

# INFORMATION REPORTS



# MOKENA PUBLIC SCHOOLS

## DISTRICT 159

### INFORMATION REPORT

Date: April 17, 2013

To: Board of Education  
Steve Stein  
Superintendent

From: John Troy  
Director of Business Operations

Re: **Monthly Financial Report – March, 2013**

Included in your March meeting packet is the Monthly Financial Report for March, 2013. The revenue and expenditures are listed by individual account. Also attached please find Notes to the Financial Report and Bills and a State Revenue Summary.

The revenue for the month in all funds was \$392,020 or 2.09 % of budgeted revenues. The expenditures for the month in all funds were \$1,372,210 or 7.37 % of the budgeted expenditures.

Month	FY 12				FY 13			
	Revenue	% of Bud. Rev.	Expense	% of Bud. Exp.	Revenue	% of Bud. Rev.	Expense	% of Bud. Exp.
July	\$306,170	1.74%	\$1,201,018	6.45%	\$1,306,655	6.98%	\$1,290,542	6.94%
August	\$2,195,129	12.50%	\$929,290	4.99%	\$1,608,858	8.59%	\$1,409,947	7.58%
September	\$4,884,408	27.82%	\$1,254,435	6.73%	\$5,732,440	30.62%	\$1,356,906	7.29%
October	\$651,914	3.71%	\$1,340,215	7.19%	\$639,075	3.41%	\$1,288,262	6.92%
November	\$402,559	2.29%	\$2,464,852	13.23%	\$265,755	1.42%	\$3,819,614	20.53%
December	\$620,611	3.54%	\$2,810,671	15.08%	\$316,134	1.69%	\$1,381,083	7.42%
January	\$459,427	2.62%	\$1,261,208	6.77%	\$716,651	3.83%	\$1,261,786	6.78%
February	\$229,329	1.31%	\$1,309,578	7.03%	\$157,637	0.84%	\$1,330,570	7.15%
March	\$219,992	1.25%	\$1,309,558	7.03%	<u>\$392,020</u>	<u>2.09%</u>	<u>\$1,372,210</u>	<u>7.37%</u>
April	\$493,999	2.81%	\$1,066,602	5.72%				
May	\$2,696,106	15.36%	\$1,051,909	5.64%				
June	\$4,382,014	24.96%	\$1,656,593	8.89%				
Totals	\$17,541,658	99.93%	\$17,655,929	94.75%				
Thru Mar	\$9,969,539	56.79%	\$13,880,825	74.50%	\$11,135,225	59.47%	\$14,510,920	77.61%
Budget	\$17,554,246		\$18,634,723		\$18,722,724		\$18,608,693	



# MOKENA PUBLIC SCHOOLS

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#### Notes to Financial report:

##### Revenue

**Page 1, Levy Prior Year Fall** – Over budget, levy tax collections and distributions were better than expected.

**Page 1, Food Sales to Pupils** – Under-budget, food sales over the last several years has expectantly tracked downward with enrollment.

**Page 1, Textbooks/Workbooks fees** – Under budget, additional revenue for this account will be brought in during pre-registration.

**Page 1, District 159 Annual Rent** – Under budget, we continue to have a high usage of our facilities and will have additional rents due prior to the end of the year. Note that the church no longer rents the gym.

**Page 1. Activity Fees** - Over-budget – more children than anticipated signed up for activities. This will be offset somewhat by refunds on the expense side.

**Page 1. Special Ed Orphanage** – Over budget due to new students whose costs are 100% reimbursed from the State.

**Page 1, Early Childhood at Risk** - Under budget, no revenue/grant money will be received.

**Page 1, IDEA Flow-Federal Funds** – Over budget, additional fed money, will help but will not offset increases in special ed and unbudgeted special ed expenses.

**Page 2. O & M Misc Revenue** – Over-budget, we received a lighting grant.

**Page 2. Transportation Fees** – Over budget, see prior board briefs on transportation fees

##### Expenses

**Page 4, Pass Stipends** - not enough was budgeted to cover the actual stipends.

**Page 4, Workbooks-MIS** - The amount budgeted and ordered for this year takes into account the additional excess workbooks that were ordered last year.

**Page 4, Benefit Teacher Tuition Reimbursement** – Contractual reimbursement that was not budgeted.

**Page 4, Activity Fee Refund** - These are refunded fees for transportation and extra-curriculars.

**Page 6, Supplies and Membership fees, Athletic** – Over budget due to reimbursement of student activity account that paid these district fees.

**Page 7, Salaries Staff Development** – This account is for substitute teachers needed for institute days. We accrue all the substitute teacher expense in account 10.1111.112.5 Salaries –Substitute Teachers, page 5, then at the end of the fiscal year transfer out those salaries that are due to institute days. This



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allows us to keep track of the actual costs of staff development. So this account will stay zero until the end of the fiscal year.

**Page 8, Testing Materials** – Over budget due to increased costs of materials.

**Page 8, Salaries Superintendent Secretary** - We transferred some of this budget salary to O&M. The total remains the same, the split between accounts just changed.

**Page 8, Postage-MJH** - The amount budgeted here was premised upon returning the MJHS postage machine. However, we have a contract that runs for several more years. The buyout that the vendor, Pitney Bowes, has offered provides minimal savings. This item will continue to go over budget by \$141.33/mo.

**Page 9, Professional Assoc. Fee** - An additional association fee that was not budgeted. \$54.00.

**Page 9, Student Food Refunds** - Additional unanticipated refunds.

**Special Ed costs** – Please see bills section as well

**Page 10, Special Ed AI Costs** - Over budget. This is for 843 provided special ed adaptive instruction to some of our students. This was not budgeted. At the time of budgeting we had no students who had adaptive instruction in their IEP. Subsequently that has changed. This will continue to go over budget.

**Page 10, Special Ed Preschool** – Over budget. Additional students and costs caused this account to go significantly over budget.

**Page 10, Special Ed Hearing/Vision** – Over budget. additional expense for these unanticipated but mandated services.

**Page 10, Contingency -Technology** - The administration is working on a technology implementation plan that will likely incorporate the use of these funds.

**Page 10, Contingency – Fees** – The admin recommends not reducing fees this fiscal year.

**Page 11, Supplies O&M – Maintenance** We sent back a large order of lights and got a refund of \$5,124.01. This brought us closer in-line with budget. We are watching our O&M expenses closely.

**Page 11, Supplies O&M – Custodial** – Over budget, additional necessary supplies required for proper maintenance. We are watching our inventory closely.

**Page 11, Contingency – O&M Fund** – Contingency set aside for the “get \$50k spend \$100K” State O&M grant. We have already received the \$50,000 and have up to 5 years to spend the \$100,000.

**Page 12, Bond Service Charges** - This was for a 843 Bond charge that was not on their budget at the time we set our budget. This will continue to go over budget to approx \$18,000 dollars.

**Page 12, 15 Salaries/IMRF/FICA/Medicare-Transportation Director** - The part-time transportation director position was not firmed up until after the budget was set. The amount expended will exceed the



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amount budgeted. However, note that there was an additional \$6,000 budgeted in Salaries-Transportation for a potential stipend that will not be used as a result of this part-time position.

