain Information Mgt,	10/12/2020	88.03
105303	Jennings, Kathryn E.	10/12/2020	276.88
105304	Johnson, Kathy	10/12/2020	250.00
105305	Johnson Controls Fire Protecti	10/12/2020	1,441.58
105306	Kessenichs LTD	10/12/2020	4,310.32
105307	Knox College	10/12/2020	14,000.00
105308	Knuth, Courtney Sue	10/12/2020	106.38
105309	Kohl Wholesale	10/12/2020	42,966.57
105310	KWB Paints on Main	10/12/2020	42.08
105311	Lake Bracken Country Club	10/12/2020	820.00
105312	Lakewood Electric & Generator	10/12/2020	60,419.54
105313	Lamb, Jeff	10/12/2020	210.00
105314	Language Line Services	10/12/2020	49.82
105315	Laverdiere Construction Co.	10/12/2020	10,159.77
105316	Legat Architects	10/12/2020	300,537.65
105317	Liepitz, Amanda S	10/12/2020	41.49
105318	LINCOLN PRAIRIE BEHAVIORIAL HE	10/12/2020	350.00



Check Nbr	Vendor Name	Check Date	Check Amount
105319	Lock And Key Shop	10/12/2020	2,702.24
105320	Lovdahl, Gina	10/12/2020	35.00
105321	MACGILL & CO	10/12/2020	33.75
105322	Malek, Kristine	10/12/2020	1,400.00
105323	Martin Sullivan, Inc	10/12/2020	591.60
105324	Matthews, Mindy J	10/12/2020	320.00
105325	Menards	10/12/2020	1,491.50
105326	Michaud, Dawn L	10/12/2020	84.59
105327	Miller, Hall & Triggs	10/12/2020	716.80
105328	Miller, Tracy, Braun,	10/12/2020	3,887.50
105329	Moore's Floors, Inc	10/12/2020	61,555.72
105330	Mowen, Tara	10/12/2020	175.95
105331	Music Makers	10/12/2020	1,136.00
105332	Napa Auto Parts	10/12/2020	3.29
105333	National Seating & Mobility	10/12/2020	5,095.00
105334	Nelson Fire Protection Co	10/12/2020	95,448.07
105335	NoodleTools, Inc	10/12/2020	440.00
105336	Northwest Mechanical, Inc	10/12/2020	29,084.76
105337	Northwoods Community Church	10/12/2020	5,300.00
105338	Vendor Continued Check	10/12/2020	0.00
105339	Office Specialists, Inc	10/12/2020	35,207.05
105340	Office Specialists Inc	10/12/2020	681,780.00
105341	Oliver Packaging & Equipment C	10/12/2020	475.00
105342	OSF Occupational Health/Multi	10/12/2020	324.00
105343	Peoples Do It Best Rental	10/12/2020	4.76
105344	Peoria County Roe	10/12/2020	70.00
105345	Peoria Public Schools	10/12/2020	1,259.88
105346	Prairie Farms	10/12/2020	5,256.42
105347	Precision Exams	10/12/2020	5,450.00
105348	Precision Builders, Inc	10/12/2020	49,941.00
105349	Quad City Masonry, Inc	10/12/2020	285.00
105350	Qualls, Ashley Christine	10/12/2020	24.00
105351	Raynor Door of the Quad Cities	10/12/2020	3,163.50
105352	Redeye Network Solutions LLC	10/12/2020	8,100.00
105353	Regional Office Of Education	10/12/2020	250.00
105354	Regional Office of Education #	10/12/2020	40.00
105355	Register Mail	10/12/2020	168.66
105356	Ritchie, Mindi	10/12/2020	320.00
105357	River Valley Construction, Inc	10/12/2020	4,609.64
105358	Riverbend Signworks	10/12/2020	2,118.35
105359	Robinson, Jennifer L	10/12/2020	50.00
105360	Rock River Electric, Inc	10/12/2020	26,572.91
105361	Russell Construction Company	10/12/2020	206,692.22
105362	Scantron	10/12/2020	33,980.00
105363	Scholastic Teaching Resources	10/12/2020	799.00
105364	Scholastic, Inc	10/12/2020	18,715.00
105365	School Health Corporation	10/12/2020	238.13
105366	School Specialty, Inc	10/12/2020	913.50
105367	Scott Equipment, LLC	10/12/2020	252.89
105368	Sherwin-Williams	10/12/2020	797.34

Check Nbr	Vendor Name	Check Date	Check Amount
105369	Sign Depot Express, Inc	10/12/2020	75.00
105370	Spectrum Painting Services, LL	10/12/2020	24,520.00
105371	Spittell, Ellen	10/12/2020	293.74
105372	Springer, Tiffany	10/12/2020	275.16
105373	Statham & Long, LLC	10/12/2020	1,121.25
105374	Steck, Kristopher Shad	10/12/2020	21.85
105375	Steele Activity Account	10/12/2020	5.71
105376	Stevenson, Lynne	10/12/2020	120.00
105377	Stevens Industries, Inc	10/12/2020	1,301.40
105378	Swann Special Care Center	10/12/2020	4,666.83
105379	T-Mobile	10/12/2020	20.00
105380	Tazewell County Asphalt Co.	10/12/2020	138,124.80
105381	Teacher Retirement System of IL	10/12/2020	251.08
105382	The Comprehensible Classroom	10/12/2020	105.00
105383	The Home Depot Pro/Supplyworks	10/12/2020	4,557.60
105384	Therapro	10/12/2020	25.00
105385	Thomas, Tricia	10/12/2020	30.00
105386	Tooling U-SME	10/12/2020	495.00
105387	Tri States Water Utilities	10/12/2020	118.50
105388	Tri-city Electric Company of I	10/12/2020	27,986.97
105389	Tri-City Ironworks	10/12/2020	10,353.78
105390	TSI Commercial Floor Covering,	10/12/2020	9,252.00
105391	Us Cellular	10/12/2020	512.40
105392	Valley Construction Company	10/12/2020	427,160.28
105393	Vanguard Energy Services	10/12/2020	431.25
105394	Vaynerman, Allyson J	10/12/2020	50.00
105395	Verizon	10/12/2020	1,115.40
105396	Warner Mechanical, LLC	10/12/2020	77,561.89
105397	Warren County Collector	10/12/2020	7,588.98
105398	Waste Management	10/12/2020	2,959.56
105399	Weigand, Andy W	10/12/2020	50.00
105400	Williams, Chantel	10/12/2020	50.00
105401	Wilson, April	10/12/2020	250.00
105402	Wilson Paper	10/12/2020	1,219.80
105403	Wolfe, Lisa	10/12/2020	250.00
105404	Woolsey, Susan	10/12/2020	30.00
105405	Wright, Brian	10/12/2020	104.02
105406	Xerox Corpotation	10/12/2020	7,738.00
105407	Yard, Sheryl	10/12/2020	126.00

189	Computer	Check(s) For a Total of	3,071,297.78
-----	----------	-------------------------	--------------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	189	Computer	Checks For a Total of	3,071,297.78
Total For	189	Manual, Wire Tran, ACH & Computer	Checks	3,071,297.78
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		3,071,297.78

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense
Total				
10	Educational Fund	840.00	2,221.85	1,068,252.09
				1,071,313.94
15	Ryner Scholarshi	0.00	0.00	3,065.82
				3,065.82
16	Ryner Equipment	0.00	0.00	4,523.16
				4,523.16
20	Operations and M	0.00	0.00	68,679.45
				68,679.45
40	Transportation F	0.00	0.00	60,464.71
				60,464.71
60	Site and Constr	0.00	0.00	1,258,271.42
				1,258,271.42
80	Tort	0.00	0.00	22,385.11
				22,385.11
90	Fire Prevention	0.00	0.00	572,948.23
				572,948.23
93	AVC	0.00	0.00	9,645.94
				9,645.94

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10829	Haase Embrodery & Printing 2	10/12/2020	20341	Geography Bowl T-shirts for the year 19-20.	2172100001	200.00	200.00
10830	Lingafelter, Matthew	10/12/2020	Reimbursement	Reimbursement for batteries purchased from Walgreens to be used for megaphone.	1212100003	18.99	18.99
10831	MC Sport and More	10/12/2020	5920	MC Sport invoice #5920	1212100001	104.50	104.50
10832	Mowen, Tara	10/12/2020	132	Dean's shirts	2212100002	40.00	40.00
10833	RNJ Distribution Inc.	10/12/2020	1314570	Activity Account - CIS	1212100000	16.80	16.80
10834	Walsworth	10/12/2020	Job #71510	Walworths Yearbook Fee	2152100000	906.38	906.38
				6 Computer	Check(s) For a Total of	1,286.67	

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	6	Computer	Checks For a Total of	1,286.67
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	1,286.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,286.67

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
18	Building Activity Accounts	1,286.67	0.00	0.00	1,286.67

Check Nbr	Vendor Name	Check Date	Check Amount
60433	Boxcar Express	10/12/2020	165.00
60434	Breedloves	10/12/2020	645.10
60435	Bridgewater, Brandi Sierra	10/12/2020	60.00
60436	Bush Turf Inc.	10/12/2020	720.00
60437	Corporate Payment Systems GAVC	10/12/2020	12.28
60438	Corporate Payment Systems GHS	10/12/2020	90.76
60439	Dillard, Nancy	10/12/2020	46.12
60440	Erickson, April	10/12/2020	60.00
60441	Galesburg CUSD #205	10/12/2020	9,114.35
60442	Hickey, Melissa	10/12/2020	55.00
60443	Hillier, Craig	10/12/2020	95.00
60444	Iavat	10/12/2020	175.00
60445	J W Pepper	10/12/2020	22.59
60446	Kiwanis Children's Fund	10/12/2020	48.00
60447	Loving Bottoms Diaper Bank	10/12/2020	112.55
60448	MC Sport and More	10/12/2020	1,375.95
60449	Mercer County FFA	10/12/2020	150.00
60450	Mockler, Amanda	10/12/2020	10.00
60451	Mowen, Tara	10/12/2020	690.00
60452	Senaptec, Inc	10/12/2020	299.00
60453	Stevenson, Bobbi	10/12/2020	55.00
60454	VanHootegeem, Raymond J	10/12/2020	13.16
22 Computer Check(s) For a Total of			14,014.86

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	22	Computer	Checks For a Total of	14,014.86
Total For	22	Manual, Wire Tran, ACH & Computer	Checks	14,014.86
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	14,014.86

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense
Total				
18	Building Activit	14,014.86	0.00	0.00
14,014.86				

Galesburg District #205

## Activity Account Deposits and Checks

September 2020

**\*Note:** The "*Ending Balance*" column in the attached Skyward report reflects as a negative (-) balance. This is a system function for liability accounts only. For example, the *GHS ART* account shows a balance of -\$82.61. The actual account balance is \$82.61.



Account Level	September 2020-21	September	September	Ending
Description	Beginning Balance	Deposits	Checks	Balance
GHS Agriculture	-1.00	0.00	0.00	-1.00
GHS Art	-82.61	0.00	0.00	-82.61
GHS Athletic Invitational	-12,891.03	1,740.32	2,932.28	-11,699.07
GHS Auto	-120.00	0.00	0.00	-120.00
GHS Baseball	-3,612.86	6,500.00	299.00	-9,813.86
GHS Basketball	-8,013.27	0.00	2,285.40	-5,727.87
GHS Girls Basketball	-1,538.80	0.00	0.00	-1,538.80
GHS Booster/Pepsi Donation	-4,361.03	5,000.00	2,800.00	-6,561.03
GHS Bowling	-656.11	0.00	0.00	-656.11
GHS Budget	-470.18	0.00	0.00	-470.18
GHS Business	-826.39	0.00	0.00	-826.39
GHS Campus Pride	0.00	0.00	0.00	0.00
GHS CARE	-3,302.00	0.00	0.00	-3,302.00
GHS Football Cheerleader	-642.93	0.00	300.00	-342.93
GHS Basketball Cheerleader	-1,917.14	0.00	578.25	-1,338.89
GHS Chromo-zone	-16.17	0.00	0.00	-16.17
GHS Class of 2019	-1,564.22	0.00	0.00	-1,564.22
GHS Class of 2020	-947.33	0.00	0.00	-947.33
GHS Class of 2021	-594.49	0.00	0.00	-594.49
GHS Class Of 2022	-902.71	0.00	0.00	-902.71
GHS Co-Curricular	0.00	0.00	0.00	0.00
GHS Color Guard	-707.08	0.00	0.00	-707.08
GHS Common Grounds	-4,760.64	0.00	0.00	-4,760.64
GHS Fall Concessions	-601.83	0.00	0.00	-601.83
GHS Winter Concessions	-1,974.52	0.00	0.00	-1,974.52
GHS Cross Country	-2,404.76	0.00	1,375.45	-1,029.31
GHS Drivers Education	-34.92	0.00	0.00	-34.92
GHS E. C.A.	-4,502.48	0.00	0.00	-4,502.48
GHS English	-46.67	0.00	0.00	-46.67
GHS FFA	-10,161.08	0.00	325.00	-9,836.08
GHS Faculty Social Fund	-144.59	275.00	30.00	-389.59
GHS FAMily Con Science	-169.10	0.00	0.00	-169.10
GHS Football	-17,430.05	0.00	0.00	-17,430.05
GHS Foreign Language Club	-2,073.90	0.00	0.00	-2,073.90
GHS French Honor Society	-5.92	0.00	0.00	-5.92
GHS Gadets	-773.29	0.00	0.00	-773.29
GHS GAPP	-24,627.82	0.00	1,700.00	-22,927.82
GHS General Fund	0.00	0.00	0.00	0.00
GHS German Honor Society	-86.95	0.00	0.00	-86.95
GHS North Activity	-676.81	0.00	0.00	-676.81
GHS Godmother FASHions	-285.69	0.00	0.00	-285.69
GHS Boys Golf	-1,145.34	0.00	291.90	-853.44
GHS Girls Golf	-872.04	0.00	140.00	-732.04
GHS GSA	0.00	0.00	0.00	0.00
GHS Holly Funds	-416.71	0.00	0.00	-416.71
GHS Home Ec	-1,463.01	0.00	0.00	-1,463.01
GHS ID Account	-8,166.56	0.00	0.00	-8,166.56
GHS Industrial Arts	-167.91	0.00	0.00	-167.91
GHS Band / Instrumental	-1,629.57	100.00	0.00	-1,729.57
GHS Interest	5,447.30	0.00	0.00	5,447.30
GHS Key Club	-1,424.23	0.00	160.55	-1,263.68
GHS Knox County Special Athlet	-3,612.78	0.00	0.00	-3,612.78
GHS Library	-3,327.11	75.00	0.00	-3,402.11
GHS Math Club	-426.52	0.00	0.00	-426.52
GHS Musical	-10,653.92	2,126.26	46.12	-12,734.06
GHS N.H.S.	-1,526.15	0.00	0.00	-1,526.15
GHS P.E. Fund	-2,641.73	0.00	0.00	-2,641.73

Account Level	September 2020-21	September	September	Ending
Description	Beginning Balance	Deposits	Checks	Balance
GHS Principal/Staff Acct	-6,192.74	119.46	90.76	-6,221.44
GHS Project Graduation	-8,363.85	150.00	0.00	-8,513.85
GHS Reflector	-11,258.87	1,415.00	185.00	-12,488.87
GHS Rotary	-3,497.70	0.00	0.00	-3,497.70
GHS S.A.A.	-6,430.07	0.00	0.00	-6,430.07
GHS Scholastic Bowl	-2,682.25	0.00	0.00	-2,682.25
GSH Science Club	-231.87	0.00	0.00	-231.87
GHS Science Goggle Acct	-276.53	0.00	0.00	-276.53
GHS Boys Soccer	-304.04	2,071.69	224.85	-2,150.88
GHS Girls Soccer	-3,075.36	0.00	1,294.80	-1,780.56
GH Social Studies	-303.35	0.00	0.00	-303.35
GHS Softball	-2,174.08	0.00	0.00	-2,174.08
GHS Spanish Honor Society	-863.37	0.00	0.00	-863.37
GHS Special Education	744.11	0.00	0.00	744.11
GHS Speech Club	0.00	0.00	0.00	0.00
GHS Stage Call	0.00	0.00	0.00	0.00
GHS STOP	-102.16	0.00	0.00	-102.16
GHS Student Council	-2,950.99	0.00	0.00	-2,950.99
GHS Student Spirit Association	-864.97	0.00	0.00	-864.97
GHS Students for Life	0.00	0.00	0.00	0.00
GHS Boys Swimteam	-1,985.90	0.00	422.50	-1,563.40
GHS Girls Swimteam	-1,065.97	0.00	435.66	-630.31
GHS TEchnology Acct	-3,605.54	0.00	0.00	-3,605.54
GHS Tennis	-1,206.53	0.00	855.00	-351.53
GHS Testing Account	-11,274.19	30.00	0.00	-11,304.19
GHS Theatre	-8,225.79	0.00	0.00	-8,225.79
GHS Thiel Gym Video Board	-1,665.67	0.00	0.00	-1,665.67
GHS Boys Track	-4,352.22	0.00	677.50	-3,674.72
GHS Girls Track	-5,130.15	0.00	3,130.00	-2,000.15
GHS Vocal Music	-10,579.49	100.00	22.59	-10,656.90
GHS Volleyball	-9,378.31	2,805.00	803.25	-11,380.06
GHS Wrestling	-1,126.20	0.00	0.00	-1,126.20
GHS Class of 2023	-843.58	0.00	0.00	-843.58
GHS Foundation Account	-2,726.76	0.00	0.00	-2,726.76
GHS Friends of Rachel Acct	0.00	0.00	0.00	0.00
GHS Graduation DVD Acct	0.00	0.00	0.00	0.00
GHS Marquee Account	-8,809.30	0.00	0.00	-8,809.30
GHS Transcripts	-6,359.81	0.00	0.00	-6,359.81
GHS Varsity G Club	-886.08	0.00	0.00	-886.08
GHS Revolving Account	-1,096.38	0.00	0.00	-1,096.38
GHS Pass-Through Account	0.00	0.00	0.00	0.00
GHS E-sports League	0.00	0.00	0.00	0.00
GHS Skills USA	-75.00	0.00	0.00	-75.00
Churchill CIS	-7,318.77	0.00	140.29	-7,178.48
Churchill Band	0.00	0.00	0.00	0.00
Churchill Boys Basketball	-83.00	29.91	0.00	-112.91
Churchill Choir	0.00	0.00	0.00	0.00
Churchill Cross Country	-707.82	0.00	0.00	-707.82
Churchill Drama Club	-3,339.35	0.00	0.00	-3,339.35
Churchill Faculty Sunshine	-17.05	0.00	0.00	-17.05
Churchill Girls Basketball	-457.65	15.16	0.00	-472.81
Churchill Home Living	-23.62	0.00	0.00	-23.62
Churchill Library	-145.23	0.00	0.00	-145.23
Churchill Student Council	-3,201.22	1,400.00	0.00	-4,601.22
Churchill team 6th Grade	-3,195.93	0.00	0.00	-3,195.93
churchill team 7th Grade	-953.73	0.00	0.00	-953.73
Churchill Team 8th Grade	-572.45	195.00	0.00	-767.45

Account Level	September 2020-21	September	September	Ending
Description	Beginning Balance	Deposits	Checks	Balance
Churchill team Encore	-859.92	0.00	0.00	-859.92
Churchill Team PE	-0.34	0.00	0.00	-0.34
Churchill Track	-561.85	370.09	0.00	-931.94
Churchill volleyball	-971.68	134.77	0.00	-1,106.45
Churchill Wrestling	-32.10	0.00	0.00	-32.10
Churchill Yearbook	-1,009.23	600.00	0.00	-1,609.23
Churchill Pass-Through Account	0.00	0.00	0.00	0.00
Lombard 6th Grade	0.00	0.00	0.00	0.00
Lombard 7th Grade	0.00	0.00	0.00	0.00
Lombard 8th grade	-1,195.00	0.00	1,195.00	0.00
Lombard CIS	-2,778.56	1,266.33	0.00	-4,044.89
Lombard Band	-105.00	0.00	0.00	-105.00
Lombard Boys Basketball	-29.91	0.00	29.91	0.00
Lombard Cheerleading	0.00	0.00	0.00	0.00
Lombard Choir	0.00	0.00	0.00	0.00
Lombard Faculty Sunshine	-315.24	0.00	0.00	-315.24
Lombard fine Arts	0.00	0.00	0.00	0.00
Lombard Geography Bowl	0.00	0.00	0.00	0.00
Lombard Girls Basketball	-15.16	0.00	15.16	0.00
Lombard Library	-172.05	0.00	0.00	-172.05
Lombard PE/Health	0.00	0.00	0.00	0.00
Lombard Student Council	-3,194.17	0.00	0.00	-3,194.17
Lombard Track	-370.09	0.00	370.09	0.00
Lombard Volleyball	-134.77	0.00	134.77	0.00
Lombard Yearbook	-33.70	0.00	0.00	-33.70
Lombard Pass-Through Account	0.00	0.00	0.00	0.00
Silas CIS	-4,817.65	32.40	906.38	-3,943.67
Silas Sunshine	-7.60	0.00	0.00	-7.60
Silas Pass-Through Account	0.00	25.00	0.00	-25.00
King CIS	-883.12	0.00	200.00	-683.12
King Int PR/Sunshine Fund	0.00	0.00	0.00	0.00
King Yearbook	-765.23	0.00	0.00	-765.23
King Pass-Through Account	0.00	0.00	0.00	0.00
Gale CIS	-4,229.73	0.00	0.00	-4,229.73
Gale Pass-Through Account	0.00	0.00	0.00	0.00
Nielson CIS	-3,657.03	0.00	0.00	-3,657.03
Nielson Sunshine Fund	0.00	0.00	0.00	0.00
Nielson Yearbook	-580.22	0.00	0.00	-580.22
Nielson Student Council	38.49	0.00	0.00	38.49
Nielson Pass-Through Account	0.00	0.00	0.00	0.00
Steele CIS	-8,164.09	5.80	40.00	-8,129.89
Steele Sunshine Fund	-39.37	0.00	0.00	-39.37
Steele Pass-Through Account	0.00	0.00	0.00	0.00
Bright Futures CIS	-1,161.04	0.00	0.00	-1,161.04
Bright Futures Pass-Thru Acct	0.00	0.00	0.00	0.00
	-331,236.79	26,582.19	24,437.46	-333,381.52
	-331,236.79	26,582.19	24,437.46	-333,381.52
Grand Liability Totals	-331,236.79	26,582.19	24,437.46	-333,381.52

Number of Accounts: 159

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

Check Nbr	Vendor Name	Check Date	Check Amount
10829	Haase Embroderoy & Printing 2	10/12/2020	200.00
10830	Lingafelter, Matthew	10/12/2020	18.99
10831	MC Sport and More	10/12/2020	104.50
10832	Mowen, Tara	10/12/2020	40.00
10833	RNJ Distribution Inc.	10/12/2020	16.80
10834	Walsworth	10/12/2020	906.38
6	Computer	Check(s) For a Total of	1,286.67

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	6	Computer	Checks For a Total of	1,286.67
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	1,286.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,286.67

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense
Total				
18	Building Activit	1,286.67	0.00	0.00
1,286.67				

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
60433	Boxcar Express	10/12/2020	767047	GHS - TENNIS	1502100042	165.00	165.00
60434	Breedloves	10/12/2020	13767	GHS - GIRLS TRACK	1502100039	85.50	645.10
			40281	GHS - CROSS COUNTRY	1502100073	559.60	
60435	Bridgewater, Brandi Sierra	10/12/2020	Reimbursement	Activity - Reflector/Yearbook	232100016	60.00	60.00
60436	Bush Turf Inc.	10/12/2020	6992	GHS ATHLETICS	1502100069	720.00	720.00
60437	Corporate Payment Systems GAVC	10/12/2020	Lowe's	Bungee cords for tennis courts	0	12.28	12.28
60438	Corporate Payment Systems GHS	10/12/2020	Dominos	Activity Principal Staff Account- pizza for supply bags	232100005	90.76	90.76
60439	Dillard, Nancy	10/12/2020	Reimbursement	Activity - Musical	232100009	46.12	46.12
60440	Erickson, April	10/12/2020	Reimbursement	Activity - Reflector/Yearbook	232100014	60.00	60.00
60441	Galesburg CUSD #205	10/12/2020	Reimbursement	GHS - BOYS SWIM	1502100057	422.50	9,114.35
			Reimbursement 1	GHS - GIRLS SWIM	1502100058	422.50	
			Reimbursement 2	GHS - BOYS GOLF	1502100059	291.90	
			Reimbursement 3	GHS GIRLS SOCCER	1502100062	1,294.80	
			Reimbursement 4	GHS GIRLS TRACK	1502100063	2,768.50	
			Reimbursement 5	GHS VOLLEYBALL	1502100060	803.25	
			Reimbursement 6	GHS BOYS BASKETBALL	1502100061	2,033.40	
			Reimbursement 7	GHS BOYS CROSS COUNTRY	1502100064	400.00	
			Reimbursement 8	GHS - BOYS TRACK	1502100074	677.50	
60442	Hickey, Melissa	10/12/2020	Boys/Girls Swim Team	GHS ATHLETICS	1502100067	55.00	55.00
60443	Hillier, Craig	10/12/2020	Reimbursement	GHS - CROSS COUNTRY	1502100040	95.00	95.00
60444	Iavat	10/12/2020	IAVAT dues	Activity - FFA	232100012	175.00	175.00
60445	J W Pepper	10/12/2020	Acct #670444	Activity - Vocal Music	232100007	22.59	22.59
60446	Kiwanis Children's Fund	10/12/2020	Donation	Activity - Key Club	232100006	48.00	48.00
60447	Loving Bottoms Diaper Bank	10/12/2020	Donation	Activity - Key Club	232100008	112.55	112.55
60448	MC Sport and More	10/12/2020	3696	GHS - BOYS SOCCER	1502100044	224.85	1,375.95
			4323	GHS BOYS BASKETBALL	1502100066	102.00	
			4812	GHS BOYS BASKETBALL	1502100065	150.00	
			5819 and 5861	GHS - BASKETBALL CHEER	1502100041	578.25	
			6286	GHS - GIRLS TRACK	1502100054	320.85	
60449	Mercer County FFA	10/12/2020	Scantron dues	Activity - FFA	232100011	150.00	150.00
60450	Mockler, Amanda	10/12/2020	Reimbursement	Activity - Reflector/Yearbook	232100015	10.00	10.00
60451	Mowen, Tara	10/12/2020	131	GHS - TENNIS	1502100038	690.00	690.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ACTIVITY ACCOUNT			
60452	Senaptec, Inc	10/12/2020	200204	GHS - BASEBALL	1502100052	299.00	299.00
				ACTIVITY ACCOUNT			
60453	Stevenson, Bobbi	10/12/2020	Reimbursement	Activity -	232100013	55.00	55.00
				Reflector/Yearbook			
60454	VanHootegem, Raymond J	10/12/2020	Reimbursements	GHS - GIRLS SWIM	1502100050	13.16	13.16
				ACTIVITY ACCOUNT			
				22 Computer	Check(s) For a Total of		14,014.86

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	22	Computer	Checks For a Total of	14,014.86
Total For	22	Manual, Wire Tran,	ACH & Computer Checks	14,014.86
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	14,014.86

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
18	Building Activity Accounts	14,014.86	0.00	0.00	14,014.86





# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street  
Galesburg, IL 61401  
Ph. (309) 973-2000  
Fax (309) 343-7757  
[www.galesburg205.org](http://www.galesburg205.org)

**September 2020 (10/12/2020)**

### **SYMETRA LIFE/ADD INSURANCE PREMIUM**

LIFE- September 2020	437 Employees	\$1,589.50
ADD- September 2020	437 Employees	\$ 312.75
TOTAL		\$1,902.25

### **UMR ADMINISTRATION FEE'S**

September 2020	\$7,449.20
----------------	------------

### **SYMETRA STOP LOSS INSURANCE PREMIUM**

September 2020	\$65,485.86
----------------	-------------

### **UMR CLAIMS**

July 1, 2020-September 30, 2020	\$1,498,214.71
---------------------------------	----------------

### **EBC ADMINISTRATION FEES\***

July 1, 2020-September 30, 2020	\$0.00
---------------------------------	--------

### **EBC CLAIMS\***

July 1, 2020 –September 30, 2020	\$0.00
----------------------------------	--------

### **Other Claims/Individual Reimbursements**

July 1, 2020- September 30, 2020	\$0.00
----------------------------------	--------

### **Medical Insurance Fund Balance as of 08/31//2020**

**\$2,378,864.98**

\*EBC is administering the reimbursements for the ACP and MRP participants.