#### Notes to Bills List:

**Page 2, CDW Government, Inc.** - Overhead projectors that the Board was previously briefed on.

**Page 2, Com Ed** – This is a partial bill due to the switch to Ameren under the energy aggregation.

**Page 2, Software Licenses** – LunchBox Program, annual license fee.

**Page 5, Kone, Inc.** – Elevator inspection services.

## Certificate of Deposit Investments - Mar 2013

Financial Facility	Date Invested	Gross Rate	Net Rate	Opening Balance	Maturity Date
Bank of India	03/06/13	0.200%	0.151%	\$ 249,060.85	9/4/2013
Bank Leumi-NY	05/30/12	0.700%	0.349%	\$ 249,100.00	5/30/2013
Bank of China-NY	05/30/12	0.700%	0.359%	\$ 249,100.00	5/30/2013
Bank of East Asia	02/20/13	0.400%	0.070%	\$ 151,200.00	5/15/2013
Bank of The West-CA	05/30/12	0.700%	0.460%	\$ 248,800.00	5/30/2013
East West Bank	05/30/12	0.643%	0.392%	\$ 249,000.00	5/30/2013
<b>First National Bank of McGregor-TX</b>	12/03/12	0.350%	0.200%	\$ 248,000.00	6/3/2013
Firstbank of Puerto Rico	06/01/12	0.500%	0.350%	\$ 249,375.38	6/3/2013
GE Capital Retail Bank	06/01/12	0.450%	0.402%	\$ 248,118.60	5/31/2013
Goldman Sachs Bank	06/06/12	0.400%	0.351%	\$ 248,120.59	6/6/2013
ISDLAF-Term Series	02/20/13	0.270%	0.070%	\$ 750,000.00	5/14/2013
<b>Israel Discount Bank of New York-NY</b>	12/03/12	0.350%	0.200%	\$ 248,000.00	6/6/2013
<b>Merchants Bank of Indiana-IN</b>	03/06/13	0.350%	0.200%	\$ 248,000.00	9/3/2013
Mizuho Corporate Bank	06/06/12	0.400%	0.301%	\$ 158,156.22	6/6/2013
Old Plank Trail Comm Bank-IL	05/30/12	0.550%	0.301%	\$ 100,000.00	5/30/2013
<b>Onewest Bank-CA</b>	11/07/12	0.450%	0.300%	\$ 248,000.00	5/6/2013
Private Bank-MI	06/28/12	0.500%	0.257%	\$ 249,500.00	4/3/2013
<b>Royal Savings Bank-IL</b>	11/07/12	0.380%	0.230%	\$ 248,000.00	5/6/2013
<b>Southside Bank-TX</b>	06/06/12	0.430%	0.280%	\$ 248,000.00	6/6/2013
<b>State Bank of India</b>	11/07/12	0.450%	0.300%	\$ 248,000.00	5/6/2013
<b>Tristate Capital Bank-PA</b>	06/06/12	0.550%	0.400%	\$ 248,000.00	6/6/2013
<b>Total</b>				<b>\$ 5,383,531.64</b>	

IIIT Investments
PMA Investments
PMA-DTC Investments

## ILLINOIS STATE BOARD OF EDUCATION PAYMENTS - Mar FY13

-121.6

DATE	ACCOUNT NUMBER	PROGRAM	AMOUNT
3/12/2013	20.3001.30	General State Aid-FY13	\$ 33,311.74
3/22/2013	20.3001.30	General State Aid-FY13	\$ 33,311.74
3/25/2013	10.3360.33	State Lunch-FY13	\$ 159.23
	10.4210.33	National Lunch-FY13	\$ 10,285.51
3/27/2013	10.3110.10	Sp Ed Personnel Reim-FY13	\$ 48,959.25
	40.3510.32	Sp Ed Transportation Reim-FY13	\$ 75,105.68
3/28/2013	10.4210.33	National Lunch-FY13	\$ 647.22
	10.3105.10	Sp Ed Extraordinary-FY13	\$ 53,971.29
Total			\$ 255,751.66

***Treasurer's Report Income Summary***  
***March 01, 2013 - March 31, 2013***

<i>Fund</i>	<i>Beginning Balance</i>	<i>Revenues</i>	<i>Expenses</i>	<i>Change</i>	<i>Ending Balance</i>	<i>% Change</i>
10 EDUCATION FUND	\$3,261,267.07	\$190,849.23	\$1,154,948.43	\$964,099.20-	\$2,297,167.87	-29.6%
20 OM FUND	\$1,512,221.96	\$105,889.04	\$112,119.24	\$6,230.20-	\$1,505,991.76	-0.4%
30 BOND - INTEREST FUND	\$314,944.59	\$9.02	\$0.00	\$9.02	\$314,953.61	0.0%
40 TRANSPORTATION FUND	\$1,986,758.40	\$89,976.42	\$59,915.07	\$30,061.35	\$2,016,819.75	1.5%
50 IMRF FUND	\$59,234.62	\$5,009.35	\$39,965.25	\$34,955.90-	\$24,278.72	-59.0%
61 NEW CONSTRUCTION FUND	\$753,410.47	\$45.59	\$0.00	\$45.59	\$753,456.06	0.0%
70 WORKING CASH FUND	\$1,707,581.62	\$230.57	\$0.00	\$230.57	\$1,707,812.19	0.0%
80 TORT FUND	\$102,146.04	\$11.01	\$5,263.00	\$5,251.99-	\$96,894.05	-5.1%
<b>Totals :</b>	<b>\$9,697,564.77</b>	<b>\$392,020.23</b>	<b>\$1,372,210.99</b>	<b>\$980,190.76-</b>	<b>\$8,717,374.01</b>	<b>0.00</b>



**Mokena School District 159**  
**Treasurer's Detail Investment Report**  
**March 31, 2013**

<b>Fund</b>	<b>Mokena St Bank Checking</b>	<b>Certificates of Deposit</b>	<b>Commercial Paper</b>	<b>Federal Agencies</b>	<b>IIIT Money Market</b>	<b>Illinois Funds Money Market</b>	<b>ISDLAF Money Market</b>	<b>Fund Balances</b>
10 Education & Adequacy Grant	\$ 98,729.53	\$ 2,085,243.89	\$ -	\$ -	\$ 7,670.79	\$ 45,949.74	\$ 59,573.92	\$ 2,297,167.87
20 Operations & Maintenance	\$ 43,796.94	\$ 1,413,044.10	\$ -	\$ -	\$ 1,339.60	\$ 41,917.85	\$ 5,893.27	\$ 1,505,991.76
30 Bond & Interest	\$ 41.36	\$ 177,785.18	\$ -	\$ -	\$ 4,305.24	\$ 6,449.61	\$ 126,372.22	\$ 314,953.61
40 Transportation	\$ 126,304.53	\$ 910,543.05	\$ -	\$ -	\$ 3,156.84	\$ 12,587.79	\$ 964,227.54	\$ 2,016,819.75
50 IMRF	\$ 1,832.80	\$ 18,162.63	\$ -	\$ -	\$ 688.87	\$ 174.41	\$ 3,420.01	\$ 24,278.72
61 New Construction	\$ 20,314.03	\$ -	\$ -	\$ -	\$ -	\$ 2,304.90	\$ 730,837.13	\$ 753,456.06
70 Working Cash	\$ 3,056.64	\$ 752,099.58	\$ -	\$ -	\$ 1,173.41	\$ 4,041.90	\$ 947,440.66	\$ 1,707,812.19
80 Tort Fund	\$ 3,841.41	\$ 26,653.21	\$ -	\$ -	\$ 74.78	\$ -	\$ 66,324.65	\$ 96,894.05
<b>TOTALS</b>	<b>\$ 297,917.24</b>	<b>\$ 5,383,531.64</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18,409.53</b>	<b>\$ 113,426.20</b>	<b>\$2,904,089.40</b>	<b>\$ 8,717,374.01</b>
Percentages	3.418%	61.756%	0.000%	0.000%	0.211%	1.301%	33.314%	100.000%

**MOKENA SCHOOL DISTRICT 159 STUDENT ACTIVITY**  
**month ending March 2013**

Monthly Statement of										
Student Activity	Starting Balance	Ending Balance	January	February	March	Cumulative	January	February	March	Cumulative
Name of Account	07/01/12	03/31/13	Deposits	Deposits	Deposits	Deposits	Expenditures	Expenditures	Expenditures	Expenditures
<b>MES</b>										
Principal Account	\$ -	\$ 8,655.02	\$ 232.90	\$ 870.10	\$ -	\$ 8,655.02	\$ 316.02	\$ 201.15	300.06	
Learning Center	\$ 8,475.43	\$ 1,895.88	\$ 93.63	\$ 68.81	\$ 15.16	\$ 203.24	\$ -	\$ -	\$ 3,648.92	\$ 6,782.79
Pop/Water	\$ 372.44	\$ 640.88		\$ -	\$ 692.90	\$ 2,362.66	\$ 325.02	\$ 47.47	\$ 237.87	\$ 2,094.22
Student Activity	\$ 20,636.45	\$ 9,855.70	\$ 1,178.92	\$ 1,293.95	\$ 6,306.00	\$ 21,114.23	\$ 2,829.25	\$ 1,195.51	\$ 871.09	\$ 31,894.98
Student Council				\$ 454.46	\$ 140.89			\$ 1,112.88	\$ 743.18	
Girls On the Run	\$ 940.24	\$ 1,438.39	\$ 120.55	\$ 4,420.00	\$ 189.00	\$ 5,735.03	\$ -	\$ 972.00	\$ 3,675.00	\$ 5,236.88
<b>Total MES</b>	<b>\$ 30,424.56</b>	<b>\$ 13,123.42</b>	<b>\$ 1,626.00</b>	<b>\$ 7,107.32</b>	<b>\$ 7,343.95</b>	<b>\$ 38,665.53</b>	<b>\$ 3,470.29</b>	<b>\$ 3,529.01</b>	<b>\$ 9,476.12</b>	<b>\$ 55,966.67</b>
<b>MIS</b>										
4th Grade	\$ 1,450.22	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,450.22
Principals' Account	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 124.72	\$ -	\$ 53.11	
5th Grade Fund	\$ 6,117.09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,117.09
Book Fair	\$ 4,784.61	\$ 202.32	\$ -	\$ -	\$ -	\$ 4,815.47	\$ -	\$ -	\$ -	\$ 9,397.76
Pop/Water	\$ 328.15	\$ 105.95	\$ 63.00	\$ 41.00	\$ 73.00	\$ 470.75	\$ 49.90	\$ 35.10	\$ 100.00	\$ 692.95
School Store	\$ 1,335.42	\$ 883.21	\$ 333.25	\$ 99.95	\$ 90.00	\$ 965.20	\$ -	\$ -	\$ -	\$ 1,417.41
Student Activity	\$ 2,241.33	\$ 9,953.02	\$ 1,151.00	\$ 1,170.15	\$ 10,171.10	\$ 34,264.68	\$ 6,814.48	\$ 1,859.55	\$ 5,579.11	\$ 26,552.99
Student Council	\$ 132.04	\$ 1,713.76	\$ -	\$ 238.27	\$ 307.25	\$ 1,925.72	\$ 150.00	\$ -	\$ -	\$ 344.00
<b>Total MIS</b>	<b>\$ 16,388.86</b>	<b>\$ 13,496.19</b>	<b>\$ 1,547.25</b>	<b>\$ 1,549.37</b>	<b>\$ 10,641.35</b>	<b>\$ 43,389.70</b>	<b>\$ 7,139.10</b>	<b>\$ 1,894.65</b>	<b>\$ 5,732.22</b>	<b>\$ 46,282.37</b>
<b>MJH</b>										
Agenda Books	\$ 5,143.19	\$ 5,426.67	\$ -	\$ -	\$ 79.00	\$ 1,891.10	\$ -	\$ -	\$ -	\$ 1,607.62
Athletic Activities	\$ (1,246.43)	\$ (647.12)	\$ 820.00	\$ 21.00	\$ 780.00	\$ 6,135.00	\$ 772.35	\$ 130.00	\$ -	\$ 5,535.69
Book Covers/Library	\$ 3,700.21	\$ 3,762.88	\$ -	\$ 281.40	\$ 2,830.00	\$ 6,381.09	\$ -	\$ -	\$ 2,814.82	\$ 6,318.42
General 8th/7th	\$ (4,062.95)	\$ (130.76)	\$ 899.00	\$ 802.78	\$ 4,286.00	\$ 9,700.33	\$ 1,322.80	\$ 1,403.18	\$ 526.00	\$ 5,768.14
Gym Suits	\$ 5,305.18	\$ 7,853.51	\$ 76.00	\$ 54.00	\$ 56.00	\$ 6,012.00	\$ -	\$ -	\$ 398.67	\$ 3,463.67
NJHS	\$ (534.86)	\$ (657.62)	\$ -	\$ 311.82	\$ -	\$ 462.07	\$ 40.00	\$ 257.99	\$ -	\$ 584.83
Yearbook	\$ 4,582.76	\$ 13,577.76	\$ -	\$ -	\$ 9,095.00	\$ 9,095.00	\$ -	\$ -	\$ -	\$ 100.00
Pop/Water	\$ (1,336.08)	\$ (2,439.33)	\$ 983.40	\$ 342.10	\$ 117.00	\$ 2,161.72	\$ 350.41	\$ 279.18	\$ 582.07	\$ 3,264.97
Athletic Gate and Referees	\$ 6,602.85	\$ 7,485.05	\$ -	\$ -	\$ 3,543.00	\$ 6,962.20	\$ 1,210.00	\$ 390.00	\$ -	\$ 6,080.00
Student Council	\$ 1,299.99	\$ 1,286.82	\$ -	\$ 1,087.32	\$ 221.00	\$ 1,308.32	\$ -	\$ 1,018.93	\$ -	\$ 1,321.49
Student Pictures	\$ 4,186.40	\$ 4,264.99	\$ -	\$ 1,335.09	\$ -	\$ 2,497.91	\$ 1,090.00	\$ 250.00	\$ 279.32	\$ 2,419.32
<b>Total MJH</b>	<b>\$ 23,640.26</b>	<b>\$39,782.85</b>	<b>\$2,778.40</b>	<b>\$4,235.51</b>	<b>\$21,007.00</b>	<b>\$ 52,606.74</b>	<b>\$4,785.56</b>	<b>\$3,729.28</b>	<b>\$4,600.88</b>	<b>\$36,464.15</b>
<b>RAND TOTAL Bldg Activi</b>	<b>\$70,453.68</b>	<b>\$66,402.46</b>	<b>\$ 5,951.65</b>	<b>\$ 12,892.20</b>	<b>\$ 38,992.30</b>	<b>\$134,661.97</b>	<b>\$15,394.95</b>	<b>\$9,152.94</b>	<b>\$19,809.22</b>	<b>\$138,713.19</b>