## MEDICAL TRUST FUND BALANCE

30-Sep-20

Month	Year	Beginning Balance	Receipts	Disbursements	Ending balance	Previous 12 Months of Expenditures	Fund Balance to Expenditure Ratio
OCTOBER	2017	4,397,685.54	267,782.28	236,472.40	4,428,995.42	236,472.40	1873%
NOVEMBER	2017	4,428,995.42	136,516.07	232,030.43	4,333,481.06	468,502.83	925%
DECEMBER	2017	4,333,481.06	398,943.05	69,038.30	4,663,385.81	537,541.13	868%
JANUARY	2018	4,663,385.81	277,457.96	263,359.36	4,677,484.41	800,900.49	584%
FEBRUARY	2018	4,677,484.41	267,713.51	381,096.83	4,564,101.09	1,181,997.32	386%
MARCH	2018	4,564,101.09	267,465.50	294,050.50	4,537,516.09	1,476,047.82	307%
APRIL	2018	4,537,516.09	398,666.83	225,690.05	4,710,492.87	1,701,737.87	277%
MAY	2018	4,710,492.87	249,622.41	538,951.10	4,421,164.18	2,240,688.97	197%
JUNE	2018	4,421,164.18	234,312.27	214,518.07	4,440,958.38	2,455,207.04	181%
JULY	2018	4,440,958.38	235,687.75	368,013.45	4,308,632.68	2,823,220.49	153%
AUGUST	2018	4,308,632.68	402,418.20	372,074.94	4,338,975.94	3,195,295.43	136%
SEPTEMBER	2018	4,338,975.94	262,170.15	289,375.13	4,311,770.96	3,484,670.56	124%
OCTOBER	2018	4,311,770.96	268,622.04	354,459.35	4,225,933.65	3,602,657.51	117%
NOVEMBER	2018	4,225,933.65	266,640.06	478,717.75	4,013,855.96	3,849,344.83	104%
DECEMBER	2018	4,013,855.96	257,102.12	401,684.18	3,869,273.90	4,181,990.71	93%
JANUARY	2019	3,869,273.90	272,414.38	474,641.48	3,667,046.80	4,393,272.83	83%
FEBRUARY	2019	3,667,046.80	318,552.01	350,205.00	3,635,393.81	4,362,381.00	83%
MARCH	2019	3,635,393.81	419,720.89	278,111.70	3,777,003.00	4,346,442.20	87%
APRIL	2019	3,777,003.00	468,191.81	440,558.73	3,804,636.08	4,561,310.88	83%
MAY	2019	3,804,636.08	361,125.38	400,256.87	3,765,504.59	4,422,616.65	85%
JUNE	2019	3,765,504.59	314,709.04	352,126.59	3,728,087.04	4,560,225.17	82%
JULY	2019	3,728,087.04	342,486.16	857,387.26	3,213,185.94	5,049,598.98	<b>64%</b>
AUGUST	2019	3,213,185.94	591,185.91	458,939.66	3,345,432.19	5,136,463.70	<b>65%</b>
SEPTEMBER	2019	3,345,432.19	331,745.35	302,705.23	3,374,472.31	5,149,793.80	<b>66%</b>
OCTOBER	2019	3,374,472.31	263,485.64	410,557.41	3,227,400.54	5,205,891.86	<b>62%</b>
NOVEMBER	2019	3,227,400.54	506,034.82	267,655.08	3,465,780.28	4,994,829.19	<b>69%</b>
DECEMBER	2019	3,465,780.28	274,689.39	390,824.07	3,349,645.60	4,983,969.08	<b>67%</b>
JANUARY	2020	3,349,645.60	390,751.65	439,929.52	3,300,467.73	4,949,257.12	<b>67%</b>

FEBRUARY	2020	3,300,467.73	266,093.62	395,486.44	3,171,074.91	4,994,538.56	<b>63%</b>
MARCH	2020	3,171,074.91	283,350.20	405,490.18	3,048,934.93	5,121,917.04	<b>60%</b>
APRIL	2020	3,048,934.93	280,821.81	354,400.28	2,975,356.46	5,035,758.59	<b>59%</b>
MAY	2020	2,975,356.46	293,825.36	215,898.43	3,053,283.39	4,851,400.15	<b>63%</b>
JUNE	2020	3,053,283.39	296,044.97	319,344.82	3,029,983.54	4,818,618.38	<b>63%</b>
JULY	2020	3,029,983.54	326,098.33	725,840.87	2,630,241.00	4,687,071.99	<b>56%</b>
AUGUST	2020	2,630,241.00	487,991.19	484,599.66	2,633,632.53	4,712,731.99	<b>56%</b>
SEPTEMBER	2020	2,633,632.53	217,079.15	471,846.70	2,378,864.98	4,881,873.46	<b>49%</b>

## GEA CBA Language

- 225 In the event that the Board elects a Program that is fully or partially self-funded, and in order to ensure an equitable balance between plan solvency, benefits, and premium costs, the following guidelines shall apply:
- a. The optimum balance for the Program fund shall be one hundred fifty percent (150%) of the previous twelve (12) month Program expenditures.
  - b. In the event that the fund balance drops below eighty percent (80%) of the previous twelve (12) month Program expenditures, the Committee will meet to determine the cause or causes. The Committee may, at its discretion, authorize premium increases and/or cost containment modifications.
  - c. Any premium increases and/or cost containment modifications will not take effect until the fund balance has dropped below sixty (60%) of the previous twelve (12) month Program expenditures.
  - d. In the event that the fund balance reaches two hundred percent (200%) of the previous twelve (12) month Program expenditures, the Committee may, at its discretion, authorize premium decreases and/or increased benefits.
  - e. All plan changes require school board action.



# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street

Galesburg, IL 61401

Ph. (309) 973-2000

Fax (309) 343-7757

[www.galesburg205.org](http://www.galesburg205.org)

**To:** Board of Education

**From:** Tiffany Springer

**Date:** October 12, 2020

**RE:** October Curriculum Report

### **Professional Development:**

- *Equity Leadership Team Training:*
  - On Thursday, October 1st, Marceline DuBois from the Equity Literacy Institute was able to lead our Equity Leadership Team in our initial virtual training for the 2020-2021 school year. We learned about and discussed the Basic Principles for Equity Literacy (Direct Confrontation, Equity Ideology, Prioritization, Redistribution, and "Fix Injustice, Not Kids"). Additionally, we learned about the "Ways of Being" that focused on idea exchange rates, clock time/cyclical time, emotionally expressive/emotionally restrained, and direct/indirect messaging.
  - This was a great first session and I am thankful for the work of our team to engage in this work and productive discussions related to equity. The members of our team include the following: Jennifer Bredemeier, John Prats, Dawn Michaud, Alicia Condreay, Scott Rasso, Valerie Hawkins, Tara Mowen, Leeanne Scherpe, Mindi Ritchie, Tina Imes, Ben Bredemeier, Nick Young, Brian Wright, Laura Plummer, Josh Bazon, Gaela Edwards, Tom Hawkins, Stephanie Williams, Carie Kuberski, Mindy Matthews, Becky Miller, Jared Bruening, Ginny Crowl, Stu Schaafsma, and Flor Frau.
  - Our next meeting will take place on November 18th where we will be developing our educational equity team action plan with the guidance of Marceline and the collaboration of our leadership team members.
- *October 19th Institute:*
  - I am working to complete the planning phase for our October 19th Institute and provide relevant sessions to assist teachers in the delivery of instruction. The goal will be to share out the October 19th Agenda on Friday, October 16th.
  - Ready Math Training Continued: All K-8 teachers of math (this includes special education and ESL teachers who co-teach and support math instruction)
  - Blended Learning: We will continue with the utilization of LINCSpring. There will be an am session and a pm session so that teachers have the flexibility to attend multiple offerings.
    - Focus: Leveraging Flipped Learning and Face-to-Face Instruction, Leveraging Video Platforms for Small Group Instruction, and Moving from Assessment to Instruction: Personalizing Instruction through Flexible Grouping Structures

- LINCSpring is an online professional learning space that guides educators through reflection and hands-on experiences in facilitating next-generation learning.
- Social and Emotional Learning Sessions-Made available through recordings so as to provide flexibility for teachers in attending multiple offerings.
- Social Studies Curriculum Planning Sessions (5th-8th grade am, 9th-12th grade pm)
- Writing Rubric and Public Speaking Rubrics Continuation of Implementation as well as application in the E-Learning environment

### **Fall Assessments:**

- We have completed the majority of our fall benchmark assessments. This data will be used to drive classroom instruction, guide our school improvement goal setting, and assist us in meeting our students' needs.
- Assessments Completed: ESGI (Kindergarten Entry Skills), AimsWeb+ (Grades 1 and 2), Scantron Reading (Grades 3-8), [Ready Math](#) (Grades 1-8), Scantron Reading and Math (Grades 9-11), ELL Screening, and SAT testing.
- We are still finishing up with make-up testing for some students who have not completed the various assessments.

### **Multilingual Learners:**

- We are currently in the process of finalizing the face-to-face supports for our English Language Learners. Please click [HERE](#) to learn more about our analysis of current language and instructional needs, concerns, goals, plans, and supports.
- The plan is for the selected students to begin attending face to face starting the week of October 19th, on a one-hour basis, two times a week. We are also trying to be mindful of sibling pairings, bus routes, and overall needs.
- Please click [HERE](#) to learn more about our Bilingual Parent Advisory Committee information.

### **HIGHLIGHTS regarding our *Added Curricular Offerings* in 2020-2021:**

- *Financial Literacy 7th and 8th Grades: (from Mr. Steck)*
  - We are utilizing the Junior Achievement (JA) Financial Curricular Resource for our 7th and 8th Grade Financial Literacy Courses.
  - The students are loving the activities and learning about money topics. 7th grade has explored areas of careers they are interested in and many are finding they hadn't really thought about it too much yet. They have also learned about BRANDS, both local, national, and worldwide brands. They then used that knowledge to create their own personal brands. This allowed them to be very creative and show what they are passionate about, while also creating a business brand for themselves. They really enjoyed this. As 7th graders have been exploring careers they have also been exploring the incomes that are a part of those careers. We discussed income and where that money comes from and goes. They are now moving into budgeting with that income.
  - 8th grade has been a fun time as these kids have a strong knowledge of some of the topics already. 8th grade is a bit more advanced as they are currently learning about stocks, bonds, and types of savings/retirement accounts. These include ROTH IRA's, 401 (K)'s, and other types of savings accounts. They have also explored income and where that money comes from. We also broke down taxes and where those taxes go that come out of your paychecks. They were quite surprised at the amount that comes out of each check! The 8th grade also did a career exploration project that allowed them to do research on types of careers and the income and benefits associated with them. The 8th grade will be completing all of the lessons and then they will be doing a "virtual finance park." This simulation gives them a fake job and income. They have to go through different costs of items such as groceries, pets, car payments, etc. and make

all of the choices with budgeting. This will be interesting to see how this goes, as I am the first virtual online JA teacher in our rep's region.

- Overall, the curriculum outlined by the Junior Achievement program has been and is going to be extremely beneficial to our students in 205. The skills the students are learning are going to set them up for success in the future. The Junior Achievement staff has been very helpful in getting things rolling for us. The activities provided are fun, creative, and beneficial to our students. The partnership will eventually introduce the students to people in our community who work in these very jobs they are researching and are interested in. Despite the few initial issues we ran into with logins, the virtual JA option has been a fantastic tool for our use during these trying times.

➤ *5th Grade Band: (from Mr. Cano)*

- This school year students in the 5th grade have the opportunity to participate in band. We are excited to have 130 5th grade students in our program this year. In this course, students will learn the fundamentals of their instrument, basic music theory, and play a variety of music. Aside from the virtual meets during the week, the students also meet with the band staff in person outside at GHS once a week. The 5th grade band has been progressing well throughout the first five weeks of school.
- So far the students are able to assemble their instrument, identify basic rhythms and notes, play five notes on their instrument and play "Hot Cross Buns." The students are very enthusiastic about learning their instruments. We are very proud of the progress and hope to continue this positive trend forward.

➤ *5th Grade Choir: (from Ms. Anderson)*

- My name is Miss Sarah Anderson and I am the Choir Director at Lombard Middle School. I am truly honored to be writing to you. This year Lombard was given the opportunity to start both a beginning band and beginning choir program for our fifth graders. As of today, the fifth grade choir has well over 70 young voices with a talent and passion towards music.
- So far this year the students have learned the basics of solfege, score analysis, and singing together as a group. The students are working hard and have started learning their first choral songs in preparation for a short virtual concert in December to share with the district. I am so proud of the students' hard work and dedication during these difficult times. The students in the entire middle school music program are full of energy and a spirit that can bring joy to any educator or person in District 205.

➤ *STEAM Grades 5 and 6 Update: (from Ms. Baker and Mrs. Rappanecker)*

- 5th-We have worked each week on thinking like a "STEAMologist" by making observations like a scientist, tech expert, artist, engineer and a mathematician. One additional assignment involved drawing a scientist doing science. This assignment was to discover bias about scientists. We collected data about the drawing and analyzed it. During our data collection we talked about how STEAM is used in jobs. For example, does your scientist drawing show your scientist doing math, solving a real world problem, etc.. A student drew their scientist solving the wildfire disaster and wrote about it too! One discovery we found was that any race and gender may be a scientist. This led to choice board "menus" for students to learn more about a scientist. One activity was to explain how this scientist used the parts of STEAM in their research or job, etc. Other activities in the menu included creating a conservation campaign, constructing a product (like Sara Breedlove Walker), discovering constellations (art-drawing some as well), and even using items around your home or outside to make a cattle chute (like Dr. Temple Grandin). We have also done a scavenger hunt to reinforce the STEAM concepts and discuss how STEAM is used and found in our everyday lives!
- In 6th grade STEAM we have also completed weekly "Think like a STEAMologist Observations". Students have also spent time creating arcade games out of cardboard. They created a plan for their game, then they built their game, had others test it and made a Google slides presentation about it. In their presentations they inserted pictures of the people testing their games, problems they encountered while creating their games and ideas for improving the game. Students have been sharing their work this week. It has been fun to see the different ideas students have had and how they created games using items they had at home.

- Additionally, we have recently partnered with Defined Learning to offer our students in 5th and 6th grade STEAM the opportunity to work through Problem-Based Learning and STEAM standards, activities, and projects.
  - “Defined Learning’s project-based learning units enhance core curriculum by providing opportunities for students to learn about STEM careers in context and connect the skills they are using in the classroom to the real work happening around the world. Defined Learning helps students apply what they have learned on a deeper level and develop skills that will make them successful in college and beyond. Each performance task provides the student with a unique and creative opportunity to transfer their knowledge into a real-life scenario utilizing “hands-on” projects.” **This comes directly from an excerpt on the Defined Learning [website](#).**
- *Keyboarding/Genius Hour: (from Mrs. Hunt)*
- Mrs. Hunt reported, “We began the year learning the correct keyboarding technique through the keyboarding online program and students are working independently on that while gaining confidence and perseverance. For Genius Hour, we are learning digital citizenship to become more responsible when using social media. We're learning how social media impacts us and others who see our postings and how to be more conscious when posting material online. In our 2nd quarter, we will begin a Genius Hour project where students will research a topic of their choice, create something(i.e.-product/presentation) to present their information, and then share it on social media. They are looking forward to it!!”

### **REMINDER-Parent Help Site:**

- Over the last few months, we have developed brief video tutorials to help our parents and families navigate E-Learning and the tools that we will be incorporating at Galesburg District 205. We released our Parent Help website several weeks ago and are excited about the tools this will continue to provide our families as we continue in E-Learning during the 2020-2021 school year. I want to thank Jared Bruening, Stuart Schaafsma, and John Prats for helping to make this vision a reality.
- The Parent Help Site can be accessed [HERE](#).

DATE: October 6, 2020

TO: Dr. Asplund

FROM: Dawn Michaud, Special Ed Director

SUBJECT: Special Education Update for the October 12<sup>th</sup> Board

Personnel: Staff Shortages

LBS 1 Special Education Teachers

We currently have 4 Long Term Subs in special ed positions (GHS -2, Churchill – 1, Lombard -1)

Projects working:

- Update on the low incidence in person month of September – 8 days
  - We have 50 students coming across 7 buildings
  - Staff attendance during the time 97%
  - Student attendance 86%
- Special Education Policy and Procedures updated reviewing will be done by Oct 16th Currently

Board report information:

- Special Education numbers included. As of 10/3/20 We continue to work on move ins and move outs
- We received our special education indicator report from ISBE for the 2018-19 school year, we were one point away from a perfect score



Special Education Data

School	Program	# programs	Grade Level	# students	Total Building
Bright Futures	Blended half	5 AM 4 PM	Pre-K	12	29
	Special Ed half	1	Pre-K	6	
	Full Day	2	Pre-K	5	
	Speech only			6	
Total BF					
King Elementary	Cross Categorical (CC)	2	K-4th	36	62
	Speech only			26	
Total King					
Silas Elementary	Cross Categorical (CC)	2	K-4	22	
	Emotional Disability (ED)	2	K-4th	13	72
	Comm rooms	2	K-4th	8	
	Speech only			29	
Total Silas					
Steele Elementary	Cross Categorical (CC)	2	K-4th	34	65
	Life Skills (LS)	2	K-4th	16	
	Speech only			15	
Total Steele					
Lombard Middle	Cross Categorical (CC)	5	5th-6th	85	111
	Life Skills (LS)	1	5th-6th	7	
	Emotional Disability (ED)	1	5th-6th	9	
	Speech only			10	
Total Lombard					
Churchill Middle	Cross Categorical (CC)	5	7th-8th	69	87
	Life Skills (LS)	1	7th-8th	8	
	Emotional Disability (ED)	2	7th-8th	7	
	Speech only			3	
Total Churchill					
Galesburg High School	Cross Categorical (CC)	10	9th-12th	130	189
	Emotional Disability (ED)	3	9th-12th	25	
	Life Skills (LS)	2	9th-12th	15	
	Life skills/Emotional	1	9th-12th	6	
GHS North	Cross Categorical (CC)	1	9th-12th	9	5
Speech only				4	
Total HS					
Camelot	Private Day	1	K-12	3	
Swann School	Residential Private	1	6th-8th	1	9
Maude Sanders	Hearing Impaired	1	K	1	
Total Private					
Parochial Speech only				9	
Head Start speech only				5	5
Total District					
CC - typical special ed in all buildings serves all disabilities					632
LS - serve students with low cognitive abilities functional curriculum					
ED - serve students with emotional concerns, manage behaviors					
Comm - students lower non-verbal autistic type characteristics					

# Bilingual Parent Advisory Committee

---

## October 7, 2020 - Update

Summary by John Prats

### **BPAC Virtual Communication**

Multilingual weekly update videos continue. Approximately 25 parents from BPAC submitted responses in the recent translated parent surveys, providing feedback for District 205. Many parents and students experiencing challenges with e-learning technology continue to use telephone, WhatsApp video and front door visits to receive multilingual technology assistance daily from a number of bilingual Multilingual team staff. Several additional parents have attended in-person parent university technology sessions this month. A number of additional translated documents and videos have been created to aid parents and students with the standardized testing platforms, with which the students have been engaged this month. Language Line telephonic interpreting service has also been in greater use for languages where the need is present and not fluently spoken by district personnel.

### **Student English Proficiency Screenings**

The Multilingual Learner department has completed nearly all English proficiency screenings for new students with more than one language in the home who are new to the district, as well as kindergarten and first-time pre-k students during the week. These state required screening sessions are identifying students who are eligible for English Learning and Bilingual services. October 8 is the final date for screening students who registered at the beginning of the 2020-2021 school year.

### **BPAC Zoom Meetings**

Feedback has been positive from a number of parents, when asked if Zoom was a desirable option for live BPAC meetings. Consequently, a BPAC Zoom meeting is scheduled for Tuesday, October 20 at 10:00 A.M and 6:00 P.M. BPAC members will be surveyed for questions and topics of importance to be included in the live Zoom meeting. The ELL/Bilingual program will also present program updates to BPAC members at this meeting. Information on how to access a Zoom meeting will be provided in a supplement to the weekly video message the week prior to the meeting. Parents will also provide feedback on a BPAC meeting schedule for the remainder of the school year.



# Galesburg Community Unit School District 205

## *Bright Futures Preschool*

932 Harrison Street

Galesburg, IL 61401

Ph. (309) 973-2031

Fax (309) 342-7260

To: Dr. John Asplund

From: Ellen M. Spittell

Date: October 12, 2020

Mission: Working with students and their families to build a solid foundation for lifelong success.	
Attendance	<p>9/10/2020-10/6/2020</p> <p>P3 81.7%</p> <p>P4 89.0%</p> <p>Attendance issues are ongoing especially engaging parents new to Bright Futures as well as ELL parents when language is a barrier. John Prats, Tes Newhall (BF ELL teacher) and our parent educators continue to reach out to parents and assist them so that they are shown how to get on our Google Meets and be active participants.</p>
Highlights from the first 5 weeks	<p>Wow! How much teaching and learning has transformed in a few months. Teachers have embraced and incorporated new technology provided to them through Professional Development throughout their teaching. Obviously, parents or siblings must assist the students in their Google Meets and activities. To that end Bright Futures teachers have built relationships with parents so that they realize they are the key facilitators in assisting their child attending Meets and completing activities. Parents who were not technologically savvy have been asked to learn unfamiliar technology. They are to be commended for sticking with it and getting on board. We have been able to climb a steep mountain in the past few weeks and feel we have been successful.</p>
How our E-Learning has evolved from August 10-October 12.	<p>For the first five weeks almost everything was new to all of us. Teachers had to learn how to prepare and deliver lessons using Seesaw. Students and parents had to learn how to use Ipads and log into Seesaw in order to attend Google Meets and be an active participant in their classroom. Teachers have been "thinking out of the box" when creating lessons and activities in this remote environment as it is difficult to hold the attention for an extended period of time with 3 and 4 years olds! Meets</p>

	<p>introduce students to songs, weather predictions, new topic discussion, feelings, etc. PreK students are able to mute/unmute their microphones to answer teacher questions. They are able to make an audio response to their activity on Seesaw or take a picture and post it. Of course, parents or older siblings have had to set aside time in their schedules to assist in E-learning with our students and we are encouraged by the level of engagement. Teachers have incorporated our Feeling Buddy curriculum into the first few weeks of school for our SEL learning.</p>
Recommendations going forward	<p>The staff has done an outstanding job acclimating in this uncertain time. They have worked diligently to plan and deliver lessons. They have made connections with all parents. We need to continue to find ways to reach out to those who are not consistently in attendance, find the reason and find a resolution so that students are able to be daily and consistently involved. We need to continue to collaborate with each other to ensure we are supporting each other and learning from each other. We need to look back and see how much we have accomplished in such a short time and continue to plan for what lies ahead and how we can improve ourselves even more.</p>



# Galesburg CUSD #205

932 Harrison Street, Galesburg, IL 61401

Phone: (309) 973-2000 Fax: (309) 343-7757

District Website: [www.galesburg205.org](http://www.galesburg205.org)

*...Helping Students Achieve Their Dreams...*

To: Dr. John Asplund, Superintendent of Schools

From: Jennifer Bredemeier

Date: October 7, 2020

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Total
Pre-conferences	1	2								3
Observations	2	5								7
Post-conferences	1	1								2
Summative Conferences	1	3								4



# Galesburg Community Unit School District 205

*Dr. Martin Luther King Jr. Elementary School*

1018 South Farnham

Galesburg, IL 61401

Ph. (309) 973-2012

Fax (309) 343-2161

king.galesburg205.org

To: Dr. John Asplund, Superintendent of Schools

From: Valerie Hawkins, Administrator, Dr. Martin Luther King Jr. Elementary School

Date: 10/12/2020

## Mission:

At Dr. Martin Luther King Jr. Elementary School, we believe that education is the foundation to life success for all students. To ensure that foundation we will:

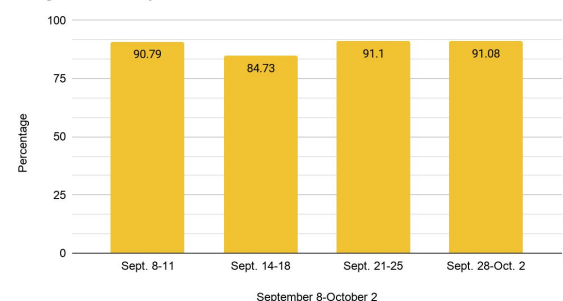
- Collaborate as team players with students, families and the Galesburg community to include everyone.
- Provide an equitable environment that is safe, nurturing and stimulating to meet students' needs.
- Foster a positive school climate which builds self-esteem, encourages mutual respect and values individual differences.
- Support students through high academic and behavior expectations.

## Vision:

Dr. Martin Luther King Jr. Elementary School will embrace diversity, equity and inclusion to achieve academic excellence.

## Attendance Data

King Elementary Attendance





# Galesburg Community Unit School District 205

*Dr. Martin Luther King Jr. Elementary School*

1018 South Farnham

Galesburg, IL 61401

Ph. (309) 973-2012

Fax (309) 343-2161

king.galesburg205.org

Highlights from the first 5 weeks	<ul style="list-style-type: none"><li>• King School currently has 4 in person learners each day for 2 hour sessions.</li><li>• Assessments in the areas of both mathematics and literacy have occurred in all grade levels to guide instruction and plan independent learning paths through the new Ready Math program being utilized for the first year of implementation.</li><li>• Instructional Paraprofessionals are participating in 1:1 instruction for 30 minute time periods with 21 students daily via Google Meets.</li><li>• The King Staff have done an outstanding job of working as a team. The collaboration among and between grade levels and other staff in the building to provide impactful instruction has been outstanding.</li></ul>
Evolution of E-Learning from Aug. 8 to the present	<ul style="list-style-type: none"><li>• Students and families have gained confidence in their ability to navigate and engage with the virtual classroom format.</li><li>• Teachers have continued to build their capacity to utilize the various technology tools and resources to further deepen their ability to be responsive teachers in the E-Learning format.</li><li>• Small group instruction has begun through the use of Google Meet. These small groups allow for targeted instruction of needed skills and relationship building.</li></ul>
Recommendations for the future	<ul style="list-style-type: none"><li>• Continued relationship building with students and families to support further engagement and attendance in the E-Learning environment.</li><li>• A new session of Parent University supported by the Instructional Coaches to guide families to extend understanding of the technology platforms and online assignments.</li></ul>



## Silas Willard Elementary School

.....Helping Students Achieve Their Dreams....

Jonathan Bradburn, Principal, & Brandy Dornon, Dean of Students

Phone: (309)973-2015 Fax: (309) 343-0569

460 Fifer St, Galesburg, IL. 61401

[www.galesburg205.org](http://www.galesburg205.org)

October 8, 2020

To: Dr. John Asplund, Superintendent

From: Jonathan Bradburn - Principal

Re: Board Report

<b>Mission:</b> Silas Willard welcomes everyone in an inclusive, diverse learning community that values equality and recognizes and respects strengths and needs of all learners without exceptions.	<b>Vision:</b> Silas Willard Elementary School will set the standard for excellence in providing a rigorous, caring and equitable school experience.
<b>Attendance -</b>	<p>Average daily attendance - 92.4%</p> <p>K- 88.4%</p> <p>1- 92.3%</p> <p>2- 87.9%</p> <p>3- 97.8%</p> <p>4- 95.0%</p> <p>Percent of students being served from the <b>student support form</b> - 23 students representing 5.6% of the student population at Silas Willard.</p>
<b>Highlights from the first 5 weeks</b>	<p><b>In-person learning</b> - Special education teachers have been doing in-person learning with one or two students according to a daily schedule. This has been going very well. Teachers are conducting their lessons and then also joining synchronous instruction meetings with the regular division classes. This coordination of staff and resources has been effective.</p> <p>Teachers have continued to hone their skills in presenting content to students in a remote setting. Teachers not only present their students with a "week at a glance" schedule, but also create daily</p>



	<p>schedules with live links to all meetings. This is very helpful for parents and caregivers who sometimes struggle with the technology. Teachers have used colorful icons and have linked the meeting address to the icons so parents have one location to find each day.</p>
<p><b><i>How our E-Learning has evolved from Aug. 8 to today</i></b></p>	<p>It appears that teachers are becoming more comfortable with E-Learning and the resources made available to them. Instead of being thought of as an add-on, teachers are becoming more effective at truly integrating online tools and learning management systems. The students are getting much better at accessing content, as evidenced by a reduction in support calls taken by the school office.</p>
<p><b><i>Recommendations going forward</i></b></p>	<p>Having the instructional coaches available through online meetings has helped greatly and should be continued. If it becomes possible for in-person meetings for continued professional development, that would be well received.</p>



# Galesburg Community Unit School District 205

## Steele Elementary School

1480 West Main Street  
Galesburg, IL 61401  
Ph. (309) 973-2016  
Fax (309) 343-1259  
steele.galesburg205.org

To: Dr. John Asplund, Superintendent of Schools  
From: Jennifer Graves, Principal, Steele Elementary School  
Date: 10/12/2020

<b>Mission:</b>  AT STEELE SCHOOL... Diversity is who we are. Equity is what we strive to provide. Inclusion is how we achieve our goals. Together we inspire dreams, celebrate learning and embrace the future.	<b>Vision:</b>  Creating learners who make wise choices, embrace challenges, and own their futures.																								
<b>Attendance:</b>	<table><tr><th></th><th>SEPT. 22-30</th><th>OCT. 1-8</th></tr><tr><td>K</td><td>89.38%</td><td>93.06%</td></tr><tr><td>1</td><td>90.09%</td><td>91.92%</td></tr><tr><td>2</td><td>92.82%</td><td>92.82%</td></tr><tr><td>3</td><td>90.84%</td><td>93.78%</td></tr><tr><td>4</td><td>94.30%</td><td>95.17%</td></tr><tr><td>OVERALL %</td><td>91.44%</td><td>93.27%</td></tr><tr><td>OVERALL AVERAGE DAILY ATTENDANCE</td><td>425.87 STUDENTS</td><td>430.58 STUDENTS</td></tr></table>		SEPT. 22-30	OCT. 1-8	K	89.38%	93.06%	1	90.09%	91.92%	2	92.82%	92.82%	3	90.84%	93.78%	4	94.30%	95.17%	OVERALL %	91.44%	93.27%	OVERALL AVERAGE DAILY ATTENDANCE	425.87 STUDENTS	430.58 STUDENTS
	SEPT. 22-30	OCT. 1-8																							
K	89.38%	93.06%																							
1	90.09%	91.92%																							
2	92.82%	92.82%																							
3	90.84%	93.78%																							
4	94.30%	95.17%																							
OVERALL %	91.44%	93.27%																							
OVERALL AVERAGE DAILY ATTENDANCE	425.87 STUDENTS	430.58 STUDENTS																							
<b>Highlights from the first 5 weeks:</b>	<p><u>Paraprofessionals</u> <i>Our paraprofessionals have been busy virtually meeting with small reading groups and individual students who need support completing assignments. They have also been helping meet the SEL needs of individual students who just need someone to check in with and help to organize their tasks. Sometimes the child just needs encouragement / support.</i></p> <p><u>Life Skills</u> <i>The Life Skills Teachers and Paraprofessionals have done an excellent job engaging both the LS students who are remote, as well as those in person. Students are able to work on speech and language, receive social work minutes and engage in 1:1 activities aligned with their individual goals. We are thankful for the hard work of the teachers, paraprofessionals and custodian for making sure the in person learning environment is safe for our students.</i></p> <p><u>First Grade</u> <i>I have had the opportunity to watch our first grade students begin to put all their phonics work and reading strategies together and begin to read! I was concerned about first graders learning to read online; however, I have been so impressed with their growth in a short amount of time! They are excited and proud of themselves!</i></p>																								

<p><b>How our E-Learning has evolved from Sept. 8 to today</b></p>	<p><u>Ease of Use:</u>  <i>The first week of instruction was a bit “clunky”. Watching the classroom teachers and families get acclimated with the platforms, necessary routines and netiquette was an excellent lesson in perseverance...AND IT PAID OFF! Because of this hard work and perseverance, even our K/1 students are able to mute/unmute at appropriate times, navigate their assignments, find their google meets and follow the routines put in place by their teachers.</i></p> <p><u>Formative Assessment</u>  <i>Teachers have found ways to provide ongoing, individual, formative feedback to students through their virtual lessons. Examples I have seen of this: students have been trained to tilt their chrome screen down while doing math groups so the teacher can see their work on their dry erase sheets or as they are working with their math manipulatives. Teachers can then give immediate feedback and correct misunderstandings as they occur. When working with phonics, students are holding up vowel cards, utilizing hand signals, manipulating blocks for word parts and pointing the camera down as they work on blends. This allows the teacher to quickly assess who can be pushed ahead and who needs to join a small group for reteaching. During guided reading groups, teachers get to hear their children read aloud individually and chorally. This allows teachers to target individual areas in need of improvement and helps them to plan accordingly.</i></p> <p><u>Reading and Math Groups</u>  <i>With benchmarking done, teachers have been able to analyze data and place students in small guided reading and math groups. All students participate in the direct instruction together; students then participate in their small groups for guided practice and work is assigned to individual students based on their independent level. Teachers have done an excellent job differentiating instruction and meeting individual needs in a virtual environment.</i></p> <p><u>Meeting the Needs of Synchronize and Asynchronous Learners</u>  <i>Teachers have been using their new technology tools to meet the needs of both sets of learners. Below are a couple examples of how students are engaging with teachers in asynchronous learning that goes beyond just posting assignments.</i></p> <p><a href="#"><u>First Grader Reading First Grade Guided Phonemic Awareness Lesson</u></a>  <a href="#"><u>K recorded lesson (phonics) Kindergarten Lesson Student Response</u></a>  <a href="#"><u>K recorded math lesson Kindergarten Math Response</u></a>  <a href="#"><u>Fourth Grade SS Lesson Recorded</u></a></p> <p><i>Teachers then give audio responses and feedback directly on the students assignment. These types of asynchronous learning opportunities make two way communication possible and meaningful.</i></p>
<p><b>Recommendations going forward</b></p>	<p><i>Our first priority is always to keep teachers and students safe. My heart wants kids back at school with us; however, I do not want to risk the health and well being of our school family.</i></p> <p><i>In trying to find the silver lining, I have seen parents very invested in their students learning and truly being partners with the teachers. Our relationships with families are stronger than they have ever been and we feel so thankful for our wonderful, supportive and hard working families.</i></p> <p><i>We have learned a lot bringing a dozen students back to our life skills program in person. There were organizational, procedural and instructional items we had to learn quickly in order to keep everyone safe and learning. I would not feel comfortable with everyone coming back at one time. My suggestion would be to bring our students with the greatest needs back in shifts. Perhaps ELL and Cross Category students who are unable to access their level of support online and see how that transition works. From there look at the lowest 5% of students and so on.</i></p>



# Churchill Junior High School

Mr. Tom Hawkins

[thawkins@galesburg205.org](mailto:thawkins@galesburg205.org)

905 Maple Avenue, Galesburg, IL 61401

(309)-973-2002 Fax: (309) 342-6384

<https://www.galesburg205.org/o/cjhs>

To: Dr. John Asplund, Superintendent of Schools

From: Tom Hawkins, Principal

October 8, 2020

<b>Mission:</b> Churchill Junior High School will embrace and celebrate the diversity contained within each member of our school community. In our nurturing environment, we will <b>empower</b> every student to reach their fullest potential. Together we will be accountable, responsible, and respectful members of society.	<b>Vision:</b> Churchill will be a school that is safe and inclusive, a place where learning is experienced by all members of our school community.
<b>Attendance</b>	9/8/2020 - 9/31/2020  7th Grade: 80.0%  8th Grade: 72.0%
<b>Highlights from the first 5 weeks</b>	There has been a new normal created at Churchill Junior High. Our staff is really seeing the importance of creating relationships with students and their families. We have a long way to go, but are making strides everyday by stepping outside of our comfort zones. Our staff has been extremely flexible in their efforts to reach students. As a result of our increased numbers of students having difficulty attending and those that are not doing well academically; we have created a wrap around process at each grade level. Twice a week, our grade level teams are meeting to discuss students in need of encouragement and positive praise. Students that are identified for praise are being recommended to administration, and these students are having their names and positive behavior attributes highlighted on the daily announcements. Students that are in need of encouragement are receiving personal phone calls from teachers in an effort to get them back on track. Students who are in continuous need

	<p>are then referred to our student report form where they are receiving wrap around services from our counselor or a member of administration. I have had the pleasure of witnessing in-person band sectionals as well as a few cross country meets. It has been a wonderful experience seeing our students do normal activities under abnormal circumstances. We have created homework help office hours by utilizing our paraprofessionals. Finally, our school improvement team had our initial meeting; we will be focusing on an academic goal, an SEL goal for students, and a staff culture and climate goal.</p>
<p><b><i>How our E-Learning has evolved from Aug. 8 to today</i></b></p>	<p>I am most proud of the growth of our educators. There has been a wonderful exchange of ideas between our veteran and new teachers when it comes to blended learning. Although technology comes easy to our younger staff, our veteran teachers are making huge strides in the delivery of online instructional practices. It has been a pleasure to receive “look what I created” type documents from these staff members. My most veteran teacher now utilizes four devices engaged to teach a class. That teacher started with one device. Our district did a fantastic job at preparing our staff to deliver instruction, we now in the process of pivoting our instruction to meet the evolving needs of our students.</p>
<p><b><i>Recommendations going forward</i></b></p>	<p>We need to continue to find ways to engage students. This needs to be a community effort. It is too large for just our staff to handle. We are taking the message out into the community. We need to find ways to engage our parents in the process as well. I think we need to continue reaching out to the community in this time of need to solicit their feedback.</p>



# Lombard Middle School

Mr. Nick Young

[nyoung@galesburg205.org](mailto:nyoung@galesburg205.org)

1220 E. Knox St. Galesburg, IL 61401

(309)-973-2004 Fax: (309) 342-7135

<http://lombard.galesburg205.org>

To: Dr. John Asplund, Superintendent of Schools

From: Nick Young, Principal, Lombard Middle School

Date: 10/12/2020

<b>Mission:</b> Lombard Middle School is committed to providing a safe, equitable, and inclusive environment in which all teachers, staff, and community value our diverse population of students, build relationships within our school and community, and help all students reach their highest level of academic achievement and social responsibility to become productive, life-long learners.	<b>Vision:</b> Lombard Middle School will be a model school for technology integration, curricular rigor and overall building climate.
<b>Attendance</b>	9/8/2020 - 10/6/2020  5th Grade: 91.03%  6th Grade: 92.98%
<b>Highlights from the first 5 weeks</b>	I'm so proud of our staff, students, and families as they've met the challenges of our current reality. It is exciting to hop into a Google Meet classroom and see children excited to see other students and interact with their teacher(s). In 5 weeks, we have been able to establish student/teacher classroom relationships, deliver 4 student benchmark testing diagnostics, and address over 125 student support requests (this does not include the countless contacts of teachers and outreach/dean that land well over 300+). Our staff continues to refine and seek efficiencies while focusing on engagement with students. The creativity of both students and staff has been nothing short of amazing. I'm most proud that as a Lombard Community we have proven to ourselves that we can succeed with teaching and learning in a setting that is not ideal and certainly offers challenges.

<p><b><i>How our E-Learning has evolved from Aug. 8 to today</i></b></p>	<p>Overall, I feel most of our families, students, and staff are starting to hit their “stride” with E-Learning. Students are becoming familiar with their scheduled meet times and how to navigate google classroom. Their engagement on Google Meets have been appropriate and respectful (I can count on one hand how many referrals have been made to Admin. for disruptive behavior). Staff and students alike are now transitioning from exposure to implementation when it comes to technology tools and platforms. While the process has not been flawless, I’ve seen staff adapt to this new delivery method and really start to deliver their respective curriculum. As mentioned above, we’ve navigated the necessary diagnostic testing and are now beginning the process of breaking that data down to guide our instruction. We are not blind to the challenges it has presented--consistent engagement, attendance, tech issues--but are adapting more efficiently to address those needs.</p>
<p><b><i>Recommendations going forward</i></b></p>	<p>I’m proud of our teachers, outreach team, and Dean as they’ve offered unbelievable student and family support. It is imperative this effort is continued to further engage students, help with internet access, and ensure our SEL programming continues to be rolled out.</p>



# Galesburg High School

## October Board Report

***"Helping Students Achieve Their Dreams"***

1135 West Fremont Street, Galesburg, IL 61401-2499

Phone: (309) 973-2001

Fax: (309) 343-7122

### **Mission:**

As a partnership of students, staff and community, Galesburg High School seeks to provide all students with equal opportunity to achieve academic, physical, and vocational success in a caring environment. This environment shall be based upon mutual respect where all teachers have the right to teach and all students have the right to learn. Our commitment to excellence will enable students to develop as productive, socially responsible citizens.

### **Vision:**

Empowering every student to compete and contribute positively to our community and global society.

### **Attendance:**

9th: 77.6%  
10th: 85.39%  
11th: 83.14%  
12th: 86.23%

### **Highlights from the first 5 weeks**

- Corrine Wascher wrote, "I am sure you have heard feedback but I wanted to reach out with thanks. I personally had a great experience this first week and I want to thank the district for that. The hours of training and that extra week of preparation time was invaluable! There are a ton of hours that have gone into this week but ultimately, it has changed my teaching game and has really pushed me to grow and become better at my craft. I am also so thankful that we have students on only one platform. I see districts that have students both in person and at home and my friends that are teaching in this manner seem to be having a rough time of it. I know the decision to go to E-Learning wasn't popular with everyone but I think it was the right one for the uncertainty of the year. Another thing I appreciate is how this seems to be a positive experience for students with social anxieties. I feel that online learning gives them a chance to participate while still maintaining privacy such as keeping their camera off, using the chat feature in Meets, and emailing on a regular basis for feedback. I am not sure what other feedback you have been getting from teachers and the community this week but I wanted to share the positive takeaways I have had from the week. Again, thank you for really equipping us to proactively tackle this year. Happy Friday and have a great weekend".
- Mr. Ellison stated "I just wanted to let you know how well things are going for me this year. So far, I have embraced technology and have been working hard to transform my art instruction. I have had great google meets participation, today I had 18/22 kids online in my sculpture class. I have an open (virtual) studio, 3 days per week, where kids log on and we all work on art together. I definitely feel inspired".
- Mr. Baxter shared the following "I want to share a few things with my commanding officers before I head back into the fray. This is only my point of view. I wouldn't want to suggest this is how it is going for all teachers, and I am sure that many teachers have opposite feelings. This is me.
  1. I am trending upward in my teaching and my online skills. I am getting faster, more organized, and more comfortable. I don't feel like I am collapsing. I feel like I'm growing into this



2. Jeff Houston mentioned in our last faculty meeting that one side benefit from this is that parent involvement is up. I hadn't thought of that. But I think that many parents and guardians are more involved and more aware of what we are doing each day. Good!
  3. The shorter classes have opened up essential planning time for me. I am using all of that extra time, and more, to prepare for each online class. I didn't realize how important this would be.
  4. Thanks for investing in our training (some of which I needed and some of which I don't feel I can use but maybe others can). Thanks for investing in our equipment. I have a document camera on my desk here at home. Thanks for investing in district memberships to things like Pear Deck and Screencastify. These are tools I use.
  5. My opinion is that I would rather not switch back and forth between in-person and E-Learning. I want to stick with one program rather than going through so much uncertainty and organizational whiplash if we were to flip back and forth between meeting in person and then quarantining as COVID cases pop up."
- Teachers are implementing the SEL curriculum during their advocacy periods.
  - Food Service continues with its grab and go meals (50/60) distribution site at the high school to support students in our remote learning program.
  - We have made 49 home visits to help students with different issues.
  - We have delivered 11 Hot Spots to GHS students.
  - 543 students met or exceeded our 95% goal for attendance.

#### **How our E-Learning has evolved from Aug. 8 to today**

- Teachers continue to give instruction through a variety of digital platforms. This new adventure has been difficult at times to navigate with our students and families. But, we are past the implementation process of incorporating our remote learning plan and we are getting better at it each day. Our focus is now on student engagement. We have started making home visits and have started implementing the SEL curriculum into our advocacy periods.

#### **Recommendations going forward**

- Whether we are in person or on remote learning we need to focus on the following principles: (1) supporting continuous improvement on instruction, (2) providing access for all students, and (3) maintaining efforts to maximize student engagement.
- Equity of access to learning for our students with disabilities, second language learners, and low socioeconomically disadvantaged students needs to become our priority.



# Galesburg Community Unit School District 205

**Galesburg High School North**

1135 West Fremont Street

Galesburg, IL 61401

Ph. (309) 973-2003

Fax (309) 343-1237

[gale.galesburg205.org](http://gale.galesburg205.org)

To: Dr. John Asplund, Superintendent of Schools

From: Mindi Ritchie, Principal, Galesburg HS North

Date: 10/12/2020

**Mission:** At GHS North, we believe all students have value with unlimited potential. We focus on building lasting relationships by embracing diversity, providing inclusion for all, and creating opportunities for students.

**Vision:** Preparing students to be college, career, and life ready so they can contribute positively in our community.

## Attendance:

Due to asynchronous learning opportunities available to students, an attendance rate alone does not provide an accurate picture of student attendance. As all GHS North students may be considered "at-risk" by virtue of their inclusion in our programming, twice per week all GHS North staff review student progress individually, including both attendance and engagement-related data. Interventions are also selected to be completed during the following week. This system gives us valuable information at both the micro and macro-level.

A	B	C	D	E	F	G
Student Name	Grad Yr	9/16	9/18	9/23	9/25	Week of 9/28
	2023	Low engagement	Low engagement	Low engagement	missing homework	missing homework
	2021	Doing well in classes	Doing well in classes	Low engagement	wellness check	wellness check
	2021	Doing well in classes	Doing well in classes	Doing well in classes	Low engagement	Doing well in classes
	2021	Doing well in classes	Doing well in classes	Doing well in classes	Low engagement	Doing well in classes
	2022	Doing well in classes	Doing well in classes	Doing well in classes	Low engagement	Low engagement

## Term 1 attendance rate thus far:

Seniors- 16 students-80%

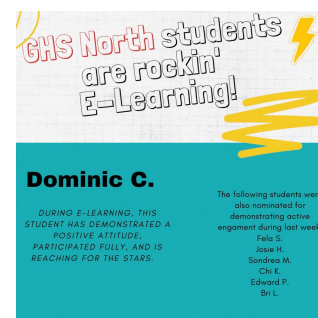
Juniors- 17 students-73%

Sophomores- 16 students-80%

Freshmen- 6 students-69%

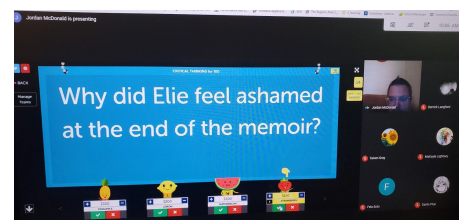
## Highlights from the first 5 weeks:

- As mentioned above, we created a Google Sheet aimed at recording and monitoring student performance and engagement. Each week we determine if additional intervention is needed to aid in student success. For the second week of October, we are also adding midterm grade data to our spreadsheet.
- GHS North School Counselor Sarah Wills created a Google Classroom focused on College and Career Readiness. In September, she put particular emphasis on FAFSA and SAT completion, as well as offering academic and community support resources.
- Through our district-wide Student Support and Student Engagement processes, four GHS North and their siblings have received a hotspot. We have conducted 8 home visits to students needing the intervention. Additional students have been served through SEL on Wheels.
- Weekly, our own Mr. Lencioni hosts a virtual game night with North staff and students, allowing all of us to engage and connect with one another in a non-academic forum.
- We created a weekly contest to recognize North students that are "Rockin' E-Learning".



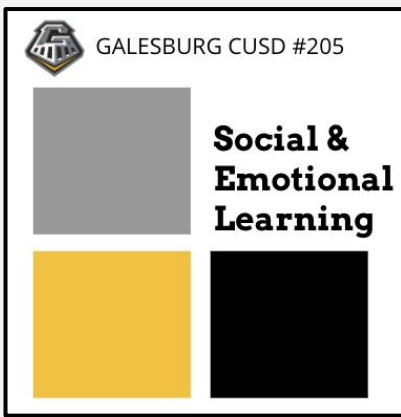
## How our E-Learning has evolved from Aug. 8 to today:

- Many GHS North students are now following individual routines regarding organizing their synchronous and asynchronous learning. This has happened because of the individual attention provided by GHS North teachers.
- Teachers are using various means to receive and provide feedback in regards to student learning. Powerpoints have been converted to Peardeck and EdPuzzle, for example.
- More and more students prefer having their cameras turned off during synchronous learning. This has many implications, and we are working through how to best ensure student needs are met.



**Recommendations going forward:**

- GHS North School Improvement Planning meeting is scheduled for October 16th, 2020, from 3-5:00 p.m. We are still working to secure a parent volunteer for this committee work.
- Community organizations are rallying around us to determine how to best meet our students' needs during E-Learning, including holiday planning.
- In October, we are planning focused work on Diversity, Equity, and Inclusivity during Advocacy through the use of curriculum provided by Everfi.



# Monthly Update for the Board

**In September,  
our work was focused on ensuring that no  
student falls through the cracks.**

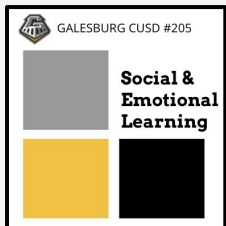
## Recent Areas of Emphasis

### Student Support Services

- Feedback was sought from Student Support Personnel regarding the Student Support Form and Student Engagement Flowchart. Staff feedback resulted in the process being streamlined further.

### #SEL in 205

- **Professional Development:** On September 1st, all teachers were trained on initiatives around SEL in #205. Links to each aspect of the training are included in the SEL Virtual Office. Click on the SEL icon on the left to view. From there, you can explore various resources. Click "Teacher Self-Care" to see the new site created around teacher wellness and self-care.
- **Suite 360:** This curriculum is being deployed weekly to all students in grades K-12 in #205. Their first lesson districtwide was about COVID-19 and attending school during a pandemic. More information about Suite360 can be found by clicking on the Suite360 icon.
- **SEL on Wheels:** We're rolling! Student Service Personnel are working after hours in conjunction with the 21st Century Grant program to assist students in their own neighborhood with SEL, academic, and food insecurity-related needs. More information can be found by clicking on the minivan icon to the left.



**IASB POLICY REFERENCE MANUAL  
TABLE OF CONTENTS  
SECTION 2 - SCHOOL BOARD**

Governance

- 2:10 School District Governance
- 2:20 Powers and Duties of the School Board; Indemnification
  - 2:20-E Exhibit - Waiver and Modification Request Resource Guide

Board Member

- 2:30 School District Elections
- 2:40 Board Member Qualifications
- 2:50 Board Member Term of Office
- 2:60 Board Member Removal from Office
- 2:70 Vacancies on the School Board - Filling Vacancies
  - 2:70-E Exhibit - Checklist for Filling Board Vacancies by Appointment
- 2:80 Board Member Oath and Conduct
  - 2:80-E Exhibit - Board Member Code of Conduct
- 2:90 **OPEN**
- 2:100 Board Member Conflict of Interest
- 2:105 Ethics and Gift Ban
- 2:110 Qualifications, Term, and Duties of Board Officers
- 2:120 Board Member Development
  - 2:120-E1 Exhibit - Guidelines for Serving as a Mentor to a New School Board Member
  - 2:120-E2 Exhibit - Website Listing of Development and Training Completed by Board Members
- 2:125 Board Member Compensation; Expenses
  - 2:125-E1 Exhibit - Board Member Expense Reimbursement Form
  - 2:125-E2 Exhibit - Board Member Estimated Expense Approval Form
  - 2:125-E3 Exhibit - Resolution to Regulate Expense Reimbursements

## Board Relationships

- 2:130 Board-Superintendent Relationship
- 2:140 Communications To and From the Board
  - 2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use
- 2:150 Committees
  - 2:150-AP Administrative Procedure - Superintendent Committees
- 2:160 Board Attorney
  - 2:160-E Exhibit – Checklist for Selecting a Board Attorney
- 2:170 Procurement of Architectural, Engineering, and Land Surveying Services
  - 2:170-AP Administrative Procedure - Qualification Based Selection
- 2:180 **OPEN**

## Board Meetings

- 2:190 **OPEN**
- 2:200 Types of School Board Meetings
  - 2:200-AP Administrative Procedure - Types of School Board Meetings
- 2:210 Organizational School Board Meeting
- 2:220 School Board Meeting Procedure
  - 2:220-E1 Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes
  - 2:220-E2 Exhibit - Motion to Adjourn to Closed Meeting
  - 2:220-E3 Exhibit - Closed Meeting Minutes
  - 2:220-E4 Exhibit - Open Meeting Minutes
  - 2:220-E5 Exhibit - Semi-Annual Review of Closed Meeting Minutes
  - 2:220-E6 Exhibit - Log of Closed Meeting Minutes
  - 2:220-E7 Exhibit - Access to Closed Meeting Minutes and Verbatim Recordings
  - 2:220-E8 Exhibit - School Board Records Maintenance Requirements and FAQs

2:220-E9 Exhibit - Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration

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

#### Board Policy

2:240 Board Policy Development

2:240-E1 Exhibit - PRESS Issue Updates

2:240-E2 Exhibit - Developing Local Policy

#### Board Records

2:250 Access to District Public Records

2:250-AP1 Administrative Procedure - Access to and Copying of District Public Records

2:250-AP2 Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules

2:250-E1 Exhibit - Written Request for District Public Records

2:250-E2 Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records

2:250-E3 Exhibit - Recurrent Requestor Notification

#### Uniform Grievance Procedure

2:260 Uniform Grievance Procedure

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

2:260-AP2 Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager

#### School Board

2:265 Title IX Sexual Harassment Grievance Procedure

2:265-AP1 Administrative Procedure - Title IX Sexual Harassment Response

2:265-AP2 Administrative Procedure - Formal Title IX Sexual Harassment Complaint Grievance Process

2:265-E Exhibit - Title IX Sexual Harassment Glossary of Terms



## **School Board**

### **Uniform Grievance Procedure 1**

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy<sup>2</sup>, or have a complaint regarding any one of the following: <sup>3</sup>

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq. <sup>4</sup>
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Sexual Harassment Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq. <sup>5</sup>

---

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

<sup>1</sup> State or federal law requires this subject matter be covered by policy and controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. For the sake of consistency and ease of administration, this policy consolidates all board grievance procedures, excluding Title IX sexual harassment complaints (see sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) into one policy, except those contained in collective bargaining agreements. See the cross references for the policies referring to this uniform grievance procedure policy.