## *Mokena School District 159*

### Information Report

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Date: April 10, 2013

To: Board of Education  
Steve Stein, Superintendent

From: John Troy,  
Director of Business Operations

Re: Student Tuition Cost for 2013-14

The student tuition figure to be used for the 2013-2014 school year is based upon the Per Capita Tuition charge furnished to the Illinois State Board of Education on Pages 29 of our Fiscal Year 2011-12 Annual Financial Report (AFR). This figure is determined from specific revenue and expenses identified from our audited accounting records. We use the Fiscal Year 2011-12 AFR as this is the most current audited information available. The AFR indicates a Per Capita Tuition Charge of \$6,984.38, an increase 4.03% over last year's figure of \$6,713.98. The Per Capita Tuition Charge (from this report) is increased by 10% to arrive at the annual tuition amount we charge to students who are not residents of the district.

The monthly tuition charge payable over a **nine-month** period is assessed to parents who are moving into the district, but are still out-of-district residents at the start of the school year. Per past practice, if occupancy occurs prior to October 15, we return the tuition checks to the family. Any students who are paying tuition cannot be included in the average daily attendance calculations that are used to determine our General State Aid.

Attached is a report indicating the history of the annual tuition charges.

The figures for FY14 are as follows:

<u>Per Capita Charge</u>	<u>110%</u>	<u>Monthly Tuition Charge</u>
<u>\$6,984.38</u>	<u>\$7,682.82</u>	<u>\$853.65</u>
<i>Base</i>	<i>Annual Tuition</i>	<i>9 Month Payment</i>

<b>Tuition Year</b>	<b>Amount from Audit</b>	<b>% Increase(prior yr.)</b>	<b>110%</b>	<b>Monthly</b>
1997-1998	\$ 3,552.67	5.77%	\$ 3,907.94	\$ 434.22
1998-1999	\$ 3,639.30	2.44%	\$ 4,003.23	\$ 444.80
1999-2000	\$ 3,844.08	5.63%	\$ 4,228.49	\$ 469.83
2000-2001	\$ 3,772.73	-1.86%	\$ 4,150.00	\$ 461.11
2001-2002	\$ 3,847.19	1.97%	\$ 4,231.91	\$ 470.21
2002-2003	\$ 4,278.21	11.20%	\$ 4,706.03	\$ 522.89
2003-2004	\$ 4,622.15	8.04%	\$ 5,084.37	\$ 564.93
2004-2005	\$ 4,791.62	3.67%	\$ 5,270.78	\$ 585.64
2005-2006	\$ 4,948.12	3.27%	\$ 5,442.93	\$ 604.77
2006-2007	\$ 5,026.12	1.58%	\$ 5,528.73	\$ 614.30
2007-2008	\$ 5,553.90	10.50%	\$ 6,109.29	\$ 678.81
2008-2009	\$ 5,825.68	4.89%	\$ 6,408.25	\$712.03
2009-2010	\$ 6,512.05	11.78%	\$ 7,163.26	\$ 795.92
2010-2011	\$ 6,917.97	6.23%	\$ 7,609.77	\$ 845.53
2011-2012	\$ 7,190.56	3.94%	\$ 7,909.62	\$ 878.85
2012-2013	\$ 6,713.98	-6.63%	\$ 7,385.38	\$ 820.60
2013-2014	\$ 6,984.38	4.03%	\$ 7,682.82	\$ 853.65



## *Mokena School District 159* Information Report

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Date: April 17, 2012

To: Board of Education  
Mr. Steve Stein, Superintendent

From: John Troy, Director of Business Operation

Re: **2012 Tax Extension**

We received the completed 2012 Mokena School District Tax Extension from the Will County Clerk's Office. For 2012, the **Equalized Assessed Value (EAV)** for the property in the District is \$565,025,263. This is \$30,308,084, or 5%, decrease from the 2011 EAV of \$595,333,347. The overall tax rate is 2.6694 compared to last year's 2.4452.

Although the existing property EAV has decreased, and the resultant tax rate has increased, the tax cap limits the levy growth. What we will actually receive is based on either the CPI or 5%, **whichever is lower**, multiplied by last year's tax extension. The CPI used for this Levy was 3.0%, the December 2011 CPI-U..

The 2012 levy generated \$420,878 in additional money to the District's operating funds, half of which will be received in this fiscal year and half of which will be received in next fiscal year. We already know that next year's CPI increase is 1.7% from the month of December 2012 Department of Labor report. Therefore we can expect an approximate 50% decrease in the next levy's available dollars which will affect the second half next year's levy revenue.

I have attached a table containing a history of Mokena School District 159 tax rates and tax extensions.



## ***Mokena School District 159*** **Information Report**

---

**Date: April, 2013**

**To: Board of Education**

**From: Steve Stein, Superintendent**

**Re: Summer Hours**

The schedule for summer hours worked well last summer. I would like to continue the practice for this summer. I would suggest the schedule as of Monday, June 3, 2013 through August 2, 2013.

**7.5-Hour Employees**

Monday – Thursday - 7:00 - 4:00 p.m.  
Friday - Closed

**8-Hour Employees**

Monday – Thursday - 7:00 – 4:30 p.m.  
Friday - Closed

# ACTION REQUESTS



## ***Mokena School District 159***

### **Action Request**

---

Date: April 17, 2013

To: Board of Education  
Mr. Steve Stein, Superintendent

From: John Troy  
Director of Business Operations

Subject: **Auditing Services**

At the April 10, 2013 Board meeting the Board heard a presentation from two auditing firms; Smith, Koelling, Dykstra, & Ohm, P.C. and Wermer, Rogers, Doran & Ruzon, LLC. The Board requested that the administration make a recommendation on which firm should be awarded the auditing bid.

The administration recommends that the firm Smith, Koelling, Dykstra, & Ohm P.C. be awarded the auditing services bid.

#### ***Recommended Motion:***

***"I move that the firm Smith, Koelling, Dykstra & Ohm be awarded a three year auditing services bid for a cost of \$21,000 in year one, \$22,000 in year two, and \$22,500 in year three."***





## ***Mokena School District 159***

### **Action Request**

---

Date: April 17, 2013

To: Board of Education  
Mr. Steve Stein, Superintendent

From: John Troy, Director of Business Operations

Re: Bus Leases 2013-2014

As presented at the April 10, 2013 Special meeting Information Report for the Bus Lease 2013-2014, we were able to acquire a commitment from Mr. Bruce Kozlowski, Midwest Transit Equipment Regional Sales Manager, of a rate of \$9,325 per new bus for a five-year lease.