<sup>2</sup> Including the phrase "guaranteed by the State or federal Constitution, State or federal statute, or Board policy" broadens the scope of this policy beyond the items listed. Consult the board attorney regarding whether to retain this phrase and/or to otherwise limit the scope of this policy.

<sup>3</sup> The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) is not included in the list of statutes that may serve as the basis of a grievance, and attorneys disagree whether it should be. Many believe that IDEA provides the exclusive remedy; others believe that including IDEA allows parents an opportunity to get their position before the board. Unique and specific complaint resolution mechanisms are expressly provided under IDEA, Article 14 of the School Code, and their respective implementing regulations. These mechanisms follow: (1) IDEA at 20 U.S.C. §1415 (procedural safeguards-mediation and due process); (2) IDEA regulations at 34 C.F.R. §§300.151-300.153 (state complaints), 300.506 (mediation), and 300.507 et seq. (due process); (3) School Code at §§14/8.02a (mediation and due process) and 14/8.02b (expedited due process); and (4) special education regulations at 23 Ill.Admin.Code §§226.560 (Mediation), 226.570 (State Complaint Procedures), and Subpart G (due process). A board that would like to include IDEA should consult the board attorney.

<sup>4</sup> The Americans with Disabilities Act Amendments Act (ADAAA) (Pub. L. 110-325), made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage. The ADAAA also overturned a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. The U.S. Equal Employment Opportunity Commission's (EEOC) regulations, 29 C.F.R. Part 1630, are at: [www.eeoc.gov/laws/types/disability\\_regulations.cfm](http://www.eeoc.gov/laws/types/disability_regulations.cfm).

Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact their districts.

Title II of the ADA of 1990 also includes website accessibility. Addressing website accessibility is complicated. Many entities addressing website accessibility use *Web Content Accessibility Guidelines* (WCAG) 2.0, a frequently cited accessibility standard that contains guidelines developed by a private group of accessibility experts. WCAG 2.0 is the standard the U.S. Dept. of Justice referenced in its recent Title II rulemaking; however, it is not adopted as the formal legal standard for public accommodation websites. While it is not adopted as the formal legal standard for public accommodation websites, it has been used in many consent decrees and settlement agreements. See [www.w3.org/TR/WCAG20/](http://www.w3.org/TR/WCAG20/).

4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act<sup>6</sup>, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*)<sup>7</sup>
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60<sup>8</sup>
8. Bullying, 105 ILCS 5/27-23.7<sup>9</sup>

---

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

<sup>5</sup> See f/n 4's discussion of website accessibility above. To avoid allegations that a district violated Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990, many attorneys suggest that school districts' websites meet the WCAG 2.0 guidelines. But see the discussion in f/n 2 of policy 8:70, *Accommodating Individuals with Disabilities*.

<sup>6</sup> 5 ILCS 430/70-5(a), amended by P.A.s 100-554 and 101-221, requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment that contains certain prescribed elements. See sample policy 5:20, *Workplace Harassment Prohibited*, at f/n 3 and subhead **Complaints of Sexual Harassment Made Against Board Members by Elected Officials** in sample policy 2:105, *Ethics and Gift Ban*, for further detail. Complaints of sexual harassment made against board members by fellow board members or other elected officials of governmental units must undergo an *independent review*, which is not a term defined in the statute. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20. School districts are also required to create, maintain, and implement an age-appropriate sexual harassment policy. 105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-418. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 8 for further information.

A new publication law, 50 ILCS 205/3c, added by P.A. 100-1040, requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was "found to have engaged in sexual harassment or sexual discrimination, as defined by the Ill. Human Rights Act or Title VII of the Civil Rights Act of 1964." Consult the board attorney about the word *found*. It raises many practical application questions, e.g., when does the word *found* trigger a board's compliance responsibility pursuant to this law. Such questions include, but are not limited to:

1. Must a school board make a *finding* to trigger this requirement? If the severance agreement is entered into post-termination, a record of board *findings* rarely exists.
2. Are charges for termination *findings*? Often superintendents submit charges for termination, but these are not technically *findings*.
3. Are charges based on a complaint manager's report and determination(s) *findings* under the law when a board still has the ability to review and reject the complaint manager's determination(s)?

Next, contrast the above publication law with the Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2), added by P.A. 100-895. GSPA prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for *misconduct* by the board. GSPA defines *misconduct* to include sexual harassment and/or discrimination. *Id.* at 415/5.

Consult the board attorney about how to reconcile whether sexual harassment and/or sexual discrimination is misconduct for which a severance would be prohibited under the GSPA, and therefore, not available to be published under 50 ILCS 205/3c, added by P.A. 100-1040. And for further discussion and other applicable transparency laws that apply to this issue, see also f/n 15 in policy 5:20, *Workplace Harassment Prohibited*.

<sup>7</sup> Consult the board attorney regarding proper filing and storage of these investigation documents, including whether certain student-related investigation documents are *sole possession records*, a Family Policy Compliance Office (FPCO)-created an exemption to the Family Education Rights Privacy Act (FERPA) (20 U.S.C. §1232g). See *Letter to Ruscio*, 115 LRP 18601 (FPCO 12-17-14).

<sup>8</sup> 105 ILCS 5/10-20.60, added by P.A. 100-29, requires schools to implement the Ill. sex equity grievance procedures when processing student complaints about breastfeeding accommodations. Complainants must be informed that the board's decision may be appealed to the Regional Superintendent and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. **Note:** Certain claims brought under Sec. 10-20.60 may also be covered by the anti-discrimination protections of Title IX; consult the board attorney for further advice. Guidance from U.S. Dept. of Education on Title IX requirements for pregnant and parenting students (June 2013) is available at: [www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).

9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children **10**
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/ **11**
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq. **12**
16. Employee Credit Privacy Act, 820 ILCS 70/ **13**

---

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

**9** All districts must have a policy on bullying. 105 ILCS 5/27-23.7. See sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The inclusion of *bullying* in the list of topics that may serve as the basis of a grievance furthers the obligation to communicate this policy to students and their parents/guardians.

**10** Parents/guardians of educationally disadvantaged children may sue a district for misuse of funds allocated by State law for the benefit of such children. *Noyola v. Bd. of Educ.*, 171 Ill.2d 121 (Ill. 1997) (affirming the appellate court's conclusion in *Noyola v. Bd. of Educ.*, 284 Ill.App.3d 128 (1st Dist. 1996) that parents/guardians may pursue a claim to enforce the requirements of the School Code but holding that the proper action for enforcement is by means of mandamus not an implied right of action).

**11** The Ill. Whistleblower Act (740 ILCS 174/) includes school districts in the definition of employer. It protects employees from employer retaliation for disclosing information to a government or law enforcement agency. Section 15 also contains language prohibiting employers from retaliating against employees who disclose information in a court, an administrative hearing, or before a legislative commission or committee, or in any other proceeding where the employee has reasonable cause to believe that the information reveals a violation of a State or federal law, rule or regulation. The Ill. Whistleblower Reward and Protection Act (740 ILCS 174/) includes school districts in its definition of *State*. A strict interpretation of this language appears to allow school boards to collect civil penalties and costs against someone making a false claim. Before disciplining any employee, boards should thoroughly investigate the ramifications of these acts in consultation with their attorney and liability insurance carriers.

**12** The Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff et seq.) is a federal law. Title I addresses the use of genetic information pertaining to health insurance. Title II protects job applicants, current and former employees, labor union members, and apprentices and trainees from discrimination based on their genetic information. GINA covers employers with 15 or more employees.

GINA broadly defines genetic information to include information about an individual's genetic tests, their family members, and, among other things, the manifestation of a disease or disorder in the individual or the individual's family members. Information about an individual's or family member's age or gender is excluded from genetic information. Its remedies mirror those available under a Title VII of the Civil Rights Act claim: back pay, reinstatement, attorneys' fees and compensatory and punitive damages. Retaliation against an individual who brings a claim under GINA is also prohibited. Federal regulations are available at 29 C.F.R. Part 1635, and background information on these regulations is available at: [www.eeoc.gov/policy/docs/qanda\\_geneticinfo.html](http://www.eeoc.gov/policy/docs/qanda_geneticinfo.html). An FAQ titled *FAQs on the Genetic Information Nondiscrimination Act* is available at: [www.dol.gov/agencies/ebsa/laws-and-regulations/laws/gina](http://www.dol.gov/agencies/ebsa/laws-and-regulations/laws/gina).

The Ill. Genetic Information Protection Act (GIPA) (410 ILCS 513/, amended by P.A. 100-396) also prohibits employers from making employment decisions on the basis of any employee's genetic testing information and from penalizing employees who do not want to disclose their genetic information as part of a workplace wellness program. GIPA includes the federal GINA's definition of genetic information and creates more stringent obligations on Ill. employers. While the federal GINA exempts small employers (those with less than 15 employees), Illinois' GIPA covers all employers, even those with one employee. GIPA also provides penalties for negligent and intentional mishandling of genetic information. Note that Title II of GINA does not preempt GIPA's greater protections to Illinois employees.

Before using any sort of genetic information, consult the board attorney for guidance regarding GINA's and GIPA's specific applications to the district and how these laws integrate with other related federal laws, such as the Family and Medical Leave Act (29 U.S.C. §2612 et seq.) and the ADA, and State laws governing time off for sickness and workers' compensation.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

#### Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable<sup>14</sup> resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

#### Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

#### Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender.<sup>15</sup> The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

---

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

<sup>13</sup> 820 ILCS 70/. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, when the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. A person who is injured by a violation of this Act may bring a civil action to obtain injunctive relief and/or damages. 820 ILCS 70/25. The court must award costs and reasonable attorneys' fees to a prevailing plaintiff.

<sup>14</sup> The phrase "prompt and equitable resolution" comes from Title IX implementing regulation 34 C.F.R. §106.8(c) which requires schools to "adopt and publish grievance procedures that provide for the prompt and equitable resolution of student and employee complaints" of sex discrimination.

<sup>15</sup> This is a best practice.

### Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.<sup>16</sup> The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

### Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.<sup>17</sup>

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

---

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

<sup>16</sup> This policy gives complaint managers the flexibility to appoint another individual to conduct an investigation, which may be appropriate in cases where the neutrality or efficacy of the complaint manager is an issue, and/or where the district wishes to have the expertise and related attorney-client and work product privileges that an in-house or outside attorney may afford an investigation. Such alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals).

<sup>17</sup> *Preponderance of evidence* is a standard used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*.



For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party. **18**

#### Appointing a Nondiscrimination Coordinator and Complaint Managers **19**

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. **20**

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers. **21**

---

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

**18** The Ill. sex equity regulations require districts to have "specific timelines for completion of each step and rendering of a written decision, and shall provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill.Admin.Code §200.40(c)(1). To avoid arguments over these timelines, this sample policy provides that the failure to strictly follow the timelines does not prejudice any party. The grievance procedure is worthless if complaints are not thoroughly and promptly investigated.

**19** Title IX regulations require districts to designate and authorize at least one employee to coordinate efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number. Id.

A district must prominently display its Title IX non-discrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

**20** The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~", insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

**21** The board may include the following option to address publication of such contact information:

"The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis."

**Nondiscrimination Coordinator:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

**Complaint Managers:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.  
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.  
Equal Pay Act, 29 U.S.C. §206(d).  
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.  
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.  
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.  
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106  
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
Illinois Genetic Information Privacy Act, 410 ILCS 513/.  
Illinois Whistleblower Act, 740 ILCS 174/.  
Illinois Human Rights Act, 775 ILCS 5/.  
Victims' Economic Security and Safety Act, 820 ILCS 180/, 56 Ill.Admin.Code Part 280.  
Equal Pay Act of 2003, 820 ILCS 112/.  
Employee Credit Privacy Act, 820 ILCS 70/.  
23 Ill.Admin.Code §§1.240 and 200.40.

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

Publicizing the contact information for the Nondiscrimination Coordinator and Complaint Managers through personnel handbooks, student handbooks, and/or on the district's website is a best practice. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)



## School Board

### Title IX Sexual Harassment Grievance Procedure <sup>1</sup>

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

### Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following: <sup>2</sup>

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;<sup>3</sup> or

---

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

<sup>1</sup> Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 *et seq.*) requires this subject matter be covered by policy and controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX sexual harassment grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX sexual harassment grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementation regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). Though all complaints of sexual harassment may not constitute sexual harassment under Title IX, Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the District's educational program or activity in the United States – including applicants for employment, students, parents/guardians, any employee, and third parties.

<sup>2</sup> 34 C.F.R. §106.30. The definition of *sexual harassment* in the policy and in Title IX includes *unwelcome* conduct. *Id.* However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See *Mary M. v. North Lawrence Community Sch. Corp.*, 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment).

<sup>3</sup> 34 C.F.R. §106.30. This behavior is commonly called *quid pro quo* sexual harassment. See 85 Fed. Reg. 30036, f/n 94. By using the term *individual*, Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service by an employee is conditioned on a current *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and an individual other than a current student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30). <sup>4</sup>

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

#### Definitions from 34 C.F.R. §106.30

*Complainant* means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. <sup>5</sup>

*Education program or activity* includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.<sup>6</sup>

*Formal Title IX Sexual Harassment Complaint* means a document filed by a *Complainant* or signed by the Title IX Coordinator<sup>7</sup> alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation. <sup>8</sup>

*Respondent* means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. <sup>9</sup>

*Supportive measures* mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed. <sup>10</sup>

#### Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12,<sup>11</sup> and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12.<sup>12</sup> This includes incorporating student social and emotional development into the

---

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

<sup>4</sup> See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, for these definitions and other definitions of italicized terms in this policy.

<sup>5</sup> 34 C.F.R. §106.30.

<sup>6</sup> 34 C.F.R. §106.44(a).

<sup>7</sup> See f/n 19 in sample policy 2:260, *Uniform Grievance Procedure*.

<sup>8</sup> 34 C.F.R. §106.30.

<sup>9</sup> *Id.*

<sup>10</sup> *Id.* See sample administrative procedure 2:265-AP1, *Title IX Sexual Harassment Response*, for further discussion of supportive measures.

<sup>11</sup> Required by 105 ILCS 110/3 and 105 ILCS 5/10-23.13 (*Erin's Law*).

<sup>12</sup> Required by *Id.* at 110/3.

District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

2. Incorporates education and training for school staff<sup>13</sup> as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. <sup>14</sup>
3. Notifies applicants for employment,<sup>15</sup> students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons. <sup>16</sup>

### Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.<sup>17</sup> A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. <sup>18</sup>

---

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

<sup>13</sup> For boards that insert optional paragraphs listing trainings in f/n 4 of policy 5:100, *Staff Development Program*, insert "pursuant to policy 5:100, *Staff Development Program*, and" after the word staff.

<sup>14</sup> 105 ILCS 110/3. Detailed training requirements exist for Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. 34 C.F.R. §106.45(b)(1)(iii). Title IX rules "[leave districts] discretion to determine the kind of training to other employees that will best enable the [district], and its Title IX Coordinator, to meet Title IX obligations." 85 Fed. Reg. 30114. Many attorneys agree the best practice is to train all district staff about the definition of sexual harassment, the scope of the district's education program or activity, all relevant district policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX coordinator. See sample procedure 2:265-API, *Title IX Sexual Harassment Response*.

<sup>15</sup> Most school districts are not covered by Subpart C of Title IX, which "applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education." 34 C.F.R. §106.15(d). If your district is covered by Subpart C, amend this to state "applicants for admission or employment."

<sup>16</sup> 34 C.F.R. §106.8. See paragraph 2 of f/n 19 in sample policy 2:260, *Uniform Grievance Procedure*. See also sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

<sup>17</sup> Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX deems "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment to have *actual knowledge*. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.30. This policy contains an item upon which collective bargaining may be required. Any policy that impacts wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

<sup>18</sup> Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number. Id. A district's nondiscrimination coordinator often also serves as its Title IX coordinator. See sample policy 2:260, *Uniform Grievance Procedure*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

## Title IX Coordinator:

---

Name

---

Address

---

Email

---

Telephone

### Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.<sup>19</sup>

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it.<sup>20</sup> For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; <sup>21</sup> 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

### Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation. <sup>22</sup>

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45.<sup>23</sup> The District's grievance process shall, at a minimum: <sup>24</sup>

---

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

<sup>19</sup> Required by 34 C.F.R. §106.44(a) and (b) regardless of whether a formal Title IX sexual harassment complaint is filed.

<sup>20</sup> See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, for a discussion of Title IX sexual harassment and non-Title IX sexual harassment. Consult the board attorney for further guidance.

<sup>21</sup> See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*.

<sup>22</sup> This policy gives Title IX coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals) and the board attorney. If a complaint involves the superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney.

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person’s status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive training on the definition of sexual harassment, the scope of the District’s *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially. <sup>25</sup>
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant*’s sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.

---

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

<sup>23</sup> 34 C.F.R. §106.45(b). See sample administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

<sup>24</sup> 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: “Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant.”

<sup>25</sup> Aside from the general training requirements of 34 C.F.R. §106.45(b)(1)(iii), the DOE gives districts flexibility to determine certain training practices or techniques to best meet training requirements based upon their unique local conditions and resources within their educational community. 85 Fed. Reg. 30120. See also 85 Fed. Reg. 30084 (declining to specify that training of Title IX personnel must include implicit bias training, so long as training provides instruction on how to serve impartially and avoid prejudgment of the facts at issue, conflicts of interest, and bias, and that training materials avoid sex stereotypes).



9. Base all decisions upon the *preponderance of evidence* standard. <sup>26</sup>
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. <sup>27</sup>

### Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies.<sup>28</sup> Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law. <sup>29</sup>

### Retaliation Prohibited <sup>30</sup>

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this

---

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

<sup>26</sup> 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of evidence it will use to determine responsibility of the respondent. The standard of evidence selected must be applied “consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee.” 85 Fed. Reg. 30373. This sample policy uses the *preponderance of the evidence* standard, not the *clear and convincing evidence* standard. *Preponderance of evidence* is a standard used in civil cases. It means “the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force.” See *Black’s Law Dictionary, 11th ed. 2019*. *Preponderance of the evidence* is the standard used in sample policy 2:260, *Uniform Grievance Procedure*. *Clear and convincing* is a higher standard, requiring more than *preponderance of the evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard for the district, as well as implications if a different standard is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard, delete “*preponderance of*” and insert “*clear and convincing*.” Ensure the same standard of evidence is used in 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

<sup>27</sup> Examples of legally-recognized privileges include attorney-client privilege, doctor-patient privilege, and spousal privilege. See 85 Fed. Reg. 30277.

<sup>28</sup> See sample policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also sample policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX sexual harassment.

<sup>29</sup> Examples of rights the district or parties may exercise ancillary to this Title IX sexual harassment grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see sample policy 7:10, *Equal Educational Opportunities*).

<sup>30</sup> 34 C.F.R. §106.71.

policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*. <sup>31</sup>

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.  
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).  
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct, and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

---

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

<sup>31</sup> Retaliation complaints must be processed under policy 2:260, *Uniform Grievance Procedure*, because they are covered under the district's grievance procedure for resolving non-sexual harassment Title IX complaints. See 34 C.F.R. §106.8(c). Title IX sexual harassment regulations state that "[c]omplaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under §106.8(c)." 34 C.F.R. §106.71.

## General Personnel

### Equal Employment Opportunity and Minority Recruitment 1

The School District shall provide equal employment opportunities<sup>2</sup> to all persons regardless of their race; color; creed; religion;<sup>3</sup> national origin; sex;<sup>4</sup> sexual orientation;<sup>5</sup> age;<sup>6</sup> ancestry; marital status;<sup>7</sup>

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

<sup>1</sup> Federal and State law (see the policy's Legal References) require that all districts have a policy on equal employment opportunities and control this policy's content. **This is a complex, confusing, and highly litigated area of the law; consult the board attorney for advice on the application of these laws to specific fact situations.**

<sup>2</sup> *Equal employment opportunities* apply to virtually all terms and conditions of employment, e.g., discharge, hire, promotion, pay, demotion, and benefits (see the policy's Legal References). The Ill. Constitution protects the following categories from discrimination in employment: race, color, creed, national ancestry, sex, and handicap. Art. I, §§17, 18, and 19. The Ill. Human Rights Act (IHRA) protects the following categories from discrimination in employment, whether *actual* or *perceived*: race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, order of protection status, sexual orientation, pregnancy, unfavorable discharge from military service, and citizenship status. 775 ILCS 5/1-102 and 5/1-103, amended by P.A. 101-221. Beginning 7-1-20, the IHRA requires employers to annually disclose to the Ill. Dept. of Human Rights (IDHR) certain information about adverse judgments and administrative rulings where there was a finding of sexual harassment or unlawful discrimination under any federal, State, or local law, as well as data regarding settlement agreements, if requested by an IDHR investigator. 775 ILCS 5/2-108, added by P.A. 101-221, scheduled to be repealed on 1-1-30.

The Equal Employment Opportunities Act (EEOA, a/k/a Title VII of the Civil Rights Act of 1964) prohibits discrimination because of an individual's race, color, religion, sex, or national origin. 42 U.S.C. §2000e *et seq.*, amended by The Lilly Ledbetter Fair Pay Act of 2009 (LLFPA), Pub.L. 111-2.

Under the Workplace Transparency Act (WTA) (820 ILCS 96/, added by P.A. 101-221), employers may not, as a condition of employment or continued employment, prevent prospective or current employees from making truthful statements or disclosures about alleged unlawful employment practices, including discrimination. *Id.* at 96/1-25.

The LLFPA clarifies that a discriminatory compensation decision or other practice occurs each time an employee is paid or receives a last benefits check pursuant to the discriminatory compensation decision as opposed to only from the time when the discriminatory compensation decision or other practice occurred. The Act has no legislative history available to define what the phrase *or other practice* might mean beyond a discriminatory compensation decision.

The Ill. Equal Pay Act of 2003 (EPA) offers additional protection by prohibiting the payment of wages to one sex less than the opposite sex or to an African-American less than a non-African-American *for the same or substantially similar work*. 820 ILCS 112/, amended by P.A.s 100-1140 and 101-177. The Ill. Dept. of Labor (IDOL) enforces the EPA. The EPA also prohibits employers from requesting or requiring applicants to disclose wage or salary history as a condition of being considered for employment or as a condition of employment. *Id.* at 112/10(b-5), added by P.A. 101-177. If an applicant voluntarily offers such information without prompting, an employer still cannot use that information in making an offer or determining future pay. See sample administrative procedure 5:30-API, *Interview Questions*, for sample permissible inquiries on this topic. Employers may seek wage or salary history from an applicant's current or former employer if that information is a matter of public record under the Freedom of Information Act; however, districts that wish to undertake such searches should exercise caution; the fact a district seeks out publicly available wage information could still be used against it in a pay discrimination claim. *Id.* at 112/10(b-10), added by P.A. 101-177. Consult the board attorney for further guidance.

While not exhaustive, other laws protecting these and additional classifications are named in subsequent footnotes.

<sup>3</sup> 775 ILCS 5/2-102 of the IHRA, amended by P.A. 100-100, contains a *religious discrimination* subsection. It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. 775 ILCS 5/2-102(E-5). Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. *Id.*

In addition to the IHRA and the federal EEOA (discussed in f/n 2), see 775 ILCS 35/, Religious Freedom Restoration Act.



arrest record;<sup>8</sup> military status; order of protection status;<sup>9</sup> unfavorable military discharge;<sup>10</sup> citizenship status provided the individual is authorized to work in the United States;<sup>11</sup> use of lawful products while not at work;<sup>12</sup> being a victim of domestic violence, sexual violence, or gender violence;<sup>13</sup> genetic information;<sup>14</sup> physical or mental handicap or disability, if otherwise able to

---

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

<sup>4</sup> Discrimination on the basis of sex under the EEOA includes discrimination on the basis of sexual orientation or transgender status. Bostock v. Clayton County, 140 S.Ct. 1731 (2020); Hively v. Ivy Tech, 853 F.3d 339 (7th Cir. 2017). In addition to the IHRA and the federal EEOA (discussed in f/n 2), see Title IX of the Education Amendments of 1972 (Title IX). 20 U.S.C. §1681 *et seq.*; 34 C.F.R. Part 106. See sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The federal Equal Pay Act prohibits an employer from paying persons of one sex less than the wage paid to persons of the opposite sex for equal work. 29 U.S.C. §206(d). See f/n 2 above for more information on State equal pay protections, including on the basis of sex. The LLFPA defines *date of underpayment* as each time wages are underpaid. Employees have one year from the time they become aware of the underpayment to file a complaint with the IDOL. 820 ILCS 112/15(b).

<sup>5</sup> *Sexual orientation* means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity; it does not include a physical or sexual attraction to a minor by an adult. 775 ILCS 5/1-103(O-1).

<sup>6</sup> Age Discrimination in Employment Act (ADEA) (29 U.S.C. §621 *et seq.*), amended by LLFPA (see f/n 2). 29 C.F.R. Part 1625, amended the U.S. Equal Employment Opportunity Commission (EEOC) regulations under ADEA to reflect the U.S. Supreme Court's decision in General Dynamic Systems, Inc. v. Cline, 540 U.S. 581 (2004), holding the ADEA to permit employers to favor older workers because of age. Thus, favoring an older person over a younger person is not unlawful discrimination, even when the younger person is at least 40 years old.

<sup>7</sup> 105 ILCS 5/10-22.4 and 775 ILCS 5/1-103(Q), amended by P.A. 101-221. The term *marital status* means an individual's legal status of being married, single, separated, divorced, or widowed. 775 ILCS 5/1-103(J). This statutory definition does not encompass the identity of one's spouse. Thus, school districts may adopt no-spouse policies. Boaden v. Dept. of Law Enforcement, 171 Ill.2d 230 (Ill. 1996).

<sup>8</sup> Districts may not make employment decisions on the basis of arrest history, but may use job-disqualifying criminal convictions. 775 ILCS 5/2-103. The Job Opportunities for Qualified Applicants Act prohibits an employer from asking about a criminal record until the employer determines that the applicant is qualified for the position; however, this does not apply when employers are required to exclude applicants with certain criminal convictions from employment. School employers should limit their requests for criminal convictions to *job-disqualifying* convictions. 820 ILCS 75/15. See also the EEOC's guidance, *Consideration of Arrest and Conviction Records in Employment Decisions*, at: [www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm).

<sup>9</sup> 775 ILCS 5/1-103(Q), amended by P.A. 101-221. The term *order of protection status* means a person protected under an order of protection issued pursuant to the Ill. Domestic Violence Act of 1986 or an order of protection issued by a court of another state. 775 ILCS 5/1-103(K-5).

<sup>10</sup> *Military status* means a person's status on active duty or in status as a veteran in the U.S. Armed Forces, veteran of any reserve component of U.S. Armed Forces, or current member or veteran of the Ill. Army National Guard or Ill. Air National Guard. 775 ILCS 5/1-103(J-1). *Unfavorable military discharge* does not include those characterized as RE-4 or *dishonorable*. 775 ILCS 5/1-103(P). The Uniformed Services Employment and Reemployment Rights Act of 1994 prohibits employers from discriminating or retaliating against any person for reasons related to past, present, or future service in a *uniformed service*. 38 U.S.C. §4301 *et seq.*

<sup>11</sup> 775 ILCS 5/1-102(C). According to the Immigration Reform and Control Act of 1986, all employers must verify that employees are either U.S. citizens or authorized to work in the U.S. 8 U.S.C. §1324(a) *et seq.*

<sup>12</sup> The Right to Privacy in the Workplace Act prohibits discrimination based on use of lawful products, e.g., alcohol, cannabis, and tobacco, off premises during non-working hours. 820 ILCS 55/5, amended by P.A. 101-27.