**Recommended motion:**

*"I move that the Mokena School District Board of Education approve the lease of three new buses from Midwest Transit Equipment at the rate of \$9,325 per bus for a five year lease and authorize the Superintendent or the Superintendent's designee to sign the lease agreement."*

Moved By: \_\_\_\_\_

Seconded By: \_\_\_\_\_



## **Mokena School District 159**

### **Action Request**

---

**Date:** April 17, 2013

**To:** Board of Education  
Mr. Steve Stein, Superintendent

**From:** Eileen Parente  
Director of Student Services

**Re:** Classified Employee Handbook Update

**New Proposed Category:** As presented previously during the April 10, 2013 Board meeting, our current Classified Employee Handbook needs to reflect a fifth employee category, Classified Special Education Paraprofessional.

**Recommended Motion:**

*"I move to add the new proposed category, Special Education Paraprofessional, to the current Employee Classified Handbook."*

First: \_\_\_\_\_

Second: \_\_\_\_\_



## ***Mokena School District 159***

### **Action Request**

---

Date: April, 2013

To: Board of Education  
Mr. Steve Stein, Superintendent

From: Ken Stanley, Director of Buildings and Grounds  
John Troy, Director of Business Operations

Re: Summer Temporary Custodial Positions

The summer months are labor intensive with the custodial staff with the following types of projects: vinyl tile floors to strip and wax, carpet cleaning, painting, cleaning desks and lockers, and grounds work. This is also the first summer operating with two part-time custodians, in addition this year the District is adopting a reading and language arts curriculum series which means a custodian will be needed to check in and stamp all new books. We are seeking your authorization to hire four summer employees.

The starting minimum hourly wage for inexperienced summer employees will be \$8.25 and returning summer help up to \$8.51 depending on years of experience. As usual once we identify viable applicants we will present employment recommendations for your approval by June. In the meantime, we would appreciate your authorization to begin the process of finding and hiring up to four summer custodians.

If you have questions, please contact me.

#### **Recommended Motion:**

***"... move to authorize the process of finding and hiring up to four summer temporary Custodial positions."***

Moved By: \_\_\_\_\_

Seconded By: \_\_\_\_\_



## ***Mokena School District 159***

### **Action Request**

---

**Date: April, 2013**

**To: Board of Education**

**From: Steve Stein, Superintendent**

**Re: Board Policies**

Attached you will find the Board Policies that were presented as Information at the April 10, 2013 Board meeting.

6:60 Curriculum Content

6:60-AP – Comprehensive Health Education Program

6:60-E – Notice to Parents of Students Enrolled in Family Life and Sex Education Classes

6:140 – AP Education of Homeless Children

6:170 Title I Programs

6:170-API- Checklist for Development, Implementation and Maintenance Of Parent Involvement

6:170-AP2- Notice to Parents Required to NCLB

6:170- AP3- NCLB Checklist

6:170-API, EI- District Level Parent Involvement Compact

6:170- AP1, E2- School Level Parent Involvement Compact

6:280-AP- Evaluating and Reporting Student Achievement

4:110- Transportation

4:110-AP1- School bus Accident Checklist

4:110- AP2-Bus Driver Communication Devices; pre-trip and post-trip and Inspections; Driver Comments

**Recommended Motion:**

*“.....move to approve the above policies as presented.”*

Moved By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

## Instruction

### Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In Kindergarten through Grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.
2. In grades 7 and 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In grades Kindergarten through 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in bullying prevention may be included.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day, except on block scheduled days for those schools in block scheduling, in a physical education course. For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs*, and 7:260, *Exemption from Physical Activity*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body, and (d) dangers and avoidance of abduction.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal

education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.

11. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
12. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

13. In grade 7 and 8 school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
14. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
17. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80.
18. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
Public Law 108-447, Section 111 of Division J.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-5, 5/27-6, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-24.2, 435/0.01 et seq., and 110/3.  
625 ILCS 5/6-408.5.  
23 Ill.Admin.Code §§1.420, 1.430, and 1.440.  
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.  
Protecting Children in the 21<sup>st</sup> Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).

47 C.F.R. §54.520.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:235 (Access to Electronic Networks), 6:70 (Teaching About Religions), 7:190 (Student Discipline); 7:260 (Exemption from Physical Activity)

ADOPTED: September 12, 2007

REVISED: June 20, 2012

REVISED: April 17, 2013

## **Instruction**

### **Administrative Procedure - Comprehensive Health Education Program**

The major educational areas of the District's comprehensive health education program are described below:

1. In all elementary and secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including sexual abstinence until marriage); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.
2. In grades pre-K through 8, age appropriate sexual abuse and assault awareness and prevention education shall be included. The grades 6-8 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); sexual abstinence until marriage; tobacco; nutrition; and dental health.
3. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); in grades 6-8, video training on cardiopulmonary resuscitation and how to use an automated external defibrillator; heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and teen dating violence in grade 8.
4. In grades 5-8, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
5. In grades K-8, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
6. In grades 7-8, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
7. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 6-8, shall include information regarding the alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate.  
  
Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.
8. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse.



9. Students shall be provided parenting education in grades 6-8.
10. Students shall be provided safety education in all grades.
11. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
12. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Parents/guardians of students in grades kindergarten through 8 shall be given at least 5 days written notice before instruction on avoiding sex abuse begins. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23.1, 5/27-23.3, 5/27-23.5, 5/27-26, and 110/3.

Adopted: April 17, 2013

## Instruction

### Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Date \_\_\_\_\_

Class and Time \_\_\_\_\_

Teacher \_\_\_\_\_

#### Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, all classes that teach sex education emphasize that abstinence from sexual activity is the expected norm. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 8, the prevention of AIDS.

#### Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within 5 days.

☐ **I request to examine the instructional materials and course outline for this class.**

#### Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child's classroom teacher within 5 school days.

**I request that the District waive the class attendance of my child in a class or courses on:**

- ☐ **Comprehensive sex education, including in grades 6-8, instruction on the prevention, transmission, and spread of AIDS**
- ☐ **Family life instruction, including in grades 6-8, instruction on the prevention, transmission, and spread of AIDS**
- ☐ **Instruction on diseases**
- ☐ **Recognizing and avoiding sexual abuse**
- ☐ **Instruction on donor programs for organ/tissue, blood donor, and transplantation**

\_\_\_\_\_  
Student (*please print*)

\_\_\_\_\_  
Parent/Guardian (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Adopted: April 2013**

## **Instruction**

### **Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes**

Date \_\_\_\_\_

Class and Time \_\_\_\_\_

Teacher \_\_\_\_\_

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- ☐ **Family life instruction, including in grades 6-8, instruction on the prevention, transmission, and spread of AIDS**
- ☐ **Instruction on diseases**
- ☐ **Recognizing and avoiding sexual abuse**
- ☐ **Instruction on donor programs for organ/tissue, blood donor, and transplantation**

\_\_\_\_\_  
Student (*please print*)

\_\_\_\_\_  
Parent/Guardian (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Adopted: April 2013**