<sup>13</sup> 820 ILCS 180/30, amended by P.A. 101-221, Victims' Economic Security and Safety Act. *Gender violence* means: (1) one or more acts of violence or aggression that are a criminal offense under State law committed, at least in part, on the basis of a person's actual or perceived sex or gender, (2) a physical intrusion or invasion of a sexual nature under coercive conditions that is a criminal offense under State law, or (3) a threat to commit one of these acts. 820 ILCS 180/10(12.5), added by P.A. 101-221. An employer is prohibited from discriminating against any individual, e.g. an applicant for employment, because he or she "is an employee whose employer is subject to Section 21 of the Workplace Violence Prevention Act." The Workplace Violence Prevention Act allows an employer to seek a *workplace protection restraining order* when there is a credible threat of violence at the workplace. 820 ILCS 275/. Section 21 requires the employer seeking a *workplace protection restraining order* to notify the employee who is a victim of unlawful violence. 820 ILCS 275/21.

perform the essential functions of the job with reasonable accommodation;<sup>15</sup> pregnancy, childbirth, or related medical conditions;<sup>16</sup> credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position;<sup>17</sup> or other legally protected categories. **18 19 20**

---

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

**14** Illinois' Genetic Information Privacy Act (GIPA) (410 ILCS 513/25) and Title II of Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff *et seq.*). Both laws protect job applicants and current and former employees from discrimination based on their genetic information. Note that GIPA provides greater protections to Illinois employees than Title II of GINA. GIPA, amended by P.A. 100-396, prohibits employers from penalizing employees who do not disclose genetic information or do not choose to participate in a program requiring disclosure of the employee's genetic information. See f/n 12 in sample policy 2:260, *Uniform Grievance Procedure*, for the definition of genetic information and a detailed description of both statutes, including of Title I of GINA affecting the use of genetic information in health insurance. In 2011, the EEOC published an informative guidance letter, *ADA & GINA: Incentives for Workplace Wellness Program* at: [www.eeoc.gov/eeoc/foia/letters/2011/ada\\_gina\\_incentives.html](http://www.eeoc.gov/eeoc/foia/letters/2011/ada_gina_incentives.html). But the EEOC vacated certain 2016 ADA and GINA wellness program regulations following an adverse court ruling. 83 Fed. Reg. 65296. Those rules provided guidance to employers on the extent to which they could use incentives (such as discounted health plan costs) to encourage employees to participate in wellness programs that asked for employee and family health information. Consult the board attorney for guidance regarding specific application of ADA and GINA and how they integrate with other related laws, e.g., the Family Medical Leave Act, the Americans with Disabilities Act, and other State laws governing time off for sickness and workers' compensation.

**15** Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 *et seq.*), amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) (Pub. L. 110-325) and modified by the LLFPA; Rehabilitation Act of 1973 (29 U.S.C. §701 *et seq.*).

**16** 775 ILCS 5/2-102(I). Employers must provide reasonable accommodations to employees with conditions related to pregnancy, childbirth, or related conditions. 775 ILCS 5/2-102(J). Employers are required to post a notice summarizing the right to be free from unlawful discrimination and the right to certain reasonable accommodations. 775 ILCS 5/2-102(K). The IDOL is required to prepare such a notice, retrievable from its website, which employers may use.

Federal law also prohibits employers from discriminating against employees and applicants on the basis of pregnancy, childbirth, or related medical conditions. 42 U.S.C. §2000e(k). State law also prohibits the State, which includes school districts, from interfering with or discriminating against an individual's fundamental right to continue a pregnancy or to have an abortion. 775 ILCS 55/, added by P.A. 101-13. Pregnant workers with pregnancy-related impairments may have disabilities for which they may be entitled to reasonable accommodation under the ADA. Guidance from the EEOC (7-14-14) is available at: [www.eeoc.gov/laws/guidance/pregnancy\\_qa.cfm](http://www.eeoc.gov/laws/guidance/pregnancy_qa.cfm).

**17** 820 ILCS 70/, Employee Credit Privacy Act. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more.

**18** Insert the following optional sentence (775 ILCS 5/1-103(a) and 29 U.S.C. §631):

Age, as used in this policy, means the age of a person who is at least 40 years old.

**19** Insert the following optional provision (29 U.S.C. §705(10)(A)-(B), (20)(C)(v), (20)(D) and 42 U.S.C. §12114):

*Handicap* and *disability*, as used in this policy, excludes persons:

1. Currently using illegal drugs;
  2. Having a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, are unable to perform the duties of the job; or
  3. Whose current alcohol use prevents them from performing the job's duties or constitutes a direct threat to the property or safety of others.
- Persons who have successfully completed or are participating in a drug rehabilitation program are considered *disabled*.

21 No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/. 22

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information. 23

---

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

20 Districts may not make residency in the district a condition of employment for teachers or educational support personnel. 105 ILCS 5/24-4.1, 5/10-23.5. This ban on residency requirements for teachers applies only to instructional personnel, and not, for example, to assistant principals. Owen v. Kankakee Sch. Dist., 261 Ill.App.3d 298 (3rd Dist. 1994). Districts also may not ask an applicant, or the applicant's previous employer, whether the applicant ever received, or filed a claim for, benefits under the Workers' Compensation Act or Workers' Occupational Diseases Act. 820 ILCS 55/10(a). Districts are also prohibited from requiring, requesting, or coercing an employee or potential employee to provide a user name and password or any password or other related account information to gain or demand access to his or her personal online account. 820 ILCS 55/10(b). While the law does not prohibit employers from viewing public information, consult the board attorney before engaging in this practice.

21 School districts must accommodate mothers who choose to continue breastfeeding after returning to work. See 740 ILCS 137/, Right to Breastfeed Act; 820 ILCS 260/, amended by P.A. 100-1003, Nursing Mothers in the Workplace Act (NMWA); and 29 U.S.C. §207(r), Fair Labor Standards Act. At least one court has ruled an implied private right of action may exist under the NMWA. Spriesch v. City of Chicago, 2017 WL 4864913 (N.D.Ill. 2017). See sample language for a personnel handbook in 5:10-AP, *Workplace Accommodations for Nursing Mothers*.

22 410 ILCS 130/40, amended by P.A. 101-363, scheduled to be repealed on 7-1-20; 77 Ill.Admin.Code Part 946. To legally use medical cannabis, an individual must first become a *registered qualifying patient*. Their use of cannabis, e.g. permissible locations, is governed by the Compassionate Use of Medical Cannabis Program Act. 410 ILCS 130/, amended by P.A.s 100-660 and 101-363. There are many situations in which no one, even a registered qualifying patient, may possess or use cannabis except as provided under *Ashley's Law* (105 ILCS 5/22-33, added by P.A. 100-660), including in a school bus or on the grounds of any preschool, or primary or secondary school. 410 ILCS 130/30(a)(2)(3), amended by P.A. 100-660. See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, at f/n 9 for further discussion.

23 775 ILCS 5/6-101. Discrimination on the basis of a request for or use of a reasonable accommodation is a civil rights violation under the IHRA. Id. Most discrimination laws prohibit retaliation against employees who oppose practices made unlawful by those laws, including, for example, the EEOA, Title IX, ADA, ADEA, Victims' Economic Security and Safety Act, the EPA, and the Ill. Whistleblower Act (IWA).

The IWA specifically prohibits employers from retaliating against employees for: (1) disclosing information to a government or law enforcement agency, where the employee has reasonable cause to believe that the information discloses a violation of a State or federal law, rule, or regulation (740 ILCS 174/15(b)); (2) disclosing information in a court, an administrative hearing, or before a legislative commission or committee, or in any other proceeding where the employee has reasonable cause to believe that the information reveals a violation of a State or federal law, rule or regulation (740 ILCS 174/15(a)); (3) refusing to participate in an activity that would result in a violation of a State or federal law, rule, or regulation, including, but not limited to, violations of the Freedom of Information Act (740 ILCS 174/20); and (4) disclosing or attempting to disclose public corruption or wrongdoing (740 ILCS 174/20.1). The definition of retaliation is expanded to include *other retaliation and threatening retaliation*. 740 ILCS 174/20.1, 20.2.

The Ill. False Claims Act defines *State* to include school districts. 740 ILCS 175/2(a). Thus, boards may seek a penalty from a person for making a false claim for money or property. 740 ILCS 175/4. For information regarding the IWA and the tort of retaliatory discharge. See Thomas v. Guardsmark, 487 F.3d 531 (7th Cir. 2007)(discussing the elements of retaliatory discharge and IWA); Sherman v. Kraft General Foods, Inc., 272 Ill.App.3d 833 (4th Dist. 1995)(finding employee who reported asbestos hazard had a cause of action for retaliatory discharge).

### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. <sup>24</sup>

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. <sup>25</sup>

#### **Nondiscrimination Coordinator: <sup>26</sup>**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

#### **Complaint Managers:**

_____ Name	_____ Name
_____ Address	_____ Address
_____ Email	_____ Email
_____ Telephone	_____ Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks. <sup>27</sup>

---

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

<sup>24</sup> The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~" insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

<sup>25</sup> Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. See f/n 19 in sample policy 2:260, *Uniform Grievance Procedure*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

<sup>26</sup> Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

## Minority Recruitment 28

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.  
29 U.S.C. §206(d), Equal Pay Act.  
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.  
29 U.S.C. §701 et seq., Rehabilitation Act of 1973.  
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).  
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.  
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.  
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.  
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.  
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.  
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.  
Ill. Constitution, Art. I, §§17, 18, and 19.  
105 ILCS 5/10-20.7, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.  
410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.  
410 ILCS 513/25, Genetic Information Privacy Act.  
740 ILCS 174/, Ill. Whistleblower Act.  
775 ILCS 5/1-103, 5/2-102, 103, and 5/6-101, Ill. Human Rights Act.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
820 ILCS 55/10, Right to Privacy in the Workplace Act.  
820 ILCS 70/, Employee Credit Privacy Act.

---

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

**27** In addition to notifying employees of the Uniform Grievance Procedure, a district must notify them of the person(s) designated to coordinate the district's compliance with Title IX and the Rehabilitation Act of 1973. 34 C.F.R. §§106.8(a), 104.8(a). The Nondiscrimination Coordinator may be the same individual for both this policy and policy 7:10, *Equal Educational Opportunities*, as well as a Complaint Manager for policy 2:260, *Uniform Grievance Procedure*. A comprehensive faculty handbook can provide required notices, along with other important information, to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and school board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

**28** All districts must have a policy on minority recruitment. 105 ILCS 5/10-20.7a. Unlike minority recruitment efforts, affirmative action plans are subject to significant scrutiny because of the potential for reverse discrimination. The U.S. Constitution's guarantee of equal protection prohibits school districts from using racial hiring quotas without evidence of past discrimination. See 29 C.F.R. §1608.1 et seq. (EEOC's guidelines for affirmative action plans); Wygant v. Jackson Bd. of Ed., 476 U.S. 267 (1986) (The goal of remedying societal discrimination does not justify race-based layoffs.); City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989) (Minority contractor quota struck; quotas must be narrowly tailored to remedy past discrimination and the city failed to identify the need for remedial action and whether race-neutral alternatives existed.).

The IHRA states that it shall not be construed as requiring any employer to give preferential treatment or special rights based on sexual orientation or to implement affirmative action policies or programs based on sexual orientation. 775 ILCS 5/1-101.1.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.  
820 ILCS 112/, Ill. Equal Pay Act of 2003.  
820 ILCS 180/30, Victims' Economic Security and Safety Act.  
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)



## General Personnel

### Workplace Harassment Prohibited 1

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion<sup>2</sup>, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

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

<sup>1</sup> State or federal law controls this policy's content. Federal law requires districts to take action to prevent sexual harassment and to disseminate a policy regarding its prohibition of sex discrimination. 29 C.F.R. §1604.11(f); 34 C.F.R. §106.8(b). State law requires districts to establish a policy to prohibit sexual harassment. 5 ILCS 430/70-5(a), amended by P.A.s 100-554 and 101-221. See f/n 3 below. Harassment based on a protected status is a form of discrimination that violates many State and federal laws (see the policy's Legal References).

Workplace harassment policies have typically focused on *sexual* harassment since it receives the most attention. However, the broad prohibitions against discrimination in State and federal civil rights laws will cover harassing conduct that is motivated by animus against any protected status. See *Porter v. Erie Foods International, Inc.*, 576 F.3d 629 (7th Cir. 2009) (recognizing a cause of action for race harassment). For a list of protected statuses, see sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. This policy prohibiting harassment has a separate section on sexual harassment because of the extensive statutory and case law regarding it.

Under the Ill. Human Rights Act (IHRA), harassment is unlawful if it has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. 775 ILCS 5/2-101(E-1), added by P.A. 101-221. *Working environment* is not limited to a physical location to which an employee is assigned. *Id.* Harassment is unlawful on the basis of the specifically-listed categories in this policy whether that status is *actual* or *perceived*. *Id.*

An employer is liable under Title VII of the Civil Rights Act of 1964 (Title VII) for an employee's harassment of a co-worker if the employer was negligent with respect to the offensive behavior by, for example, failing to take remedial action when it knew or should have known about the harassment. 42 U.S.C. §2000e *et seq.* An employer is liable under the IHRA for harassment by its nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A), amended by P.A. 101-221. However, when the perpetrator is the victim's supervisor, the employer will be vicariously liable for the supervisor's actions. Lack of knowledge of a supervisor's misconduct is no defense. *Burlington Industries v. Ellerth*, 524 U.S. 742 (1998); *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998). A *supervisor* is someone who has the authority to demote, discharge, or take other negative job action against the victim. *Vance v. Ball State University*, 133 S.Ct. 2434 (2013). Note that the IHRA, (775 ILCS 5/2-102(D)) imposes strict liability on the employer when an employee has been sexually harassed by supervisory personnel regardless of whether the harasser has any authority over the complainant. *Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n*, 233 Ill.2d 125 (Ill. 2009). Additionally, under the IHRA, an employer is liable for the harassment of *nonemployees* by nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A-10) and (D-5), added by P.A. 101-221. Nonemployees are those who are directly performing services for an employer pursuant to a contract, such as contractors or consultants. *Id.*

Not all harassing conduct is unlawful discrimination, even if it is disruptive and hurtful. If a board wants to include language in this policy prohibiting employees from engaging in intimidating or offensive conduct that is *not* a civil rights violation, it should consult the board attorney.

<sup>2</sup> Section 2-102 of the IHRA, amended by P.A. 100-100, contains a *religious discrimination* subsection. It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. 775 ILCS 5/2-102(E-5). Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. *Id.*

Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

### Sexual Harassment Prohibited <sup>3</sup>

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law. <sup>4</sup>

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or

---

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

<sup>3</sup> The IHRA (775 ILCS 5/2-102(D)) provides that sexual harassment is a civil rights violation:

For any employer, employee, agent of any employer, employment agency or labor organization to engage in sexual harassment; provided, that an employer shall be responsible for sexual harassment of the employer's employees by non-employees or non-managerial and non-supervisory employees only if the employer becomes aware of the conduct and fails to take reasonable corrective measures.

See sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, for the definition of Title IX sexual harassment (20 U.S.C. §1681 et seq.), and see f/n 3 of it for examples of employee sexual harassment that may violate Title IX. Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the district's educational program or activity. This includes applicants for employment, students, parents/guardians, any employee, and third parties. Districts are liable for Title IX sexual harassment when *any* district employee has *actual knowledge* of sexual harassment or allegations of sexual harassment against anyone in the district (except when the only employee with knowledge is the perpetrator of the alleged sexual harassment). 34 C.F.R. §106.30.

The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/70-5(a), amended by P.A.s 100-554 and 101-221) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20.

The policy must include, at a minimum: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights (IDHR); (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/); (4) the consequences: (a) of a violation of the prohibition on sexual harassment and (b) for knowingly making a false report; and (5) a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit. 5 ILCS 430/70-5(a), amended by P.A.s 100-554 and 101-221. Sample policy 2:105, *Ethics and Gift Ban*, covers item (5) of this list.

<sup>4</sup> 775 ILCS 5/2-109, added by P.A. 101-221. See sample policy 5:100, *Staff Development Program*, at f/n 4. Districts may use a free, online model program to be offered by the Ill. Dept. of Human Rights (IDHR), develop their own program, or utilize a combination of the two, as long as it includes the following, at a minimum: (1) an explanation of sexual harassment consistent with the IHRA, (2) examples of conduct that constitutes unlawful harassment, (3) a summary of relevant federal and State law concerning sexual harassment and remedies available to victims of sexual harassment, and (4) a summary of responsibilities of employers in the prevention, investigation, and corrective measures of sexual harassment. *Id.* at 5/2-109(B), added by P.A. 101-221. For IDHR's online model program, see its *Model Sexual Harassment Prevention Training Program* page at: <https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx>. Employers that fail to comply with this training requirement may face financial penalties. *Id.* Training on other types of workplace harassment is not required by law; however it is best practice.



rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.<sup>5</sup> Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Report or Complaint

Employees and *nonemployees*<sup>6</sup> (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

#### Whom to Contact with a Report or Complaint <sup>7</sup>

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. <sup>8</sup>

Employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

---

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

<sup>5</sup> This definition is from State and federal law. 775 ILCS 5/2-101(E) and 29 C.F.R. §1604.11. *Working environment* is not limited to a physical location to which an employee is assigned. 775 ILCS 5/2-101(E), amended by P.A. 101-221. The harassing conduct must be severe or pervasive so as to alter the conditions of the employee's work environment by creating a hostile or abusive situation. *Williams v. Waste Management*, 361 F.3d 1021 (7th Cir. 2004). The surrounding circumstances, expectations, and relationships will distinguish between teasing or rough-housing and conduct that a reasonable person would find severely hostile or abusive. In addition, while same-sex gender harassment claims are actionable, the victim must show that s/he suffered disadvantageous employment conditions to which members of the other sex were not exposed. *Oncala v. Sundowner Offshore Services*, 523 U.S. 75 (1998).

<sup>6</sup> 775 ILCS 5/2-102(A-10) and (D-5), added by P.A. 101-221. See also f/n 1, above, for discussion regarding nonemployees.

<sup>7</sup> While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

<sup>8</sup> 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires that a school board policy prohibiting sexual harassment include details for reporting an allegation of sexual harassment, including options for making a confidential report to a supervisor and an ethics officer. 5 ILCS 430/20-23 defines ethics officers as being designated by State agencies under the jurisdiction of the Executive Ethics Commission. School districts are not State agencies (5 ILCS 430/1-5) and do not have ethics officers; thus, this sample policy substitutes Complaint Manager for ethics officer. Note also that the IDHR has established a Sexual Harassment Hotline Call Center and website to help the public find resources and assistance for the filing of sexual harassment complaints. The hotline can be reached Monday through Friday with the exception of State holidays, between the hours of 8:30 a.m. and 5:00 p.m., at 1-877-236-7703. See [www2.illinois.gov/sites/sexualharassment/Pages/default.aspx](http://www2.illinois.gov/sites/sexualharassment/Pages/default.aspx). All communications received by the IDHR are exempt from disclosure under the Freedom of Information Act (FOIA).

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. <sup>9</sup>

**Nondiscrimination Coordinator:**

\_\_\_\_\_  
Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
Email  
\_\_\_\_\_  
Telephone

**Complaint Managers:**

_____ Name	_____ Name
_____ Address	_____ Address
_____ Email	_____ Email
_____ Telephone	_____ Telephone

**Investigation Process**

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager.<sup>10</sup> Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or

---

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

<sup>9</sup> Title IX regulations require districts to identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~" and supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

<sup>10</sup> If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."

designee<sup>11</sup> shall consider whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged workplace harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Conduct, and Conflict of Interest*,<sup>12</sup> should be initiated, regardless of whether a written report or complaint is filed.

#### Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel <sup>13</sup>

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2:260, *Uniform Grievance Procedure*.

#### Enforcement <sup>14</sup>

A violation of this policy by an employee may result in discipline, up to and including discharge.<sup>15</sup> A violation of this policy by a third party will be addressed in accordance with the authority of the

---

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

<sup>11</sup> “Nondiscrimination Coordinator or designee” is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then “Nondiscrimination Coordinator or a Complaint Manager or designee” is used (see next paragraph in policy text). If the district’s Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete “Nondiscrimination” and insert “Title IX” in its place.

<sup>12</sup> See administrative procedure 5:120-AP2, *Employee Conduct Standards*.

<sup>13</sup> Required for districts located within a county served by an accredited Children’s Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

<sup>14</sup> See *Berry v. Delta Airlines*, 260 F.3d 803, 811 (7th Cir. 2001) (“If an employer takes reasonable steps to discover and rectify the harassment of its employees ... it has discharged its legal duty.”)

In addition to violating other civil rights laws, a school district violates the *public accommodations* article in the IHRA if it fails to take corrective action to stop severe or pervasive harassment. 775 ILCS 5/5-102 and 5/5-102.2.

<sup>15</sup> 5 ILCS 430/70-5(a), amended by P.A. 100-554 (consequences of a violation of the prohibition on sexual harassment). When discharge is the penalty, examine 50 ILCS 205/3c, added by P.A. 100-1040. It requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as defined by the IHRA or Title VII. *Id.* Additionally, under the Workplace Transparency Act (WTA), employers may not require confidentiality clauses in settlement or termination agreements involving alleged unlawful employment practices under federal or State civil rights laws, except under specific conditions. 820 ILCS 96/1-30, added by P.A. 101-221.

Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge. **16**

### Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/). **17**

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

### Recourse to State and Federal Fair Employment Practice Agencies **18**

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this

---

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

Prior to the passage of 50 ILCS 205/3c, added by P.A. 100-1040, and the WTA, members of the public could already access copies of severance agreements between school districts and their former employees under FOIA. The Ill. Atty. Gen. Public Access Counselor (PAC) directed a public body to release a settlement agreement that arose out of claims of sexual harassment. PAO 14-4. The PAC noted that the public body could not withhold the entire settlement agreement under 5 ILCS 140/7(1)(c), which exempts personal information that would constitute a clearly unwarranted invasion of privacy. Instead, it could redact personal information from the agreement, such as the complainants' names in order to protect their privacy. *Id.* However, data regarding settlement agreements involving allegations of sexual harassment or other unlawful discrimination that an employer must report to IDHR under 775 ILCS 5/2-108 is categorically exempt from FOIA. 5 ILCS 140/7.5(o), added by P.A. 101-221. See f/n 6 in sample policy 2:260, *Uniform Grievance Procedure*, for more discussion about reconciling 50 ILCS 205/3c, added by P.A. 100-1040, with another new law, the Government Severance Pay Act (GSPA) (5 ILCS 415/10(a)(1), added by P.A. 100-895), which prohibits school district employees with contract provisions for severance pay to receive any severance pay if they are fired for *misconduct* by the board.

**16** 5 ILCS 430/70-5(a), amended by P.A. 100-554 (consequences for knowingly making a false report of sexual harassment).

**17** *Id.* (prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/)).

*Crawford v. Metro. Gov't of Nashville & Davidson County*, 555 U.S. 271 (2009) (holding the anti-retaliation provision in EEOA protects an employee who spoke out about harassment, not only on his or her own initiative, but also in answering questions during an employer's internal investigation).

**18** 5 ILCS 430/70-5(a), amended by P.A. 100-554, (how an individual can report an allegation of sexual harassment, including options for making a confidential report to the Inspector General or the IDHR). This sample policy does not reference the Inspector General because the Inspector General does not have jurisdiction over public school districts. 5 ILCS 430/1. School districts must also annually disclose to IDHR certain data about *adverse judgment or administrative rulings* made against them where there was a finding of sexual harassment or unlawful discrimination under federal, State, or local laws. 775 ILCS 5/2-108, added by P.A. 101-221.

policy available in the District's administrative office, and including this policy in the appropriate handbooks. **19**

- LEGAL REF.: Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; 29 C.F.R. §1604.11.  
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106.  
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).  
Ill. Human Rights Act, 775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2.  
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.  
Burlington Industries v. Ellerth, 524 U.S. 742 (1998).  
Crawford v. Metro. Gov't of Nashville & Davidson County, 555 U.S. 271 (2009).  
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).  
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).  
Harris v. Forklift Systems, 510 U.S. 17 (1993).  
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).  
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).  
Oncale v. Sundowner Offshore Services, 523 U.S. 75 (1998).  
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).  
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).  
Vance v. Ball State University, 133 S. Ct. 2434 (2013).
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

---

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

**19** A district must notify employees of the grievance procedure and the person(s) designated to coordinate the district's compliance with Title IX. 34 C.F.R. §106.8. The nondiscrimination coordinator can be the same individual for both this policy and policy 7:10, *Equal Educational Opportunities*, as well as the complaint manager in policy 2:260, *Uniform Grievance Procedure*. A comprehensive faculty handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

Informing nonemployees is not required by law. However, given the potential for employer liability under the IHRA for harassment of nonemployees, best practice is to publicize this policy to those individuals as well.

## **General Personnel**

### **Staff Development Program 1**

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children. <sup>2</sup>

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct. <sup>3 4 5</sup>

---

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

<sup>1</sup> State law requires the subject matter in paragraph 2 to be covered by policy. State or federal law controls this policy's content. A school board may set and enforce professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. *Morris v. Ill. State Bd. of Educ.*, 198 Ill.App.3d 51 (3rd Dist. 1990).

105 ILCS 5/2-3.62 requires the Ill. State Board of Education (ISBE) to establish a regional network of educational service centers to coordinate and combine existing services in a manner that is practical and efficient for schools. Their purposes are to provide, among other things, continuing education, in-service training, and staff development services to all local school districts in Illinois.

<sup>2</sup> This paraphrases 105 ILCS 5/10-20.36(b). The topic covered in this paragraph must be in a board policy. *Id.* A school medical staff, an individualized educational program team, or a professional worker (as defined in Section 14-1.10) may recommend that a student be evaluated by an appropriate medical practitioner. School personnel may consult with the practitioner, with the consent of the student's parent/guardian.

<sup>3</sup> 105 ILCS 5/10-22.39(f) requires boards to conduct this in-service. While the language of this paragraph is not required to be in board policy, including it provides a way for boards to monitor that it is being done. Including this language provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See also sample policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, and f/n 11 in sample policy 4:110, *Transportation*. These expectations will be most effective when they reflect local conditions and circumstances. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new employee conduct rules without first offering to negotiate them with the applicable exclusive bargaining representative.

<sup>4</sup> Insert the following option if a board wants to list in-services and/or trainings that State and federal law require, but are not required to be specified in board policy. If the board does not choose this option, delete 325 ILCS 5/4 from the Legal References. The only non-School Code State and/or federal law training requirements listed are from the Abused and Neglected Child Reporting Act, Ill. Human Rights Act, the Seizure Smart School Act, and Title IX of the Education Amendments of 1972 (Title IX).

In addition, the staff development program shall include each of the following:

1. At least, once every two years, training of all District staff by a person with expertise on anaphylactic reactions and management.



---

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

2. At least every two years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for licensed school personnel and administrators who work with students in grades kindergarten through 12 to identify the warning signs of mental illness and suicidal behavior in youth along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
  - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect (see policy 5:90, *Abused and Neglected Child Reporting*).
  - b. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years (see policy 5:90, *Abused and Neglected Child Reporting*).
  - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the prevention and identification of child sexual abuse (see policy 5:90, *Abused and Neglected Child Reporting*).
6. Education for staff instructing students in grades 7 through 12, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.
7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. Annual continuing education and/or training opportunities (*professional standards*) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
9. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
10. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
11. Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.
12. Training for school personnel to develop cultural competency, including understanding and reducing implicit racial bias.
13. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
14. For nurses, administrators, guidance counselors, teachers, persons employed by a local health department and assigned to a school, and persons who contract with the District to perform services in connection with a student's seizure action plan, training in the basics of seizure recognition, first aid, and appropriate emergency protocols.
15. For all District staff, annual sexual harassment prevention training.
16. Title IX requirements for training as follows (see policy 2:265, *Title IX Sexual Harassment Grievance Procedure*):

---

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

- a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
- b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
- c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.

Alternative to paragraph number 2:

2. At least every two years, an in-service to train school personnel who work with students on how to: (a) communicate with and listen to youth victims of domestic or sexual violence and expectant and parenting youth, (b) connect youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs and services as needed, and (c) implement the School District's policies, procedures, and protocols with regard to such youth, including confidentiality. The in-service shall be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth.

Citations for this option follow:

1. 105 ILCS 5/10-22.39(e) (refers to anaphylactic reactions/management).
2. 105 ILCS 5/10-22.39(d).
3. 105 ILCS 5/10-22.39(c).
4. 105 ILCS 5/10-22.39(b), amended by P.A.s 100-903 and 101-350. The law allows districts to use the Ill. Mental Health First Aid training program to provide this training. If a licensed employee or an administrator obtains mental health first aid training outside of an in-service training program, he or she may present a certificate of successful completion of that training to the school district to satisfy the requirements of this law.
5. 105 ILCS 5/10-23.12, amended by P.A. 101-531; 325 ILCS 5/4(j), amended by P.A. 101-564; and *Erin's Law Taskforce Final Report*, authorized by 105 ILCS 5/22-65 and repealed by P.A. 99-30 because of submission of the Report at: [www.isbe.net/Documents/erins-law-final0512.pdf](http://www.isbe.net/Documents/erins-law-final0512.pdf) and see also [www.erinslawillinois.org/](http://www.erinslawillinois.org/) for more resources based upon the report. Training may be in-person or web-based and must include, at a minimum, information on the following topics: (1) indicators for recognizing child abuse and child neglect; (2) the process for reporting suspected child abuse and child neglect and the required documentation; (3) responding to a child in a trauma-informed manner; and (4) understanding the response of child protective services and the role of the reporter after a call has been made. 325 ILCS 5/4(j), amended by P.A. 101-564. Districts must provide training through either DCFS, an entity authorized to provide continuing education through the Dept. of Financial and Professional Regulation, the Ill. State Board of Education, the Ill. Law Enforcement Training Standards Board, the Ill. Dept. of State Police, or an organization approved by DCFS to provide mandated reporter training. *Id.* *Child-serving organizations*, which are not defined in ANCRA, are "encouraged to provide in-person annual trainings." *Id.*
6. 105 ILCS 110/3.10(b)(2).
7. 105 ILCS 5/10-22.6(c-5), amended by P.A. 100-810. School board members are also included.
8. 7 C.F.R. Parts 210 and 235. Section 210.2 defines school nutrition program directors, managers and staff. 7 C.F.R. §§210.15(b)(8) (recordkeeping requirements) and 210.31(a), (c), (d), and (e) (professional standards requirements); 210.31(g)(requiring school food authority director to keep records), amended by Fed. Reg. Vol. 81, No. 146 at 50169 and finalized 7-29-16. Food service funds may be used for reasonable, allocable, and necessary training costs. 7 C.F.R. §210.31(f). The U.S. Dept. of Agriculture (USDA) has established implementation resources that contain training opportunities and resources covering the four core training areas: nutrition, operations, administration, and communications/marketing at: [www.fns.usda.gov/school-meals/professional-standards](http://www.fns.usda.gov/school-meals/professional-standards).
9. 105 ILCS 25/1.15.
10. 105 ILCS 5/22-80(h), amended by P.A. 100-309.
11. 105 ILCS 5/22-30(j-15). Consult the board attorney about whether:



The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.<sup>6</sup>

---

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

- a. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was *willful and wanton* conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
  - b. The duties and responsibilities of the district when it asks for, but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.
12. 105 ILCS 5/10-20.61, added by P.A. 100-14.
  13. 105 ILCS 5/10-20.17a; 23 Ill.Admin.Code §1.330.
  14. 105 ILCS 150/25, added by P.A. 101-50.
  15. 775 ILCS 5/2-109, added by P.A. 101-221.
  16. 34 C.F.R. §106.45(b)(1)(iii).

Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other policies. Many of those policies are listed in the cross-references to this policy, e.g., training requirements under the Care of Students with Diabetes Act. 105 ILCS 145/.

<sup>5</sup> Different from the in-service training that school districts must provide to their staff, 105 ILCS 5/3-11, contains requirements that the regional superintendents must include during teachers institutes. Instruction on prevalent student chronic health conditions, as well as educator ethics and teacher-student conduct training is also required. See also f/n 3 above discussing the board's requirement in Section 10-22.39. Beginning with the 2016-17 school year, teachers' institutes must also include instruction on the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 *et seq.*) as it pertains to the school environment at least every two years. Contact the Regional Superintendent or the appropriate Intermediate Service Center with questions about online training for this component of a teachers' institute. Discuss with the board attorney the best practices of documenting trainings and evaluations of trainings; many attorneys in the field prefer documentation of ADA trainings to assist in their defense of any potential ADA claims against the district.

For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12).

The board may also want to address other staff development opportunities. While not required to be policy, 105 ILCS 5/27-23.10 requires a school board to collaborate with State and local law enforcement agencies on gang resistance education and training. It also states that ISBE may assist in the development of instructional materials and teacher training for gang resistance education and training, which may be helpful to include in the staff development program. Other mandated and recommended staff development opportunities that are not located in the School Code or ISBE rules are found in the Ill. Administrative Code or federal regulations. Many of them are cross referenced in this policy.

<sup>6</sup> Required by 105 ILCS 5/2-3.166(c)(2).

LEGAL REF.:	<p>20 U.S.C. §1681 <u>et seq.</u>, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.</p> <p>42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.</p> <p>105 ILCS 5/2-3.62, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.</p> <p>105 ILCS 25/1.15, Interscholastic Athletic Organization Act.</p> <p>105 ILCS 150/25, Seizure Smart School Act.</p> <p>105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.</p> <p>325 ILCS 5/4, Abused and Neglected Child Reporting Act.</p> <p>745 ILCS 49/, Good Samaritan Act.</p> <p>775 ILCS 5/2-109, Ill. Human Rights Act.</p> <p>23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.</p> <p>77 Ill.Admin.Code §527.800.</p>
CROSS REF.:	<p>2:265 (Title IX Sexual Harassment Grievance Procedure), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)</p>
ADMIN. PROC.:	<p>2:265-AP1 (Title IX Sexual Harassment Response), 2:265-AP2 (Formal Title IX Sexual Harassment Complaint Grievance Process), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at an Indoor Physical Fitness Facility), 5:100-AP (Staff Development Program), 5:150-AP (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School)</p>

## **Professional Personnel**

### **Terms and Conditions of Employment and Dismissal 1**

The School Board delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff. <sup>2</sup>

### **School Year**

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days.<sup>3</sup> Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); February 12 (the Birthday of President Abraham Lincoln); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); and November 11 (Veterans' Day). <sup>4</sup>

---

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

<sup>1</sup> State or federal law controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. The local collective bargaining agreement may contain provisions that exceed these requirements. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement."

Evaluation, tenure, and dismissals changed significantly from 2013 to 2016 as P.A.s 96-861, 97-8, and 98-513 were implemented. These public acts are referred to as *Education Reform* or *Education Reform Acts*.

<sup>2</sup> This paragraph is consistent with the IASB's *Foundational Principles of Effective Governance*. Boards have three options for using this paragraph: (1) use it as an introduction to the policy; (2) use it alone leaving the specific other topics for administrative implementation; or (3) do not use it.

<sup>3</sup> 105 ILCS 5/10-19, amended by P.As. 101-12 and 101-643. See 6:20, *School Year Calendar and Day*.

<sup>4</sup> 105 ILCS 5/24-2(b). See 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing as well as a discussion of the case finding the State-mandated school holiday on Good Friday unconstitutional. 105 ILCS 5/24-2, amended by P.A. 101-642, prohibits districts from making a deduction "from the time or compensation of a school employee on account of any legal or special holiday."

10 ILCS 5/2B-10, added by P.A. 101-642 and 105 ILCS 5/24-2 (e), amended by P.A. 101-642, designates 2020 Election Day on 11-3-2020 as a legal school holiday for purposes of 105 ILCS 5/24. It requires all government offices, with the exception of election authorities, to be closed unless authorized to be used as a location for Election Day services or as a polling place. 10 ILCS 5/2B-10, added by P.A. 101-642, requires any school closed under it to make itself available to an election authority as a polling place for 2020 General Election Day and comply with all safety and health practices established by the Ill. Department of Public Health (IDPH).

No waiver exists for 2020 Election Day. 105 ILCS 5/24-24(b) and (e), amended by P.A. 101-642.

### School Day

Teachers are required to work the school day adopted by the Board.<sup>5</sup> Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer. <sup>6</sup>

The District accommodates employees who are nursing mothers according to provisions in State and federal law. <sup>7</sup>

### Salary

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code.<sup>8</sup> Teachers shall be paid at least monthly on a 10- or 12-month basis. <sup>9</sup>

### Assignments and Transfers

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments.<sup>10</sup> In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

### School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in 105 ILCS 5/14-1.09a. <sup>11</sup>

### Dismissal

---

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

<sup>5</sup> A school day is required to consist of a minimum of five clock hours under the direct supervision of a teacher or non-teaching personnel or volunteer personnel that provides non-teaching or supervisory duties as specified in 105 ILCS 5/10-22.34(a) in order to qualify as a full day of attendance. 105 ILCS 5/10-19.05(a) and (j-5), added by P.A. 101-12 and amended by P.A. 101-643. See [www.isbe.net/school-calendar](http://www.isbe.net/school-calendar) for ISBE's instructional day changes notice regarding this law. See 105 ILCS 5/10-19.05, added by P.A. 101-12 and amended by P.A. 101-643, for additional exceptions to the attendance calculation.

<sup>6</sup> 105 ILCS 5/24-9.

<sup>7</sup> 740 ILCS 137/; 820 ILCS 260/, amended by P.A. 100-1003. Ill. law requires more of employers than federal law. Consult the board attorney to ensure the district is properly accommodating nursing mothers. See 5:10-AP, *Workplace Accommodations for Nursing Mothers*.

<sup>8</sup> 105 ILCS 5/10-20.7, 5/10-21.1, 5/24-1, and 5/24-8, amended by P.A. 101-443 (minimum salary). Salaries are a mandatory subject of collective bargaining. 115 ILCS 5/10. Annually, by Oct. 1, each district must: (1) during an open school board meeting, report salary and benefits information for the superintendent, administrators, and teachers; (2) publish that information on the district's website, if any; and (3) provide this information to ISBE. 105 ILCS 5/10-20.47. According to a Public Access Counselor (PAC) *Informal Mediation* letter interpreting 5 ILCS 120/7.3, an IMRF employer must post on its website the names of employees having a total compensation package that exceeds \$75,000 per year. 2012 PAC 19808 (Informal Mediation by the Ill. Attorney General's Public Access Counselor (PAC); see PAC Annual Report for 2012 at [www.foia.ilattorneygeneral.net/pdf/Public\\_Access\\_Counselor\\_Annual\\_Report\\_2012.pdf](http://www.foia.ilattorneygeneral.net/pdf/Public_Access_Counselor_Annual_Report_2012.pdf)).

<sup>9</sup> 105 ILCS 5/24-21.

<sup>10</sup> Districts are required to have a policy on the distribution of the listed assignments. 23 Ill.Admin.Code §1.420(d).

Absent an individual or collective bargaining agreement, the board has unilateral discretion to assign or retain a teacher to or in an extracurricular duty. *Betenner v. Bd. of Educ.*, 336 Ill.App. 448 (4th Dist. 1949); *Dist. 300 Educ. Assoc. v. Bd. of Educ.*, 31 Ill.App.3d 550 (2nd Dist. 1975); *Lewis v. Bd. of Educ.*, 181 Ill.App. 3d 689 (5th Dist. 1989).

<sup>11</sup> Optional. This subhead provides information to district employees and the community that 105 ILCS 5/14-1.09a, amended by P.A. 100-356, prohibits school social workers from moonlighting by providing services to students attending the districts in which they are employed. Delete "~~5/10-20.65, 5/14-1.09a,~~" from the Legal References if the board deletes this subhead.

The District will follow State law when dismissing a teacher. <sup>12</sup>

### Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law. <sup>13</sup>

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

---

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

<sup>12</sup> All dismissal laws in the chart below were amended by the *Education Reform Acts*. 105 ILCS 5/24A-5.5, added by P.A. 101-591, requires districts to develop and implement a local appeals process for unsatisfactory ratings issued to teachers under 105 ILCS 5/24A-5, amended by P.A. 101-643. Districts must: (1) develop the process in cooperation with the bargaining unit or teachers, if applicable, and (2) include an assessment of the original rating by a panel of qualified evaluators agreed to by the PERA joint committee (105 ILCS 5/24A-4(b)).

<b>Non-tenure Teacher Discharge</b>	105 ILCS 5/24-11, amended by P.A. 101-643
<b>Tenured and Non-tenure Teachers</b> Reduction in Force	105 ILCS 5/24-12(b), amended by P.A. 101-643, and (c)
<b>Tenured Teacher Discharge</b> Where Cause Remediable	105 ILCS 5/24-12(d) (prior reasonable warning required) 105 ILCS 5/24-12(d) (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
<b>Tenured Teacher Discharge</b> Where Cause Irremediable	105 ILCS 5/24-12(d) (no prior warning required) 105 ILCS 5/24-12(d) (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
<b>Tenured Teacher Discharge</b> Failure to complete remediation plan with a rating of <i>Proficient</i>	105 ILCS 5/24A-5(m) (participation in remediation plan after unsatisfactory evaluation) 105 ILCS 5/24-12(d)(1), amended by P.A. 101-643 (no prior warning required if cause(s) were subject of remediation plan) 105 ILCS 5/24-12(d) (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
<b>Tenured Teacher Discharge - Optional Alternative Evaluative Dismissal Process for PERA Evaluation</b> Failure to complete remediation plan with a <i>Proficient</i> or better rating 105 ILCS 5/24A-2.5	105 ILCS 5/24-16.5(d) (provide written notice) 105 ILCS 5/24-16.5 (pre-remediation and remediation procedural mandates) 105 ILCS 5/24-16.5(e) and (f) (school board makes final decision with only PERA-trained board members participating in vote)
<b>Tenured Teacher Discharge</b> <i>Unsatisfactory</i> PERA evaluation within 36 months of completing a remediation plan 105 ILCS 5/24A-2.5	105 ILCS 5/24A-5(n) (forego remediation and proceed to dismissal) 105 ILCS 5/24-12(d) (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
<b>Educational Support Personnel Employees</b> (non- licensed)	105 ILCS 5/10-23.5, amended by PA. 101-46
<b>Probationary Teacher</b> (non-tenure teacher)	105 ILCS 5/24-11, amended by P.A. 101-643

Various components of a RIF (e.g., impact and decision to RIF) and an evaluation plan (e.g., development, implementation, and impact) may be subject to mandatory collective bargaining. *Central City Educ. Assoc. v. IELRB*, 149 Ill.2d 496 (Ill. 1992).

Teacher RIF procedures were changed by 105 ILCS 5/24-12, amended by P.A. 101-643. See *PERA Overview for School Board Members*, question 13, "What is the process for selecting teachers for a reduction in force/layoff (RIF)" at: [www.iasb.com/law/PERAoverview.pdf](http://www.iasb.com/law/PERAoverview.pdf).

According to a binding opinion from the Ill. Public Access Counselor, a board must identify an employee by name in a motion to dismiss him or her. PAO 13-16. As this may be a significant change in practice with possible other legal consequences, a board should consult with the board attorney on this issue before dismissing employee.

<sup>13</sup> Teacher evaluation plans are covered in *PERA Overview for School Board Members* at: [www.iasb.com/law/PERAoverview.pdf](http://www.iasb.com/law/PERAoverview.pdf).

LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22.4, 5/24-16.5, 5/24-2,  
5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.  
820 ILCS 260/1 et seq.  
23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed Employees) and 51  
(Dismissal of Tenured Teachers).  
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar  
and Day)

## **Professional Personnel**

### **Substitute Teachers 1**

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license or short-term substitute license and may teach in the place of a licensed teacher who is under contract with the Board.<sup>2</sup> There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows: <sup>3</sup>

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License<sup>4</sup> or Educator License with Stipulations<sup>5</sup> may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.
3. A short-term substitute teacher holding a short-term substitute teaching license may teach for any one licensed teacher under contract with the District only for a period not to exceed five consecutive school days. <sup>6</sup>

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2021, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in

---

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

<sup>1</sup> State law controls this policy's content. Policy 5:30, *Hiring Process and Criteria*, contains the requirements for pre-employment investigations, e.g., a fingerprint based criminal history records check. See also 5:30-AP2, *Investigations*. Each board may require new substitute teacher employees to furnish evidence of physical fitness to perform duties assigned and must require new substitute teacher employees to furnish evidence of freedom from communicable disease. 105 ILCS 5/24-5(b-5), added by P.A. 100-855. Evidence may consist of a physical examination, which must be performed within 90 days before the time it is presented to the board, and the substitute teacher bears the cost of the physical examination. Id. A new or existing substitute teacher may also be subject to additional health examinations as required by the Ill. Dept. of Public Health or by order of a local public health official. Id.

<sup>2</sup> 23 Ill.Admin.Code §1.790(a)(2), requires that any individual who serves as a substitute teacher for driver's education be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(k).

<sup>3</sup> Substitute teaching licenses are governed by 105 ILCS 5/21B-20(3), amended by P.A. 100-596; 23 Ill.Admin.Code §§1.790 and 25.520.

<sup>4</sup> Professional educator licenses are governed by 105 ILCS 5/21B-20(1) and 23 Ill.Admin.Code Part 25.

<sup>5</sup> Educator licenses with stipulations are governed by 105 ILCS 5/21B-20(2), amended by P.A. 100-596, and 23 Ill.Admin.Code Part 25. 105 ILCS 5/21B-20(2)(E), amended by P.A. 100-13, permits an individual who holds a valid career and technical educator endorsement on an Educator License with Stipulations but who does not hold a bachelor's degree to substitute teach in career and technical education classrooms. Similarly, 105 ILCS 5/21B-20(2)(F), amended by P.A. 100-13, permits an individual who holds a provisional or part-time provisional career and technical educator endorsement on an Educator License with Stipulations but who does not hold a bachelor's degree to substitute teach in career and technical education classrooms.

<sup>6</sup> 105 ILCS 5/21B-20(4), added by P.A. 100-596. Districts may not hire a short-term substitute teacher for teacher absences lasting six or more days. Id.



any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists. <sup>7</sup>

The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits. <sup>8</sup>

### Short-Term Substitute Teachers <sup>9</sup>

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program.<sup>10</sup> Short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board. <sup>11</sup>

### Emergency Situations <sup>12</sup>

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

---

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

<sup>7</sup> 40 ILCS 5/16-118, amended by P.A.s 100-596 and 101-645 (specifying permissible paid days and hours for TRS annuitants), and 16-150.1, amended by P.A. 101-49 (TRS annuitants may return to teaching in a subject shortage area until 6-30-21). Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center."

<sup>8</sup> If a board provides substitute teachers other benefits, it may consider listing them here.

<sup>9</sup> 105 ILCS 5/21B-20(4), added by P.A. 100-596, governs Short-Term Substitute Teaching Licenses, which may be issued from 7-1-18 until 6-30-23. Short-Term Substitute Teaching Licenses are not eligible for endorsements. *Id.* Applicants for a Short-Term Substitute Teaching License must hold an associate's degree or have completed at least 60 credit hours from a regionally accredited institution of higher education. Individuals who have had their Professional Educator License or Educator License with Stipulations suspended or revoked are not eligible to be short-term substitutes. *Id.* Short-term substitutes may not be hired for teacher absences lasting six or more days. *Id.* 105 ILCS 5/21B-20(4) repeals on 7-1-23.

<sup>10</sup> 105 ILCS 5/10-20.68, added by P.A. 100-596, requires boards to conduct this training. This requirement provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for a short-term substitute teacher training program that provides individuals who hold a Short-Term Substitute Teaching License with information on curriculum, classroom management techniques, school safety, and district and building operations. See also 5:220-AP, *Substitute Teachers*, and f/n 3 in 5:220-AP. These expectations will be most effective when they reflect local conditions and circumstances. Training and curriculum for a short-term substitute teacher training program may be subjects of mandatory collective bargaining, therefore consulting with the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new programs for staff without first offering to negotiate them with the applicable exclusive bargaining representative.

School boards may choose to also offer this training program to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License. This provision repeals on 7-1-23.

<sup>11</sup> See f/n 6.

<sup>12</sup> 105 ILCS 5/21B-20(3). An *emergency situation* is defined as one where an unforeseen vacancy has occurred and (i) a teacher is unable to fulfill his or her contractual duties, or (ii) the district's teacher capacity needs exceed previous indications and the district is actively engaged in advertising to hire a fully licensed teacher for the vacant position.

Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center."



LEGAL REF.: 105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), and 5/21B-20(4).  
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

## **Educational Support Personnel**

### **Sick Days, Vacation, Holidays, and Leaves 1**

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

### **Sick and Bereavement Leave 2**

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular

---

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

**1** State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. The introductory paragraph recognizes that an applicable collective bargaining agreement or individual employment contract will supersede a conflicting provision of the policy. Alternatively, if the policy's subject matter is superseded by a bargaining agreement, the board policy may state, "Please refer to the applicable collective bargaining agreement."

Districts must coordinate leaves provided by State law and the local bargaining agreement with the leave granted by the Family and Medical Leave Act (FMLA) (29 U.S.C. §2612), amended by Sec. 565 of the National Defense Authorization Act for Fiscal Year 2010 (Pub. L. 111-84). The FMLA grants eligible employees 12 weeks unpaid leave each year for: (1) the birth and first-year care of a child; (2) the adoption or foster placement of a child; (3) the serious health condition of an employee's spouse, parent, or child; (4) the employee's own serious health condition; (5) the existence of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on (or has been notified of an impending call to) *covered active duty* in the Armed Forces; and (6) to care for the employee's spouse, child, parent, or next of kin who is a covered service member with a serious injury or illness. The definition of *covered servicemember* includes a veteran "who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness" if the veteran was a member of the Armed Forces "at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy." 29 U.S.C. §2611. Districts are permitted to count paid leave (granted by State law or board policy) taken for an FMLA purpose against an employee's FMLA entitlement. 29 C.F.R. §825.207. See policy 5:185, *Family and Medical Leave*.

A plethora of State laws grant leaves to employees of the State and municipalities, but are not applicable to school districts, including the Employee Blood Donation Leave Act (820 ILCS 149/), Local Government Disaster Service Volunteer Act (50 ILCS 122/), Organ Donor Leave Act (5 ILCS 327/), and Civil Air Patrol Leave Act (820 ILCS 148/).

**2** This section contains the minimum benefits provided by 105 ILCS 5/24-6. Each specified number of days in this section is the statutory minimum. The School Code does not address whether an employee's 10 paid sick leave days are available upon employment, accrued over months, or after working for a certain period of time, e.g., one year. Also be aware that the Employee Sick Leave Act (820 ILCS 191/) allows employees to use employer-provided sick leave to care for an ill or injured *family* member or to attend a medical appointment with a family member. The law defines family members as a child, stepchild, spouse, domestic partner, sibling, parent, mother- or father-in-law, grandchild, grandparent, or stepparent. *Id.* at 191/10(b). Leave may be taken under the same terms for which the employee would be permitted to take leave for his or her own illness or injury. Before adopting this policy or applying its provisions, the district should examine any applicable bargaining agreements. Strict accounting of unused sick days is important to avoid:

1. Employees accumulating sick time on a full-time basis when they are truly working part-time hours;
2. Inconsistent treatment; and
3. Inaccurate reporting to IMRF (credit is given for full day unused sick days upon retirement). 40 ILCS 5/7-139(a)(8).

workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year. <sup>3</sup>

Sick leave is defined in State law as personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. The Superintendent and/or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or 30 days for birth or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a chiropractic physician licensed under the Medical Practice Act, (3) a licensed advanced practice registered nurse, (4) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (5) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

The use of paid sick leave for adoption or placement for adoption is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement. The Superintendent may require that the employee provide evidence that the formal adoption process is underway. <sup>4</sup>

#### Vacation <sup>5</sup>

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

---

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

<sup>3</sup> As this policy is consistent with the minimum requirements of State law, this provision on the maximum number of sick days that may be accumulated is based on the minimum number required as stated in 105 ILCS 5/24-6. The number may be increased to meet or exceed the number IMRF will recognize for retirement credit purposes. The following alternative does this: "Unused sick leave shall accumulate to the maximum number of days that IMRF will recognize for retirement credit purposes."

The following optional provisions apply to boards that want to address the IMRF's requirement that public bodies must have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon their retirement. See 40 ILCS 5/7-139(a)(8). See also IMRF General Memorandum #555 at:

[www.imrf.org/en/publications-and-archive/general-memos/2007-general-memos/general-memo-555](http://www.imrf.org/en/publications-and-archive/general-memos/2007-general-memos/general-memo-555).

**Option 1:** No collective bargaining agreement applies and the board wants to publicize its written plan. Insert the following sentence: This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Ill. Municipal Retirement Fund.

**Option 2:** A local collective bargaining agreement contains the written plan and the board wants to publicize it. Insert the following sentence: Please refer to the applicable collective bargaining agreement(s) for the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon an employee's retirement under the Ill. Municipal Retirement Fund.

**Option 3:** A district maintains two separate sick leave plans, one for employees under a collective bargaining agreement, and one for non-unionized employees. Insert the text for both Option 1 and Option 2.

**Note:** If Options 1, 2, or 3 are chosen, add 40 ILCS 5/7-139 to the Legal References. If the board does not have a written sick leave plan for purposes of IMRF sick leave to service credit conversion or does not wish to include it in the policy, do not include any of the options above or add the citation to the Legal References.

<sup>4</sup> 105 ILCS 5/24-6, amended by P.A. 100-513.

<sup>5</sup> State law does not require districts to give employees vacations.

<u>Length of Employment</u>		<u>Monthly Accumulation</u>	<u>Maximum Vacation Leave Earned Per Year</u>
<u>From:</u>	<u>To:</u>		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year
Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation. <sup>6</sup>

#### Holidays <sup>7</sup>

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day
Abraham Lincoln's Birthday	Veteran's Day
Casimir Pulaski's Birthday	2020 Election Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

---

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

<sup>6</sup> Required by 820 ILCS 115/5 and 56 Ill.Admin.Code §300.520 (Earned Vacations).

<sup>7</sup> Holidays are listed in 105 ILCS 5/24-2(a), (e), amended by P.A. 101-642, and 10 ILCS 5/2B-10, added by P.A. 101-642. For information on the waiver process allowed by 105 ILCS 5/24-2(b), see 2:20-E, *Waiver and Modification Request Resource Guide*. Holidays not specified in the School or Election Codes may be added to the policy; however, boards adding additional holidays should monitor and review to ensure the list remains current.

A State-mandated school holiday on Good Friday is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir. 1995). Closing school on religious holidays may be permissible for those districts able to demonstrate that remaining open would be a waste of educational resources because of widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a spring holiday rationale or ensuring that it falls within spring break. School districts should discuss their options, including the collective bargaining implications, with their board attorney.