## Instruction

### Administrative Procedure - Education of Homeless Children

Actor	Action
<p>Superintendent</p> <p><b>Preliminary Steps</b></p>	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432 (g)(1)(J)(ii).</p> <p>Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a), “homeless children” means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 11302(a)(1)). The term includes: 42 U.S.C. §11434a.</p> <ol style="list-style-type: none"> <li>1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;</li> <li>2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C);</li> <li>3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>4. Migratory children (Sec. 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (1) through (3) above.</li> </ol> <p>Under State law, 105 ILCS 45/1-5, “homeless person, child, or youth” includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> <li>1. An individual who lacks a fixed, regular, and adequate nighttime place of abode.</li> <li>2. An individual who has a primary nighttime place of abode that is:               <ol style="list-style-type: none"> <li>a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);</li> <li>b. An institution that provides a temporary residence for individuals intended to be institutionalized; or</li> <li>c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</li> </ol> </li> </ol>
<p>Liaison for Homeless Children</p> <p><b>Duties</b></p>	<p>Review the information provided at <a href="http://www.isbe.net/homeless/default.htm">www.isbe.net/homeless/default.htm</a> in order to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children.</p> <p>Ensure that homeless children are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C.</p>

Actor	Action
	<p>§11432(g)(6)(A)(i).</p> <p>Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. 42 U.S.C. §11432(g)(6)(A)(iv).</p> <p>Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Mediate enrollment disputes to: 42 U.S.C. §11432(g)(3)(E) and 42 U.S.C. §11432(g)(6)(A)(vi).</p> <ol style="list-style-type: none"> <li>a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;</li> <li>b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision;</li> <li>c. Complete the dispute resolution process as expeditiously as possible; and</li> <li>d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute.</li> </ol> <p>Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii).</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(ii).</p> <p>Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a</p>

Actor	Action
	homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).
Parent(s)/guardian(s)  <b>Assignment</b>	Choose the child's attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law.): <ul style="list-style-type: none"> <li>a. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or</li> <li>b. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.</li> </ul> The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.
Building Principal Where Homeless Student Will be Enrolled  <b>Enrollment</b>	Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.  Shall immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.  If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child's parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.  Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. §11432(g)(3)(D).  Ensure each homeless student is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4). <ul style="list-style-type: none"> <li>a. Transportation services;</li> <li>b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs;</li> <li>c. Educational programs for children with disabilities and educational programs for students with limited English proficiency;</li> <li>d. Programs in vocational and technical education as well as programs for gifted and talented students; and</li> <li>e. School nutrition programs.</li> </ul> Shall require a parent/guardian of a homeless student, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS

Actor	Action
	45/1-20.
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p><b>Transportation</b></p>	<p>Ensure transportation is provided to a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G). Transportation shall be arranged as follows: 42 U.S.C. §11432(g)(1)(J)(iii).</p> <ol style="list-style-type: none"> <li>1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student’s transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located.</li> <li>2. If the homeless student’s living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.</li> </ol>
<p>Superintendent or Designee</p> <p><b>Dispute</b></p>	<p>If a dispute arises, shall inform the homeless child’s parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 <u>et seq.</u></p>

Adopted: April 17, 2013

## **Instruction**

### **Title I Programs**

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

### **Title I Parental Involvement**

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

#### ***District-Level Parental Involvement Compact***

The Superintendent or designee shall develop a *District-Level Parental Involvement Compact* according to Title I requirements. The *District-Level Parental Involvement Compact* shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

#### ***School-Level Parental Involvement Compact***

Each Building Principal or designee shall develop a *School-Level Parental Involvement Compact* according to Title I requirements. This *School-Level Parental Involvement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.



Incorporated  
by Reference

6:170-API, E1 (District-Level Parental Involvement Compact) and 6:170-API,  
E2 (School-Level Parental Involvement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.:

2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher  
Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability),  
6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160  
(English Language Learners), 7:10 (Equal Educational Opportunities), 7:30  
(Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental  
Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental  
Involvement)

Adopted:

April 17, 2013

## **Instruction**

### **Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- ☐ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- ☐ Plan an agenda for meetings to be held to discuss District and/or school compacts.
  - Always begin with “introducing where we are now” and end with “next steps.”
  - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
  - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
  - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
  - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
  - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
  - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- ☐ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
  - ☐ Parents/guardians of students’ participating in Title I programs
  - ☐ Staff members
  - ☐ Students participating in Title I programs
  - ☐ School Board members
  - ☐ Media
  - ☐ Coordinators for other school programs, e.g., Head Start and preschool programs
  - ☐ Other \_\_\_\_\_

- ☐ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- ☐ Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
- ☐ Appoint a recording secretary to keep meeting minutes.
- ☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- ☐ Determine *success* indicators to measure the effectiveness of the parental involvement compacts in improving the academic achievement.
- ☐ Review the *success* indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic achievement.
- ☐ Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- ☐ If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
- ☐ Provide status reports to the Board and, periodically, submit updated parental involvement compacts to the Board.
- ☐ Revise the applicable parental involvement compacts as necessary.

**Adopted: April 17, 2013**

## **Instruction**

### **Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001**

The No Child Left Behind Act (NCLB) mandates that schools receiving federal funds provide parents/guardians with information and notices, and to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of Title I served students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's description of parent notices in its October 2008 Bulletin, Title I Parent Involvement Notification Requirements, [www.isbe.state.il.us/e-bulletins/pdf/03-08.pdf](http://www.isbe.state.il.us/e-bulletins/pdf/03-08.pdf).
- U.S. Department of Education's non-regulatory guidance document, Parental Involvement Title I, Part A, [www.ed.gov/programs/titleiparta/parentinvguid.doc](http://www.ed.gov/programs/titleiparta/parentinvguid.doc).

#### **I. Improving Basic Programs Operated by Local Educational Agencies**

1. **Annual report cards.** Districts must disseminate an annual report card with aggregate information, including student achievement (designated by category), graduation rates, district performance, teacher qualifications, and other required information.
2. **Progress review.** Districts must disseminate the results for its yearly progress review of each school.
3. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. Whether the teacher is teaching under emergency or other provisional status.
  - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
  - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. **Student achievement.** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. **Non-highly qualified teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

#### **II. English Language Learners**

1. **Language instruction educational programs.** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

2. **Insufficient language instruction educational programs.** Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. **Outreach.** Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

### III. Academic Assessment and Local Education Agency and School Improvement

1. **Schools identified for school improvement, corrective action, or re-structuring.** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
  - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
  - b. The reasons for the identification;
  - c. An explanation of what the school identified for school improvement is doing to address the problem;
  - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
  - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
  - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. **Schools identified for restructuring.** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. **Schools identified for corrective action - supplemental services notice.** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
  - a. The availability of supplemental education services;
  - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
  - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

### IV. Parental Involvement

1. **Parental involvement policies.** Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a

language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. **Meeting and information.** Each school shall:

- a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- b. Offer a flexible number of meetings;
- c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
- d. Provide parents of participating children:
  - Timely information about programs under this part;
  - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

V. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

VI. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - a. Shall be signed by the parent/guardian;
  - b. Sets the general rights provided under this subtitle;
  - c. Specifically states:
    - The choice of schools homeless children and youths are eligible to attend,
    - That no homeless child or youth is required to attend a separate school for homeless children or youths,
    - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
    - That homeless children and youths should not be stigmatized by school personnel; and
    - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

## VII. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
  - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

- LEGAL REF.:
- I.
    1. NCLB §6311(h)(2); 20 U.S.C. §6311(h)(2).
    2. NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).
    3. NCLB §6311(h)(6)(A); 20 U.S.C. §6311(h)(6)(A).
    4. NCLB §6311(h)(6)(B)(i); 20 U.S.C. §6311(h)(6)(B)(i).
    5. NCLB §6311(h)(6)(B)(ii); 20 U.S.C. §6311(h)(6)(B)(ii).
  - II.
    1. NCLB §1112(g)(1)(A) and (g)(2), and §3302(a); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
    2. NCLB §1112(g)(1)(B), and §3302(b); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
    3. NCLB §1112(g)(4) and §3302(e); 20 U.S.C. §6312(g)(4); 20 U.S.C. §7012(e)(1).
  - III.
    1. NCLB §6316(b)(6); 20 U.S.C. §6316(b)(6).
    2. NCLB §6316(b)(8)(C); 20 U.S.C. §6316(b)(8)(C).
    3. NCLB §6316(e)(2)(A); 20 U.S.C. §6316(e)(2)(A).
  - IV.
    1. NCLB §1118(b); 20 U.S.C. §6318(b).
    2. NCLB §1118(c); 20 U.S.C. §6318(c).
  - V. NCLB §5245(a); 20 U.S.C. §7225d(a).
  - VI.
    1. NCLB §722(e)(3)(C); 42 U.S.C. §11432(e)(3)(C).
    2. NCLB §722(g)(2)(B)(iii); 42 U.S.C. §11432(g)(3)(B)(iii).
    3. NCLB §722(g)(6)(A)(v); 42 U.S.C. §1432(g)(6)(A)(v).
  - VII.
    1. NCLB §1061(c)(2)(A); 20 U.S.C. §1232h(c)(2)(A).
    2. NCLB §1061; 20 U.S.C. §1232h(c)(2)(B).
    3. NCLB §1061(c)(3); 20 U.S.C. §1232h(c)(3).

Adopted: April 17, 2013

## Instruction

### Administrative Procedure - No Child Left Behind Checklist

The tables below are organized by NCLB topic and list sample policies, procedures, and exhibits.

#### **School Accountability**

1:20-AP	Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests	Contains issues to consider when requested to enter into an intergovernmental agreement for receiving school choice transferees. August 2002; <b>August 2007</b>
6:15	School Accountability	Includes a section on school choice and supplemental services. August 2002; February 2004; <b>June 2009</b>
6:15-AP	Administrative Procedure - School Choice and Supplemental Educational Services	Contains web links to resources including sample parental notices. <b>June 2009</b>
6:15-AP1	Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress	February 2004; February 2005; October 2006; <b>Deleted June 2009</b>
6:15-AP2	Administrative Procedure - Consequences for a DISTRICT Missing Adequate yearly Progress	February 2004; February 2005, October 2006; <b>Deleted June 2009</b>
6:15-AP3	Administrative Procedure - School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring	March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
6:15-AP4	Administrative Procedure - Compliance Steps for Providing Supplemental Educational Services	March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web-web links to ISBE resources and sample parent notices
6:15-E	Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students	March 2004; <b>June 2009</b>
6:15-E2	Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices



### School Accountability

6:15-E3	Exhibit - Application for School Choice Transfer Option	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
6:15-E4	Exhibit - Application for Supplemental Educational Services	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
7:30	Student Assignment and Intra-District Transfer	August 2003; <b>February 2008</b>

### Teachers and Paraprofessionals

5:190	Professional Personnel - Teacher Qualifications	Includes <i>highly qualified</i> as employment criteria; refers to ISBE's "Illinois Criteria for Meeting the NCLB Requirements for Highly Qualified Teachers." May 2003; March 2004; February 2008; <b>January 2012</b>
5:190-AP	Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are <i>Highly Qualified</i>	May 2003; <b>February 2008</b>
5:190-E1	Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications	Informs parents of their right to receive certain information regarding their children's teachers. May 2003; February 2008; <b>March 2013</b>
5:190-E2	Exhibit - Notice to Parent When Their Child Is Assigned To, or Has Been Taught for at Least Four Straight Weeks By a Teacher Who is Not <i>Highly Qualified</i>	May 2003; February 2008; <b>March 2013</b>
5:190-E3	Letter to Teacher Who is Not <i>Highly Qualified</i>	August 2003; February 2008; <b>March 2013</b>
5:280	Educational Support Personnel - Duties and Qualifications	Requires paraprofessionals to have the "duties and qualifications" as described in Title I of the Elementary and Secondary Education Act. May 2003; July 2004; February 2006; <b>May 2012</b>
5:280-AP	Administrative Procedure - Paraprofessionals Working in a Program Supported With Title I Funds	Quotes NCLB; provides sample language to inform paraprofessionals of the requirements. June 2002; <b>Deleted August 2007</b>

### Parental Involvement

6:170	Title I Programs	Complies with NCLB; includes a section on parental involvement. August 2002; February 2008; <b>March 2013</b>
6:170-AP1	Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental Involvement Compacts in Title I Programs	August 2002; August 2007; <b>March 2013</b>
6:170-AP2	Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001	Gives districts a reference guide to notice requirements for districts that receive Title I funds. August 2002; August 2007; <b>March 2013</b>
6:170-AP1, E1	Exhibit - District-Level Parental Involvement Compact	August 2002; August 2007; <b>March 2013</b>
6:170-AP1, E2	Exhibit - School-Level Parental Involvement Compact	Incorporated by reference in 6:170 and may be used as a template. August 2002; August 2007; <b>March 2013</b>

### McKinney Homeless Assistance Act

2:260	Uniform Grievance Procedure	Provides complaint procedure for Title I as well as the McKinney Homeless Assistance Act. January 2003; October 2003; July 2006, October 2007; June 2009; <b>January 2012</b>
4:110	Transportation	January 2003; March 2004; February 2008; December 2009; February 2010; August 2010; January 2012; <b>October 2012</b>
6:140	Education of Homeless Children	Contains the basic requirements of State law as well as the McKinney Homeless Assistance Act. January 2003; October 2005; July 2010; <b>October 2010</b>
6:140-AP	Administrative Procedure - Education of Homeless Children	Contains procedures in actor-action format regarding educating homeless children. January 2003; October 2005; <b>July 2010</b>
7:10	Equal Educational Opportunities	Specifically includes “status as a homeless youth” as a protected classification. January 2003; October 2008; December 2009; <b>October 2010</b>
7:50	School Admissions and Student Transfers To and From Non-District Schools	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; June 2005; October 2008; February 2010; October 2010; <b>May 2012</b>

**McKinney Homeless Assistance Act**

7:60	Residence	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; October 2005; February 2009; <b>October 2010</b>
7:100	Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. June 2002; October 2005; October 2008; September 2009; October 2010; <b>January 2012</b>