For more information about 2020 Election Day, see the discussion in f/n 4 in 5:200, *Terms and Conditions of Employment and Dismissal*.

## Personal Leave 8

Full-time educational support personnel have one paid personal leave day per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

## Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3. **9**

## Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leaves for Service in the Military and General Assembly. **10**
2. School Visitation Leave. **11**
3. Leaves for Victims of Domestic Violence, Sexual Violence, or Gender Violence. **12**
4. Child Bereavement Leave. **13**
5. Leave to serve as an election judge. **14**

---

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

**8** State law does not address personal leave. It is not uncommon for boards to grant educational support personnel the same number of personal leave days as are granted to professional staff.

**9** Required by 105 ILCS 5/24-6.3. A similar leave exists for an elected trustee for the Ill. Teachers' Retirement System. See 5:250, *Leaves of Absence*.

**10** Military leave is governed by the School Code (105 ILCS 5/10-20.7b, 5/24-13, and 13.1); the Service Member Employment and Reemployment Rights Act (330 ILCS 61/, added by P.A. 100-1101, streamlining several job-related protection laws into one statute, mandating leave for *active service* and requiring the public employer to make up the difference between military pay and regular compensation); and the Uniformed Services Employment and Reemployment Rights Act (38 U.S.C. §4301 *et seq.*).

Granting General Assembly leave to ESPs is optional.

**11** 820 ILCS 147/, amended by P.A. 101-486. See policy 5:250, *Leaves of Absence*, and 5:250-AP, *School Visitation Leave*.

**12** Required by Victims' Economic Security and Safety Act (820 ILCS 180/, amended by P.A. 101-221) and 56 Ill.Admin.Code Part 280. Important information about this leave is discussed in f/n 20, 21, and 22 of 5:250, *Leaves of Absence*.

**13** 820 ILCS 154/. Important information about this leave is discussed in f/n 5 of 5:250, *Leaves of Absence*.

**14** 10 ILCS 5/13-2.5.

LEGAL REF.: 105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.  
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.  
820 ILCS 147, School Visitation Rights Act.  
820 ILCS 154/, Child Bereavement Leave Act.  
820 ILCS 180/, Victims' Economic Security and Safety Act.  
School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

## Students

### Equal Educational Opportunities 1

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 identity,<sup>2</sup> status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy.<sup>3</sup> 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 8:20, *Community Use of School*

---

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

<sup>1</sup> State or federal law requires this subject matter be covered by policy and controls this policy's content.

<sup>2</sup> Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, nationality, religion, etc. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at [www.isbe.net/supportallstudents](http://www.isbe.net/supportallstudents). The Ill. State Board of Education (ISBE) hosts these documents on its website.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, insert the following in place of "gender identity," gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression.

If the board inserts this option, it must also insert the options in f/n 7, below and in f/n 2 of sample policy 7:20, *Harassment of Students Prohibited*, BUT NOTE THE PROTECTED STATUSES LIST IN THIS POLICY IS DIFFERENT AND SHOULD NOT BE COPIED FROM HERE INTO 7:20, *HARASSMENT OF STUDENTS PROHIBITED*.

See 7:10-AP1, *Accommodating Transgender Students or Gender Non-Conforming Students*, for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.

For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see 7:10-E, *Equal Educational Opportunities Within the School Community*.

<sup>3</sup> Many civil rights laws guarantee equal education opportunities; see citations in the Legal References.

In 23 Ill.Admin.Code §1.240, ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982))."

The Ill. Human Rights Act (IHRA) and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. 775 ILCS 5/1-102(A) makes *order of protection status* a protected category.

The IHRA's jurisdiction is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2.



*Facilities.*<sup>4</sup> Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.<sup>5</sup>

### Sex Equity<sup>6</sup>

No student shall, based on sex, sexual orientation, or gender identity<sup>7</sup> 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 using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional

---

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

<sup>4</sup> 23 Ill.Admin.Code §200.40(b) prohibits entering into agreements with entities that discriminate against students on the basis on sex. Section 200.80(a)(4) contains an exception for single sex youth organizations, e.g., Boy and Girl Scouts. Note that the U.S. Supreme Court refused to apply N.J.'s public accommodation law to the Boy Scouts because forcing the Scouts to accept a homosexual as a member would violate the Scouts' freedom of expressive association. Boy Scouts of America v. Dale, 530 U.S. 640 (2002). When deciding whether to allow non-school groups to use its facilities, a public school district may not engage in viewpoint discrimination. Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

<sup>5</sup> Districts must have a grievance procedure. See Legal References following policy. Absent a specific statute or rule, there is no consensus on whether students have the right to appeal a board's decision to the Regional Superintendent and thereafter to the State Superintendent pursuant to 105 ILCS 5/2-3.8.

<sup>6</sup> Every district must have a policy on sex equity. 23 Ill.Admin.Code §200.40(b). The IHRA, Public Accommodation section, prohibits schools from: (1) failing to enroll an individual, (2) denying a individual access to its facilities, goods, or services, or (3) failing take corrective action to stop severe or pervasive harassment of an individual (775 ILCS 5/5-102.2), on the basis of the individual's sex or sexual orientation, among other classifications (775 ILCS 5/5-101). Districts must periodically evaluate their policies and practices to identify and eliminate sex discrimination as well as evaluate course enrollment data to identify disproportionate enrollment based on sex. In-service training for all staff members is required. 23 Ill.Admin.Code §1.420.

With some exceptions, Title IX of the Education Amendments of 1972 (Title IX) guarantees that "[n]o person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." 20 U.S.C. §§1681(a). Equal participation and equal opportunity in athletics is addressed in the U.S. Dept. of Education's implementing rules. 34 C.F.R. §106.41. Generally, when a school district offers a team for one gender but not for the other, a member of the excluded gender is allowed to try out for the team unless the sport is a *contact sport*. Contact sports are boxing, wrestling, rugby, ice hockey, football, basketball, and other sports involving bodily contact. The rules also list the factors that determine whether equal opportunities are available to both genders. These include: whether the selection of athletics accommodates the interests and abilities of both genders; equipment and supplies; scheduling; opportunity to receive coaching and academic tutoring; locker rooms, practice facilities, and fields; and publicity. Title IX prohibits any person from sexually harassing a student. See sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, for further discussion.

105 ILCS 5/10-20.60 (final citation pending), added by P.A. 100-29, requires public schools to provide reasonable accommodations to breastfeeding students. See sample administrative procedure 7:10-AP-2, *Accommodating Breastfeeding Students*, for specific *reasonable accommodations* under Illinois law.

105 ILCS 5/10-20.60 (final citation pending), added by P.A. 100-163, requires school districts to make feminine hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in the bathrooms of school buildings serving students in grades 6 through 12. **Note:** The statute does not delineate between types of bathrooms (student, staff, girls, boys, unisex, etc.). Consult with the board attorney about implementing this law.

<sup>7</sup> For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendations into this policy (see f/n 2 above), insert:

1. In place of "or gender identity" as follows: "~~or~~ gender identity, or gender expression".
2. The following sentence as the second sentence of this subhead: "Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity."



Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8). <sup>8</sup>

### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator.<sup>9</sup> The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures. <sup>10</sup>

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 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.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (Student Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

---

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

<sup>8</sup> Districts must have a grievance procedure and must tell students that they may appeal a board's resolution of a sex equity complaint to the Regional Superintendent and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. Student complaints regarding breastfeeding accommodations must also be processed in accordance with these procedures. See sample policy 2:260, *Uniform Grievance Procedure*, at f/n 8.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center."

<sup>9</sup> Required by regulations implementing Title IX. 34 C.F.R. Part 106.8(a). See f/n 19 in sample policy 2:260, *Uniform Grievance Procedure*. If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, amend this sentence to state: "The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator."

<sup>10</sup> Required by regulations implementing Title IX. 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. Comprehensive faculty and student handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Faculty handbooks may contain working conditions and be subject to mandatory collective bargaining. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

## Students

### Harassment of Students Prohibited 1

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity<sup>2</sup>; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of

---

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

<sup>1</sup> State or federal law requires this subject matter be covered by policy, controls this policy's content, and 105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-531, requires that every two years, each district within an Illinois county served by an accredited Children's Advocacy Center review all its existing sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531. Each district must also have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 100-137; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications is identical to the list in 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/27-23.7(a); 775 ILCS 5/1-103, amended by P.A. 101-221; and 23 Ill.Admin.Code §1.240.

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute. 105 ILCS 5/27-23.7.

The Ill. Human Rights Act (IHRA) and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the “actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth.” 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. 775 ILCS 5/1-102(A), added *order of protection status* to its list of protected categories. The IHRA's jurisdiction is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2.

<sup>2</sup> See f/n 2 in sample policy 7:10, *Equal Educational Opportunities*, for a discussion about Executive Order (EO) 2019-11 establishing the Affirming and Inclusive Schools Task Force (Task Force) that made policy and administrative procedure recommendations to the Ill. State Board of Education (ISBE) that are discussed in its publication *Sample District Policy and Administrative Procedures* at [www.isbe.net/supportallstudents](http://www.isbe.net/supportallstudents).

For boards that want to incorporate ISBE's sample policy recommendation, insert the following in place of “gender identity;”: gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth);.

**If the board inserts this option, it must also insert the options in f/ns 2 and 7 of policy 7:10, *Equal Educational Opportunities*, BUT NOTE THE PROTECTED STATUSES LIST IN THIS POLICY IS DIFFERENT AND SHOULD NOT BE COPIED FROM HERE INTO 7:10, *EQUAL EDUCATIONAL OPPORTUNITIES*.**

property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. <sup>3</sup>

### Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.<sup>4</sup> See policies 2:265, *Title IX Sexual Harassment Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

### Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.<sup>5</sup> A student may choose to report to an employee of the student's same gender.

---

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

<sup>3</sup> This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidences when hate speech interfered with the educational environment. *West v. Derby Unified Sch. Dist.*, 206 F.3d 1358 (10th Cir. 2000).

<sup>4</sup> Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and the IHRA prohibit discrimination on the basis of sex and sexual harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in federal law. 34 C.F.R. §106.30. See sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, and sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sexual harassment. See sample procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

The IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-201(E).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. *Gebser v. Lago Vista Independent Sch. Dist.*, 524 U.S. 274 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999). The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102.

<sup>5</sup> Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.<sup>6</sup> The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. <sup>7</sup> The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. <sup>8</sup>

**Nondiscrimination Coordinator:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

**Complaint Managers:**

_____ Name	_____ Name
_____ Address	_____ Address
_____ Email	_____ Email
_____ Telephone	_____ Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

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

<sup>6</sup> If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure."

<sup>7</sup> While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Each district must communicate its bullying policy to students and their parents/guardians. 105 ILCS 5/27-23.7, amended by P.A. 100-137; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

<sup>8</sup> Title IX regulations require districts to identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~" supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school. <sup>9</sup>
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

### Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager.<sup>10</sup> Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee<sup>11</sup> shall consider whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged student harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

---

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

<sup>9</sup> In addition to notifying students of policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Sexual Harassment Grievance Procedure*, a district must notify them of the name, office address, email address, and telephone number of district's Title IX Coordinator. 34 C.F.R. §106.8(a). 105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-418, requires districts to maintain and implement an *age-appropriate* policy on sexual harassment that is included in the school district's student handbook, as well as on a district's website and, if applicable, other areas where such information is posted in each school. The law does not expressly state that the age-appropriate policy is for students; however, that is the most logical interpretation. In practice, most districts maintain a student handbook for each building. Because the law only requires one policy, this policy manages the age-appropriate requirement by directing age-appropriate explanations of the policy be included in the building-level student handbook(s). Student handbooks can be developed by the building principals, but should be reviewed and approved by the superintendent and school board.

The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

<sup>10</sup> If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."

<sup>11</sup> "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see next paragraph in policy text). If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete "~~Nondiscrimination~~" and insert "Title IX" in its place.

## Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel <sup>12</sup>

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2:260, *Uniform Grievance Procedure*.

### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Sexual Harassment Grievance Procedure*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

---

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

<sup>12</sup> Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For a map of accredited CACs, and to identify a CAC that may serve your district, see [www.childrensadvocacycentersofillinois.org/about/map](http://www.childrensadvocacycentersofillinois.org/about/map). For further discussion see f/n 14 in policy 5:90, *Abused and Neglected Child Reporting*.

- 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).
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)



## Students

### Prevention of and Response to Bullying, Intimidation, and Harassment 1

Bullying, 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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations: <sup>2</sup>

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

---

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

<sup>1</sup> All districts must have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 100-137. Every two years, each district must review and re-evaluate this policy, make necessary and appropriate revisions, and file the updated policy with ISBE. This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See 7:190, *Student Behavior*; 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. See f/n 7, below.

<sup>2</sup> This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/27-23.7(a); see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. The protected statuses are mandated by the bullying prevention statute; the list of protected statuses is identical to the list in 7:20, *Harassment of Students Prohibited*.



### Definitions from 105 ILCS 5/27-23.7 <sup>3</sup>

*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; or
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: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12. <sup>4</sup>

---

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

<sup>3</sup> All definitions are directly from 105 ILCS 5/27-23.7, amended by P.A. 100-137.

<sup>4</sup> As each numbered requirement, 1-12, corresponds with the same number in 5/27-23.7(b)1-12, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

1. The District uses the definition of *bullying* as provided in this policy. <sup>5</sup>
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking.<sup>6</sup> 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.<sup>7</sup> Anonymous reports are also accepted.

**Nondiscrimination Coordinator: <sup>8</sup>**

---

Name

---

Address

---

Email

---

Telephone

**Complaint Managers:**

---

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

<sup>5</sup> A board may augment the School Code requirement by using this alternative:

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying, and (b) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.

<sup>6</sup> The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. A telephone number for making anonymous reports may also be added.

<sup>7</sup> 105 ILCS 5/27-23.7(d), amended by P.A. 100-137, requires that "[s]chool personnel available for help with a bully or to make a report about bullying" be made known to parents/guardians, students, and school personnel.

<sup>8</sup> Sample policy 2:260, *Uniform Grievance Procedure*, states that a district's Nondiscrimination Coordinator also serves as its Title IX Coordinator. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX and Nondiscrimination Coordinators' names separately in this policy. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

<hr/> Name	<hr/> Name
<hr/> Address	<hr/> Address
<hr/> Email	<hr/> Email
<hr/> Telephone	<hr/> Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. <sup>9</sup>
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
  - a. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs. <sup>10</sup>
6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. <sup>11</sup>

---

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

<sup>9</sup> 105 ILCS 5/10-20.14 contains a similar requirement. See 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

<sup>10</sup> This sentence contains requirements found in 105 ILCS 5/27-23.7(d).

<sup>11</sup> A grant may be available from the Ill. State Board of Education for the promotion of a safe and healthy learning environment. 105 ILCS 5/2-3.176, added by P.A. 101-438. A list of grant funding opportunities is available at: [www.isbe.net/Pages/Grants.aspx](http://www.isbe.net/Pages/Grants.aspx).

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty. **12**
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: **13**

---

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

**12** 105 ILCS 5/27-23.7(b)(10), amended by P.A. 100-137.

**13** The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
  - a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
- c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- f. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- i. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members. <sup>14</sup>

---

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

- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

<sup>14</sup> For elementary districts, delete: ~~and 7:315, *Restrictions on Publications; High Schools*~~ and delete the Cross Reference to 7:315, *Restrictions on Publications; High Schools*. For high school districts, delete ~~7:310, *Restrictions on Publications; Elementary Schools*, and~~ and delete the Cross Reference to 7:310, *Restrictions on Publications; Elementary Schools*. In both cases, revise the beginning of the sentence to read: "These policies prohibit students from and provides."

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.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

## Students

### Teen Dating Violence Prohibited <sup>1</sup>

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.<sup>2</sup> 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.<sup>3</sup>

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that: <sup>4</sup>

1. Fully implements and enforces each of the following Board policies: <sup>5</sup>
  - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
  - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
  - c. 7:20, *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).

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

<sup>1</sup> All school boards must have a policy on teen dating violence. 105 ILCS 110/3.10. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See f/n 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in 6:60-AP, *Comprehensive Health Education Program*.

<sup>2</sup> 105 ILCS 110/3.10(b)(1). School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

<sup>3</sup> 105 ILCS 110/3.10(a). For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "~~who is 13 to 19 years of age~~". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

<sup>4</sup> Required by 105 ILCS 110/3.10(b)(3).

<sup>5</sup> Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-AP1 should be considered to be part of this policy.



- d. 7:180, *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: **6**
  - 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. **7**
  - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*. **8**
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. 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 6:65, *Student Social and Emotional Development*. **9**
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. **10**
5. Notifies students and parents/guardians of this policy. **11**

---

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

**6** 105 ILCS 110/3.10(b)(4), requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

**7** *Id.* at f/ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS 110/3.10(a). Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/27-23.7. Thus, identifying *any school staff member* is consistent with 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in 7:180-AP1, E2, *Be a Hero by Reporting Bullying*.

**8** *Id.* Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target's sex) must be referred to the district's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

**9** Required by 105 ILCS 110/3.10(b)(2). The curriculum-specific components for teen dating violence education are listed in 6:60-AP, *Comprehensive Health Education Program*.

**10** *Id.* For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase "and policy 5:100, *Staff Development Program*."

**11** Required by 105 ILCS 110/3.10(b)(5). Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district's anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.



Incorporated  
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)



# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street  
Galesburg, IL 61401  
Ph. (309) 973-2000  
Fax (309) 343-7757  
[www.galesburg205.org](http://www.galesburg205.org)

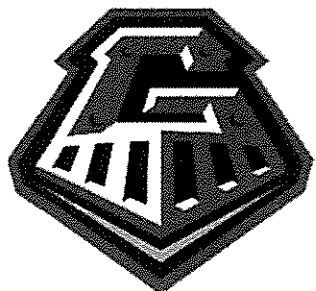
Date: September 29, 2020  
To: Jen Hamm  
From: Paulette Earp  
Re: Copy Paper Bid 2020

The bid opening for our 2020-2021 copy paper was held on September 24, 2020. The notice to bidders was posted in the Galesburg Register Mail on September 3, 2020. Bids were sent to 8 vendors and we received bids from 5 of them. I am recommending that Contract Paper Group, Inc. be awarded the bid for our 2020-2021 copy paper supply. They are low bid and their paper meets our specifications.

We are purchasing 8,400 reams, which is the same amount we purchased last year. The price per ream is \$2.22 for a total of \$18,648. Last year we purchased 8,400 reams at \$2.553 per each ream for a total of \$21,445.20. The bids we received are:

<u>Vendor</u>	<u>City/State</u>	<u>Ream Price</u>	<u>Total</u>
Contract Paper	Uniontown, OH	\$2.22	\$18,648.00
Midland Paper	Wheeling, IL	\$2.23	\$18,748.80
Paper 101	Ankeny, IA	\$2.25	\$18,900.00
Veritiv	Addison, IL	\$2.383	\$20,017.20

It appears there is not a current state bid for copy paper this year. However, typically in the past, our bid price has always been considerably lower than the state bid price.



# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street

Galesburg, IL 61401

Ph. (309) 973-2000

Fax (309) 343-7757

[www.galesburg205.org](http://www.galesburg205.org)

---

To: Board of Education

Fm: Jennifer Hamm

Date: 10/8/2020

Re: 2020-2021 EBF Spending Plan

---

Below is the *Evidence Based Funding Spending Plan* for 2020-2021 submitted to ISBE on 8/30/2020. This documents our intentions for EBF spending in the FY 21 year.

1. Please indicate how your school district intends to achieve student growth and make progress toward State education goals in FY21.

- ☒ Focus Increased time and attention on specified populations (please list)

Special Education, Low Income, ELL, Chronic Truants, and MTSS students.

- ☐ Increase the number of high-quality educators dedicated to specific populations (please list)
- ☒ Increase number and/or quality of professional development opportunities
- ☒ Maintain or expand early childhood programming
- ☒ Maintain or decrease class sizes
- ☒ Maintain or expand remote learning supports
- ☒ Maintain or expand pupil support services
- ☒ Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- ☒ Improve programs, curriculum, and/or learning tools
- ☒ Increase number and/or quality of community, parent, and family engagement opportunities
- ☒ Maintain or expand extended day or year opportunities
- ☒ Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- ☒ Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- ☒ Invest in facilities, maintenance, and/or infrastructure
- ☐ Other (please list)

2. Which priorities are most important for your district to protect with dedicated resources for the sake of student success and district health? Select no more than three.

☒ Focus increased time and attention on specified populations (please list)

Special Education, Low Income, ELL, Chronic Truants, and MTSS students

- ☐ Increase the number of high-quality educators dedicated to specific populations (please list) as compared to previous years
- ☐ Increase number and/or quality of professional development opportunities
- ☐ Maintain or expand early childhood programming
- ☐ Maintain or decrease class sizes
- ☒ Maintain or expand remote learning supports
- ☐ Maintain or expand pupil support services
- ☐ Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- ☒ Improve programs, curriculum, and/or learning tools
- ☐ Increase number and/or quality of community, parent, and family engagement opportunities
- ☐ Maintain or expand extended day or year opportunities
- ☐ Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- ☐ Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- ☐ Invest in facilities, maintenance, and/or infrastructure
- ☐ Other (please list)

3. (Optional) - Further explain your selected priorities.

With beginning the year in a remote learning environment, we focusing our efforts on ensuring that our most high need students have the supports they need to be successful in an E-Learning environment.

4. (Optional) - Further describe how your school district will achieve student growth and State education goals.

## Part II – What will you do with your Evidence-Based Funding? Why?

All school districts receive the same amount of EBF funds that they received in the previous fiscal year, contingent upon available appropriations. This amount is the “Base Funding Minimum” (BFM). On top of the BFM and also subject to appropriation, some school districts may also receive a new allocation, called EBF Tier Funding, or Additional State Assistance.

For FY20, your district's gross EBF State Contribution was \$20515130.6900. This amount includes both the FY20 Base Funding Minimum and any FY20 Tier Funding.

Most districts will receive a gross FY21 EBF State Contribution equal to the total gross amount received in FY20, with no new Tier Funding. Finalized allocations were not yet available by the time of this EBF Spending Plan's release. They will be posted at [www.isbe.net/ebfdist](http://www.isbe.net/ebfdist) when available.

Districts may complete this and other sections of the EBF Spending Plan assuming level funding from FY20 to FY21.

ISBE expects that school district leaders are regularly evaluating how to allocate all available dollars to support both fiscal solvency (sustainability of the district's financial health) and academic solvency (sustainability of student outcomes and supports) while also upholding community values. These resource allocation activities align with the twin goals of EBF: equity and adequacy.

*Collaboration opportunity: Districts may find that Questions 5, 6, 7, and 8 are most easily and effectively completed if led by program leaders in consultation with finance leaders. Questions 9 and 10 may be most easily and effectively completed if led by district finance leaders in consultation with program leaders.*

### 5. Please indicate the quantitative and qualitative data that your school district team used to inform your intended allocation of EBF dollars.

*Connection opportunity: You may have already undertaken root cause analysis work through IL-EMPOWER, the Consolidated District Plan, grant applications, and other school improvement planning work. The data grounding those analyses may also influence your EBF dollar allocation.*

- ☒ Climate and culture data (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- ☒ Student growth and achievement data, disaggregated by student groups
- ☒ Teacher recruitment and retention data
- ☒ Family and community engagement data
- ☒ Your own district and/or school financial data (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
  - ☐ Check if this data set focused on site-based expenditure reporting data
  - ☒ Check if this data set focused on Annual Financial Report data
  - ☒ Check if this data set focused on financial projections
  - ☒ Check if this data set focused on EBF student allocations and/or cost factors
- ☐ Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)
- ☒ Health and/or technology access data (e.g., CDC School Health Index, remote learning survey)
- ☐ Other (please list)

### 6. Please indicate from which data sources your school district team pulled the quantitative and qualitative data discussed above.

- ☒ Illinois Report Card ([www.illinoisreportcard.com](http://www.illinoisreportcard.com))
- ☒ Ed360 (<https://ed360.isbe.net>)
- ☒ Other data sources provided by ISBE
- ☒ Local data sources
- ☐ Other (please list)

### 7. Please indicate the single quantitative and/or qualitative data source that most influenced your intended allocation of EBF dollars.

- ☐ Climate and culture data (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- ☒ Student growth and achievement data, disaggregated by student groups
- ☐ Teacher recruitment and retention data
- ☐ Family and community engagement data
- ☐ Your own district and/or school financial data (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
- ☐ Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)
- ☐ Health and/or technology access data (e.g., CDC School Health Index, remote learning survey)
- ☐ Other (please list)

**8. Please indicate with which groups the district engaged to inform your intended allocation of EBF dollars.**

- ☒ District program area leaders
- ☒ School board members
- ☒ Principals
- ☒ School staff
- ☒ Bilingual Parent Advisory Council
- ☒ Other parent group(s)
- ☒ Community focus group(s)
- ☐ Other (please list)

**9. Given the data analyzed, the stakeholders with whom you conferred, and the priorities identified in Part I, please indicate how your school district intends to spend its FY21 EBF dollars.**

*Connection opportunity: Refer to your actual expenditures from FY20 and your preliminary budget for FY21.*

- ☒ Employ licensed educators to provide instruction for students
  - ☒ Check if this investment includes hiring new educators or training current educators to fill grade-level or subject area <u>vacancies</u>
  - ☒ Check if this investment includes hiring new educators or training current educators to <u>increase learning opportunities and programs</u> available to students
  - ☐ Check if this investment includes hiring new educators to <u>decrease class sizes or caseloads</u>
  - ☒ Check if this investment includes <u>incentives to retain</u> educators
- ☒ Provide pupil support services
  - ☒ Check if this investment includes hiring new or training current <u>school</u>-level staff to increase supports and/or programs available to students
  - ☒ Check if this investment includes hiring new or training current <u>district</u>-level staff to increase supports and/or programs available to students
- ☒ Provide educator professional development
- ☒ Purchase curriculum and/or learning tools
- ☒ Purchase or expand programs
- ☒ Build and/or strengthen readiness for remote learning
- ☒ Provide parent, family, and/or community engagement avenues and activities
- ☒ Invest in "innovative programming" (as defined by the school district), including extended day or year opportunities
- ☒ Invest in program evaluation to measure the effectiveness of initiatives
- ☒ Invest in infrastructure, capital, and/or maintenance
- ☒ Address debt service and fiscal solvency
- ☐ Other (please list)

**10. Which of the following best describes your district's overarching "resource allocation methodology"? Districts with hybrid approaches should select no more than two.**

- ☐ Weighted student funding (student-based budgeting)
- ☐ Set staff and supply ratios per school or per student
- ☐ Zero-based budgeting
- ☒ Incremental changes based off of the previous year's budget
- ☐ Incremental changes based off of review of the previous year's site-based expenditure data
- ☐ Other (please list)

11. EBF is intended to close equity and adequacy gaps. Briefly describe how you plan to use your existing and incoming EBF dollars to get more money to those in your district who need it most.

This year we will spending our EBF dollars to support equity and adequacy gaps among students in an E-Learning environment to ensure they have the tools and resources to continue to make gains in a remote and/or blended learning format.

EBF statute sets aside specific EBF allocations to be spent on low-income students, English Learners, and students with disabilities. All other EBF funds may be spent in any manner by the school district, but per statute these designated funds must be spent on programs and services specifically benefitting the specific student groups in question. Moreover, these funds should be layered on top of a general program of instruction benefiting all students.

Your district's gross FY20 EBF State Contribution included these amounts designated for specific student groups:

FY20 Gross EBF State Contribution	\$20,515,130.69
Within FY20 Gross EBF resources attributable to low-income students	\$5,026,836.83
Within FY20 Gross EBF resources attributable to English Learners (ELs)	\$100,446.80
Within FY20 Gross EBF resources attributable to special education	\$1,769,339.26

Most districts will receive a gross FY21 EBF State Contribution equal to the total gross amount received in FY20. Finalized allocations were not yet available by the time of this EBF Spending Plan's release. They will be posted at [www.lsbe.net/ebfspendingplan](http://www.lsbe.net/ebfspendingplan) and [www.lsbe.net/ebfdist](http://www.lsbe.net/ebfdist). Districts may complete this and other sections of the EBF Spending Plan assuming level funding from FY20 to FY21.

12. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students from low-income backgrounds. Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable.

<p>Existing and new positions, programs, and/or services to be provided in FY21</p> <p>Research and effect size resources available at (<a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a>)</p>	<p>Existing and new EBF investments additionally benefiting <u>low-income students</u> in FY21, in addition to what is provided through a general program of instruction</p>
Core teachers	<input checked="" type="checkbox"/>
Intervention teachers	<input checked="" type="checkbox"/>
Instructional facilitators, coaches, and/or job-embedded professional development	<input checked="" type="checkbox"/>
Extended day staff, supports, and/or operations	<input checked="" type="checkbox"/>
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists)	<input checked="" type="checkbox"/>
Instructional assistants, paraprofessionals, and/or supervisory aides	<input checked="" type="checkbox"/>
Summer school staff, supports, and/or operations	<input checked="" type="checkbox"/>
Early childhood services	<input checked="" type="checkbox"/>
Family and community engagement and/or other community services	<input checked="" type="checkbox"/>
College and career readiness services	<input checked="" type="checkbox"/>



Innovation and school transformation efforts	<input checked="" type="checkbox"/>
Instructional materials (e.g., curriculum, books, equipment)	<input checked="" type="checkbox"/>
Assessments (e.g., assessment fees for Advanced Placement or International Baccalaureate exams)	<input checked="" type="checkbox"/>
Educational media services	<input checked="" type="checkbox"/>
Food services	<input checked="" type="checkbox"/>
Computer and tech equipment or other infrastructural supports	<input checked="" type="checkbox"/>
Other designated central office supports	<input checked="" type="checkbox"/>
Other: please use the explanation cell to list	<input type="checkbox"/>

**13. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on low-income students.**

- ☒ District program area leaders
- ☐ Principal(s) at affected school(s)
- ☐ School staff at affected school(s)
- ☐ Parent group(s)
- ☐ Community focus group(s)
- ☐ Other (please list)

**14. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students receiving special education services. Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.**

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable.

*Connection opportunity: refer to the Critical Components Tool for Special Education Program and consider any funds that must be allocated to support your district's continuous improvement.*

<p>Existing and new positions, programs, and/or services to be provided in FY21</p> <p>Research and effect size resources available at (<a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a>)</p>	<p>Existing and new investments additionally benefiting <u>special education</u> in FY21, in addition to what is provided through a general program of instruction</p>
Core and/or special education teachers	<input checked="" type="checkbox"/>
Intervention teachers	<input checked="" type="checkbox"/>
Instructional facilitators, coaches, and/or job-embedded professional development	<input checked="" type="checkbox"/>
Extended day and/or extended school year staff, supports, and/or operations	<input checked="" type="checkbox"/>
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists, occupational therapists, physical therapists, other related service providers)	<input checked="" type="checkbox"/>
Instructional assistants, paraprofessionals, and/or supervisory aides	<input checked="" type="checkbox"/>
Summer school staff, supports, and/or operations	<input checked="" type="checkbox"/>
Early childhood special education services	<input checked="" type="checkbox"/>
Family and community engagement and/or other community services	<input checked="" type="checkbox"/>

College and career readiness services, including postsecondary transition services	<input checked="" type="checkbox"/>
Innovation and school transformation efforts	<input checked="" type="checkbox"/>
Adapted instructional materials (e.g., curriculum, books, equipment)	<input checked="" type="checkbox"/>
Assessments	<input checked="" type="checkbox"/>
Educational media services	<input checked="" type="checkbox"/>
Food services	<input checked="" type="checkbox"/>
Computer and tech equipment or other infrastructural supports, including assistive technology	<input checked="" type="checkbox"/>
Other designated central office supports	<input checked="" type="checkbox"/>
Other: please use the explanation cell to list	<input checked="" type="checkbox"/>

15. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on special education.

- ☒ District program area leaders
- ☐ Principal(s) at affected school(s)
- ☐ School staff at affected school(s)
- ☐ Parent group(s)
- ☐ Community focus group(s)
- ☐ Other (please list)

16. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students who are English Learners (ELs). Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided. Per Article 14C of the Illinois School Code, 60% of the school district's state funds attributable to ELs must be used for instructional costs of programs and services for ELs (Function 1000 according to the Illinois Program Accounting Manual).

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable.

Connection opportunity: Refer to your district's submitted Bilingual Service Plan. Ensure that the plan is reflected in the intended allocations below.

<p>Existing and new positions, programs, and/or services to be provided in FY21</p> <p>Research and effect size resources available at (<a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a>)</p>	<p>Existing and new investments additionally benefiting <u>English Learners</u> in FY21, in addition to what is provided through a general program of instruction</p>
Core teachers	<input checked="" type="checkbox"/>
EL/Bilingual specialists or resource teachers	<input checked="" type="checkbox"/>
Instructional facilitators, coaches, and/or job-embedded professional development, including dual language coaches	<input checked="" type="checkbox"/>
Instructional assistants, paraprofessionals, and/or supervisory aides	<input checked="" type="checkbox"/>
Summer school staff, supports, and/or operations	<input checked="" type="checkbox"/>
Early childhood services, including native language instruction and/or dual language programs	<input checked="" type="checkbox"/>
Family and community engagement and/or other community services, including parent liaison	<input checked="" type="checkbox"/>
College and career readiness services	<input checked="" type="checkbox"/>
Innovation and school transformation efforts (e.g., dual language implementation)	<input checked="" type="checkbox"/>

Instructional materials (e.g., curriculum, books, equipment), including native language supports	<input checked="" type="checkbox"/>
Assessments (e.g., native language assessments)	<input checked="" type="checkbox"/>
Educational media services	<input checked="" type="checkbox"/>
Computer and tech equipment or other infrastructural supports	<input checked="" type="checkbox"/>
Other designated central office supports	<input checked="" type="checkbox"/>
Other: please use the explanation cell to list	<input type="checkbox"/>

17. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on ELs.

- ☐ District program area leaders
- ☐ Principal(s) at affected school(s)
- ☒ School staff at affected school(s)
- ☐ Bilingual Parent Advisory Council
- ☐ Other parent group(s)
- ☐ Community focus group(s)
- ☐ Other (please list)

**18. Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for ELs. School districts should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately collected and reviewed by the Bilingual Parent Advisory Committee (BPAC) beginning with FY2021.**

*Collaboration opportunity: Districts may find that Question 18 is most easily and effectively completed if led by program leaders.*

"I hereby affirm that at least 60% of the school district's State funds attributable to ELs will be used for instructional costs of programs and services for ELs (Function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of State funds attributable to ELs will also be used to serve ELs."

☒ Yes

☐ No

"My school district has at least 1 attendance center with 20 or more ELs (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least 1 attendance center with 20 or more ELs (including parent refusals) who speak the same home language other than English in pre-K."

☐ Yes

☒ No





# Galesburg Community Unit School District 205

## District Administrative Offices

932 Harrison Street  
Galesburg, IL 61401  
Ph. (309) 973-2000  
Fax (309) 343-7757  
www.galesburg205.org

To: Board of Education

Fm: Jennifer Hamm

Date: 10/8/2020

Re: Proposed Changes to the District Health Insurance Premiums and Deductibles

The Health Insurance Committee voted in favor of recommending the following changes to the District 205 Health Insurance plan effective 1/1/2021. The total estimated savings to the plan for 2021 is \$213,000.

### Premium Increase

The proposed premium increases are for the PPO plan option only. No rate changes are proposed for the High Deductible Health Plan.

Coverage Type PPO Plan	Current Employee Premium Cost 9.5% of Total Premium	Proposed Employee Premium Cost 9.5% of Total Premium	Current District Premium Cost 90.5% of Total Premium	Proposed District Premium Cost 90.5% of Total Premium
Employee Only	\$49.25 Per month	\$59.25 Per Month	\$469.18 Per Month	\$563.02 Per Month
Employee + Spouse	\$671.37 Per month	\$681.37 Per month	\$469.18 Per Month	\$563.02 Per Month
Employee + Child/Children	\$619.52 Per month	No Change	\$469.18 Per Month	\$563.02 Per Month
Family	\$924.36 Per Month	No Change	\$469.18 Per Month	\$563.02 Per Month

### Health Insurance Out-of-Pocket Maximum Increases

Plan Type	Current Out-of-Pocket Maximums				Proposed Out-of-Pocket Maximums Effective 01-01-2021			
	PPO Plan		High Deductible Plan		PPO Plan		High Deductible Plan	
	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network
Single	\$1,500	\$2,250	\$3,000	\$7,000	\$3,000	\$7,000	\$3,000	\$7,000
Family	\$4,500	\$6,750	\$9,000	\$19,000	\$9,000	\$19,000	\$9,000	\$19,000



# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street  
Galesburg, IL 61401  
Ph. (309) 973-2000  
Fax (309) 343-7757  
[www.galesburg205.org](http://www.galesburg205.org)

---

### **Prescription Drug Deductible Change**

Currently prescription drug out of pocket expense are included in the individual or families health insurance deductible on the PPO plan. Beginning on 01-01-2021, out of pocket drug expenses will have a separate \$1,000 deductible for single only and \$2,000 for family. This change only applies for the PPO Plan.

---

**Galesburg Community Unit School District #205**

# **Risk Management Plan**

**FY 2021**

# Table of Contents

Introduction	3
Insurance	3
▪ Workers Compensation	4
▪ Unemployment Insurance	4
▪ Liability Insurance	4
▪ School Board Legal Liability	5
▪ Treasurer's Bond	5
Safety Assignments	
▪ Security and Public Address Systems	6
▪ Administration	6
▪ School Resource Officer	7
▪ Custodians and Maintenance Workers	7
▪ Lunchroom and Playground Supervisors	8
▪ Galesburg High School Hall Monitors	8
▪ Transportation Coordinator	9
▪ Bus Monitors	9
▪ Extra-Curricular Supervision	9
Annual Inspections, Surveys and Training	
▪ Life Safety Survey	10
▪ Security System Inspections	11
▪ Asbestos and Material Safety Data Sheets (MSDS)	11
▪ Bleacher and Stadium Inspections	11
▪ Elevator Inspections	12
▪ Boiler Inspections	12
▪ Geo-Thermal System Monitoring and Inspections	12
▪ Fire Alarm, Smoke Detection, Fire Extinguisher and AE Defibrillator Inspections	13
▪ CPI Training	13
Healthcare Management Services and Trainings	
▪ Annual Medical Trainings and Services	13
Legal and Financial Compliance	
Tort Liability Levy	14
Supporting Documentation	15
Addendum 1- FY 2020 Risk Management Plan Expense Detail	16

# **Galesburg District #205 Risk Management Plan**

## **Introduction**

Galesburg Community Unit School District #205 is committed to providing a safe working and learning environment for students, teachers, parents, and all persons who use the public facilities operated and managed by the school district. In the interest of improved safety, District #205 has implemented the following Risk Management Plan. This plan contains multiple components, but does not necessarily include all initiatives that the District staff provide in the interest of public safety.

The principal purpose of this plan is devoted to the following safety concerns: insurance, safety assignments, annual inspections, surveys and trainings, law enforcement services, state and federal law and safety compliance, and tort liability issues.

## **Insurance**

Galesburg Community Unit School District #205 will provide a quality insurance program to support and promote safety in the buildings, on the grounds, and in and around vehicles operated by the District. The insurance program will also protect the financial security of the District and its employees. The insurance program will include workers compensation, unemployment compensation, school board legal liability, Treasure's Bond, and appropriate general liability coverage for the buildings and grounds.

### Workers Compensation

The intent of workers compensation insurance coverage is two-fold. The first focus is to prevent accidents from happening. The second is to provide financial resources to cover the expenses related to accidents that may happen. Workers compensation insurance provides accident prevention publications, workshops and recommendations from the insurance carrier and their professional safety representatives.

Workers compensation coverage will provide insurance that meets the legal requirements of the State of Illinois and maintains at least \$2,000,000 liability coverage for bodily injury by disease for each employee. The insurance will be based upon considerations that District #205 has employees who regularly drive vehicles, provide professional and clerical services, provide cafeteria services, and all other employee services provided to District #205. The insurance will be based on an annual assessment of the payroll, the district's safety record, claims experience and other related factors.

### Unemployment Compensation

District #205 provides unemployment compensation through a third party administrator. Equifax, the third party administrator, bills the district for administrative services and claims presented. These procedures adhere to legal guidelines and the laws of the State of Illinois.

### Liability Insurance

Having adequate levels of liability insurance coverage is a fundamental part of the Risk Management Plan. District # 205 carries the following general liability insurance coverage:

flood, crime, general property, mobile equipment, inland marine, auto, blanket liability and excess liability. The policy limits range from \$1,000,000 for employee dishonesty to \$2,000,000 primary and \$4,000,000 aggregate and \$14,000,000 excess per occurrence/aggregate for blanket liability coverage. These policies are maintained and updated annually and on an as-needed basis when there are changes in grounds, buildings, and the contents of the property owned by the District. Claims history and general inventories of assets are considered in these reviews.

#### School Board Legal Liability

District #205 carries a Public School Board Legal Liability Program policy. The policy provides a minimum of \$2,000,000 primary and \$14,000,000 excess aggregate coverage for the School Board. In addition, it provides \$250,000 in non-monetary claims, \$500,000 aggregate, and \$500,000 per occurrence in defense costs. District #205's legal counsel of choice is Miller, Tracy, Braun, Funk and Miller. The firm is also legal counsel for employee contracts and claims associated with School Board Legal Liability.

#### Treasurer's Bond

District #205 provides for a \$10,100,000 Treasurer's Bond in accordance with the laws of Illinois for School District Treasurers. The bond satisfies the requirements for legal limitations of bonding in relation to the amount of the cash and investments handled at any one time during the fiscal year by the District #205 Treasurer.

## **Safety Assignments**

### **Security and Public Address Systems**

District #205 has installed a security system in each student attendance center. The security system provides video monitoring of key points in each building, as well as a controlled access system that monitors who enters each facilities exterior doors in strategic locations by time, date, and location. This system allows office personnel to limit access to the building, as well as record and monitor staff, students, and the public in various areas of the building.

Additionally, all schools have a public address system. These systems allow school administrators to communicate with all the individuals in the building, simultaneously, in the event of an emergency.

### **Administration**

Principals, Assistant Principals, Athletic Director, and Assistant Superintendent are assigned the responsibility of providing for the safety of the students, faculty, and members of the public who access the District facilities they oversee. Their job descriptions make reference to this responsibility in the same general terms that other duties and responsibilities are described. The administration of each building has developed an emergency plan that documents specific responsibilities. Copies of the plan are available in each building and at the District office. Abbreviated versions are available in each



classroom. Examples of covered emergencies include, but are not limited to, weather emergencies, fire, and unauthorized personnel on school property or in school facilities.

Building administrators are specifically responsible for the safety of students and staff in the day-to-day operations of their buildings. It is their responsibility to establish the procedures necessary to insure the orderly movement of people through and around all facilities and to provide adequate supervision of students and visitors. Administrators and other key personnel use cellular phones, which include data plans that allow them to be in contact of essential personnel.

#### School Resource Officer

Galesburg Community Unit School District #205 has an intergovernmental agreement with the Galesburg Police Department to jointly employ a School Resource Officer. The SRO is a juvenile officer that works with Galesburg High School and consults with the other District #205 schools to maintain a safe environment for students and staff. In addition, the SRO assists the administration with investigations related to violations of community laws on school district property.

#### Custodians and Maintenance Workers

Custodians, maintenance workers, and their supervisors are assigned the responsibility of providing for the safety of the students and faculty with respect to the cleaning and maintenance of the buildings under their assigned control. Their job descriptions make reference to these responsibilities and duties. These responsibilities to maintain a safe and clean environment are documented in work orders for each facility.

In addition, the emergency plans for each building detail the role of custodians and maintenance workers in reacting to a variety of threats to the safety and well-being of students, staff, and the public. Blue prints of the buildings and *Material Safety Data Sheets* (MSDS) are included in this level of responsibility. MSDS books are maintained at each building and overseen by the Director of Operations and Outreach. These details are critical in the event of a fire, natural disaster, chemical spill, weapons or bomb threat. The custodians and maintenance staff can be dispatched via radio to any emergency area in the District.

#### Lunchroom and Playground Supervisors

Galesburg Community Unit School District #205 provides lunchroom and playground supervision daily. The supervisors ensure that students are able to eat in a safe and secure environment by minimizing student misconduct that may create unsafe conditions. The playground supervisors also engage with students to ensure that the proper behavior is demonstrated on the playground during recess time to avoid injury.

#### Galesburg High School Hall Monitors

Galesburg High School utilizes hall monitors to provide a safe and secure learning environment for students. The monitors ensure that students are able to use the spaces within Galesburg High School in a safe and secure manner by minimizing student misconduct that may create unsafe conditions. Hall monitors have access to radios, have classroom telephones, and cell phones in the event administration needs to be alerted to a situation where the monitors need assistance. Administrators, maintenance staff, and

custodial staff have access to radios and cell phones to assist with emergency communication.

### Transportation Coordinator

Galesburg Community Unit School District #205 employs a Transportation Coordinator whose job is to ensure safe transportation of District #205 students. The coordinator is the District's main point of contact with the transportation vendor, First Student. In addition, the coordinator monitors all District drivers and routes, as well as First Student drivers and routes, thus minimizing the potential for lost or injured students.

In addition to coordinating daily routes, the Transportation Coordinator establishes a regular maintenance program for all district owned/leased school and activity busses. The Director of Operations and Outreach is responsible for the general safety inspection and upkeep of all vehicles and equipment used in the maintenance and custodial departments. Repairs are promptly completed as needed.

### Bus Monitors

Galesburg Community Unit School District #205 hires and contracts with First Student Bus Monitors. The monitors ensure that students are transported in a safe and secure environment by minimizing student misconduct, assisting special education students requiring assistance, and assisting Pre-K students as needed.

### Extra-Curricular Supervision

Galesburg Community Unit School District #205 provides numerous opportunities for its students to participate in extra-curricular activities. During large tournaments, matches, and games, these students are supervised by staff members to ensure the safety of students and the public. Supervisors include administration, athletic directors, designated representatives of administration, and the school resource officer. When necessary, the administration and/or the athletic director work with the local law enforcement agencies for crowd and traffic control when necessary.

### **Annual Inspections, Surveys, and Trainings**

#### Life Safety Survey

Galesburg Community Unit School District #205 maintains and updates life safety surveys on an annual basis in conjunction with the Regional Office of Education. Each attendance center is inspected for fire and life safety compliance. Results of the surveys are filed in the Regional Office of Education and the District #205 Central Office. Any deficiencies are addressed to meet all legal requirements.

In addition, Galesburg Community Unit School District #205 contracts a ten-year life safety survey as required by law. A licensed architect conducts the survey according to Illinois laws regulating life safety matters in public spaces. Any findings are included in the survey in a form of an amendment. The ten-year survey, including amendments, are approved by the Galesburg Community Unit School District #205 Board of Education, the Regional Office of Education, and the Illinois State Board of Education. Once the amendments are filed and

approved, a tax levy is issued to raise money to address the needed repairs and maintenance. These amendments are filed with the County Clerks in conjunction with the adoption of the levy and the assessment and collection of taxes. All projects are completed in compliance with the legal restrictions and timelines involved. Completion documents are filed with the Regional Office of Education and the Illinois State Board of Education. A complete copy of the ten-year survey and the supporting documents can be found at the District Office.

### Security System Inspections

The Director of Operations and Outreach, the District Safety Director and the Director of Technology coordinate and establish annual inspections of the security systems and the building level. The Director of Technology also conducts an annual analysis of cyber-security and makes required upgrades to the system to protect student and employee information and data.

When areas of concern are found in the realm of security, specialists are contacted to complete repairs and upgrades to facilities or equipment.

### Asbestos and Material Safety Data Sheets (MSDS)

Galesburg Community Unit School District #205 contracts out with a third party asbestos management company to maintain all of the required legal documentation involving asbestos management for the District.

In addition, annual training is provided to all custodial and maintenance staff regarding asbestos and *Material Safety Data Sheets* to ensure the safety of all students, staff and the public.

#### Bleacher and Stadium Inspections

The Director of Operations and Outreach coordinates annual inspections of bleachers, stadium seating, and related structures with a licensed architect or engineer who is registered with the State of Illinois. Any issues that are discovered are slated for maintenance and repair.

#### Elevator Inspections

The Director of Operations and Outreach coordinates and establishes an annual inspection of all elevators and related equipment by a specialist recognized by the State of Illinois to certify the operations of elevators. Any needed repairs are done promptly upon discovery of the problem.

#### Boiler Inspections

The Director of Operations and Outreach coordinates and establishes an annual inspection of all boilers and related equipment by a specialist recognized by the State of Illinois to certify such inspections. Any needed repairs are promptly ordered and completed.

In addition, all boilers in the District are cleaned each summer break to ensure that they are in good and efficient working order. This annual cleaning and maintenance is completed by a member of the Maintenance Department.

### Geo-Thermal System Monitoring and Inspections

The Director of Operations and Outreach and the District's HVAC Specialist monitor the geo-thermal systems in three District facilities. Regular inspections and daily monitoring are required to maintain the systems. When problems are identified that require assistance from third party vendors, repairs are ordered in a timely manner to maintain the efficiency of the systems.

### Fire Alarm, Smoke Detection, Fire Extinguisher and AE Defibrillator Inspections

The Director of Operations and Outreach coordinates and establishes annual inspections by a specialist recognized by the State of Illinois to certify such inspections. Any fire alarm, smoke detection, or fire extinguisher equipment in need of repair will be done so promptly.

A school nurse will be assigned annually to monitoring the AE Defibrillators in the District. The nurse checks batteries and the units twice monthly to ensure that they are in proper operating order, orders replacement batteries for units, reports malfunctioning units for repair or replacement, and trains required staff to use the devices appropriately.

### CPI Training

To help ensure the care, welfare, safety, and security of students and staff, Galesburg Community Unit School District #205 provides CPI training for District personnel in an effort to minimize/avoid crisis situations between students and staff.

### Hazardous Materials Inventory and Disposal

To ensure that the District is disposing of its hazardous chemicals properly, an outside hazardous waste consultant will be retained as needed to inventory and properly dispose of all outdated and unused materials.

### **Healthcare Management Services & Trainings**

#### Annual Medical Trainings and Services

Galesburg Community Unit School District #205 provides annual trainings for staff members and coaches on a variety of healthcare topics required by the State of Illinois. These trainings include, but are not limited to; CPR, AED Training, Blood-Borne Pathogens, Concussion Protocol, Diabetes and Seizure Care Plan Management, and food allergy trainings. School nurses and other qualified individuals assist with conducting these trainings. When in-district staff members are not available or qualified to conduct trainings, third party vendors are used to provide these services.

In addition to trainings, District #205 LPNs provide daily care to students with significant health related issues including, but not limited to; insulin distribution and monitoring, medication distribution, tube feedings, allergy management, and seizure plan management.

### **Legal and Financial Compliance**

To ensure that the District is in compliance with a variety of federal, state, and local laws that pertain to the running of Galesburg Community Unit School District #205, the District consults with attorneys as needed on a variety of matters including, but not limited to,



contract law, collective bargaining, insurance, FMLA, employee compensation, student discipline, employee evaluations, discipline and dismissal procedures.

The District employs a certified public accounting firm to conduct an annual audit of all financial matters of the District for the prior fiscal year. The CPA is responsible for following Illinois State Board of Education (ISBE) auditing guidelines for school districts and preparing the required *Annual Financial Report* that is submitted to the ISBE in November each year.

### **Tort Liability Levy**

Galesburg Community Unit School District #205 annually levies a tax for Tort Liability. This Risk Management Plan is specifically supported through the Tort Levy. Not all aspects of the Risk Management Plan are funded from the Tort Levy. The Risk Management Plan is funded by the Education, Operations and Maintenance, and Transportation Funds as well. The Tort Levy and Fund is reviewed annually by independent auditors.

### **Supporting Documentation**

There are several references to documentation throughout this plan. In many cases, the documents consist of multi-volume sets of manuals and books. In these cases, a reference guide directing interested parties to the materials is included in this plan. All of the materials are readily available for inspection. Below is a list of such items and where they can be located throughout the District.

- All Life Safety surveys, reports, amendments, and supporting documents are located in the District Office. Please see the Assistant Superintendent.

- All MSDS information is maintained at the building level. Please see the Director of Operations and Outreach with questions.
- All Asbestos Plans and building blue prints are kept on file at Hawthorne Center. Please see the Director of Operations and Outreach.
- Building level crisis plans are located in each building. The District level crisis plan and copies of all building level plans are available at the District Office.
- Liability insurance policies, Treasurer's Bonds, and all related documents are located in the District Office.
- Job descriptions are maintained in the Human Resource Department at the District Office.
- Tort Levy information is maintained at the District Office.

#### **Addendum 1**

#### **FY 21 Risk Management Plan Expense Detail**

<b>Risk Management Item</b>	<b>2020-2021 Expenditures</b>
Property and Casualty Insurance/School Board Liability Insurance	\$214,163
Worker's Compensation TPA Fee	\$420,670
Unemployment Insurance Fees	\$417,523
Treasurer's Bond	\$9,000
Galesburg Police Department SRO	\$30,000
Galesburg High School North-Security Officer	\$28,675
Galesburg Police Department Crossing Guards	\$15,000
Assistant Superintendent for Finance and Operations	\$85,682
Director of Buildings and Grounds	\$0
Annual Fire Monitoring Contracts	\$15,000

Transportation & District Emergency Management Coordinator	\$0
Annual Asbestos Management Fee	\$5,000
Fire Extinguisher Inspections	\$3,500
Elevator Inspections	\$10,000
Auditors Fees	\$40,000
Attorney Fees	\$75,000
Safety Supplies and Equipment	\$150,000
Maintenance and Building Custodians	\$239,464
Human Resource Consulting Services	\$15,000
Health Services Coordinator Salary and Benefits	\$115,128
Director of District Security and Safety Salary and Benefits	\$0
Home/School Attendance Assistant	\$0
<b>Total</b>	<b>\$1,888,805</b>



# Galesburg Community Unit School District 205

## *District Administrative Offices*

932 Harrison Street  
Galesburg, IL 61401  
Ph. (309) 973-2000  
Fax (309) 343-7757  
[www.galesburg205.org](http://www.galesburg205.org)

---

To: Board of Education

Fm: Jennifer Hamm

Date: 10/8/2020

Re: Recommendation to Transfer Activity Account Funds and Close Inactive K-5 Accounts

The Gale and Nielson Activity Accounts need to be closed and the balances transferred to the remaining elementary schools. To determine how the funds were allocated, the dollars followed the students to their new K-4 buildings. The percentages and transfer amounts are listed below.

### **Gale Activity Account**

Total Amount:	\$ 4,200.34
Transfer Amount to Steele School:	\$ 3,528.28 (84% of prior Gale students)
Transfer Amount to Silas Willard School:	\$ 672.06 (16% of prior Gale students)

### **Nielson Activity Account**

Total Amount:	\$ 4,198.47
Transfer Amount to King School:	\$ 3,274.81 (78% of prior Nielson students)
Transfer Amount to Silas Willard School:	\$ 923.66 (16% of prior Nielson students)

---