**Migrant Student**

6:145	Migrant Students	Addresses NCLB, 20 U.S.C. §6391 <u>et seq.</u> and requires the superintendent to develop a program addressing the needs of migratory children. August 2002; March 2007; <b>May 2012</b>
6:145-E	Exhibit - Programs for Migrant Students - Family Interview Form	August 2002; <b>Deleted July 2006</b>

**Persistently Dangerous School and Choice for Victim of Violent Crime**

4:170	Safety	Contains provisions on Unsafe School Choice Option. March 2004; October 2006; February 2009; February 2010; October 2010; January 2012; <b>October 2012</b>
4:170-AP5	Administrative Procedure - Unsafe School Choice Option	Complies with §9532 of NCLB, 20 U.S.C. §7912. August 2003; March 2004; <b>June 2009</b>
7:30	Student Assignment and Intra-District Transfer	Refers to district policy on the Unsafe School Choice Option contained in 4:170 and 4:170-AP5. August 2003; <b>February 2008</b>

**Limited English Proficiency Students**

6:160	English Language Learners	Implements NCLB, §§3001-3004, 20 U.S.C. §§6312-19; 6801 <u>et seq.</u> and requires the superintendent to develop and implement a program to address the needs of children with limited English language proficiency. August 2002; March 2007; October 2008; <b>February 2011</b>
6:160-E1	Exhibit - Student Home Language Survey	May 2003; <b>Deleted March 2007</b>
6:160-E2	Exhibit - Notice to Parents of Student's Identified as Limited English Proficient	Complies with the NCLB's requirement that schools notify parents of their student's placement in a LEP program. May 2003; <b>Deleted March 2007</b>

**Protection of Pupil Rights Act**

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**Protection of Pupil Rights Act**

7:15	Student and Family Privacy Rights	Complies with the Protection of Pupil Rights Act [20 U.S.C. §1232h(c)(1)(E)] as well as 2 state laws. June 2002; March 2004; <b>February 2008</b>
7:15-E	Exhibit - Notification to Parents of Family Privacy Rights	Notifies parents/guardians of privacy rights policy. June 2002; March 2004; <b>March 2007</b>

**Military Recruiter Access to Students**

7:340	Student Records	June 2002; March 2004; July 2006; October 2008; <b>May 2012</b>
7:340-AP1	Administrative Procedure - School Student Records	Contains provision on access rights of military recruiters and institutions of higher learning. June 2002; June 2005; <b>May 2012</b>
7:340-AP1, E1	Exhibit - Notification to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	Includes right to refuse all release of directory information to military recruiters. May 2003; February 2006; <b>May 2012</b>
7:340-AP1, E3	Exhibit - Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information	Contains a form for parents to complete if they do not want military recruiters and/or institutions of higher learning to be given their secondary school student's name, address, and telephone numbers. May 2003; June 2008; <b>May 2012</b>
7:340-AP1, E4	Exhibit - FAQ's Regarding Military Recruiter Access to Students and Student Information	Answers many questions for school staff members and may be distributed at will. May 2003; June 2008; <b>May 2012</b>

**No Policy Prohibiting Student Prayer**

7:130	Student Rights and Responsibilities	States that student rights include the right to pray. September 2002; March 2007; <b>May 2012</b>
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**Boy Scouts Access to School Facilities**

8:20	Community Use of School Facilities	Footnotes discuss NCLB, 20 U.S.C. §7905. Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." August 2002; March 2004; <b>October 2007</b>
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Adopted: April 17, 2013

## **Instruction**

### **Exhibit - District-Level Parental Involvement Compact**

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians involvement at the District level by:

1. The District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the process of school review and improvement (20 U.S.C. §6316) by:
  - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
  - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
  - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
  - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:
  - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
  - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
  - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
  - Seeking input from parents/guardians in developing workshops.
3. The District builds the capacity of schools and parents/guardians for strong parental involvement by:
  - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
  - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
  - Utilizing PTO's to assist in identifying effective communication strategies based on their members' needs.
  - Providing a master calendar of District meetings to discuss pertinent topics.
4. The District coordinates and integrates parents/guardians involvement strategies under this *Compact* with parents/guardians involvement strategies under other programs, such as, the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs by:
  - Involving District and program representatives to assist in identifying specific population needs.

- Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
5. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:
    - Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
    - Identifying barriers to effective evaluation by language support or other assistance as needed.
    - Identifying potential policy and compact changes to revise and improve program(s).
  6. The District involves parents/guardians in the activities of the schools served under Title I by:
    - Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
    - Providing Building Principal and PTO coordination of events.

Adopted: April 17, 2013

## **Instruction**

### **Exhibit - School-Level Parental Involvement Compact**

This school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

#### **Parent/Guardian Involvement**

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
  - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
  - Provide parents/guardians of participating children timely information about programs.
  - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.

5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
6. The Building Principal or designee shall:
  - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
  - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
  - Submit any comments when the school makes the plan available to the School Board.
  - Provide a process for parents/guardians to express concerns and complaints.

#### Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
  - Monitoring attendance, homework, and television viewing.
  - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

#### Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy, technology, etc., to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.



- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

**Adopted: April 17, 2013**

## Instruction

### Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive, unexcused absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance):</p> <ol style="list-style-type: none"> <li>1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.</li> <li>2. Contribution to classroom discussions.</li> <li>3. Demonstrated understanding of concepts.</li> <li>4. Application of skills and knowledge to new situations.</li> <li>5. Organization, presentation, and content of written and oral reports.</li> <li>6. Originality and reasoning ability when working through problems.</li> <li>7. Accomplishment in class presentations and projects.</li> <li>8. Performance on tests, quizzes, and final examinations.</li> </ol> <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of “incomplete” should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed into an “F” grade.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Insures that parent(s)/guardian(s) are informed of their student’s progress at regular intervals, but at least 4 times a year, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise. All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or</p>

Actor	Action
	<p>she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to the student's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.</li> <li>2. Open houses, parent education meetings, and newsletters.</li> <li>3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.</li> </ol>
<p>Building Principal or designee <i>[Elementary schools only]</i></p>	<p>Makes the final decision for a student's retention with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Recommends placement, promotion, or retention based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For students demonstrating a proficiency level one or more grades below current placement, arranges for an individual remediation plan developed in consultation with the parents/guardians. The remediation plan may include summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size, or retention in grade.</p>
<p>Building Principal or designee <i>[Secondary schools only]</i></p>	<p>Implements a 4.0 system for calculating grade point average (GPA).</p> <p>All advanced placement, honors, and accelerated courses will add one point toward calculating GPA and class rank.</p> <p>105 ILCS 5/22-22 defines secondary education as the curriculum offered by a school district or an attendance center serving grades 9 through 12 or grades 10 through 12.</p> <p>Supervises the computation of class rank.</p> <p>Grades in all courses are used in computing GPA and class rank. In computing class rank, all students at a given grade level are</p>

Actor	Action
	<p>included.</p> <p>Designates academic scholars from each year's senior class whose academic rank places them in the top 10% of the class.</p> <p>Administers the pass/fail option in which students may choose to take a one-year course or one course in each semester for credit on a pass/fail basis.</p> <p>A student may only take 8 semesters using this option. The option may not be carried into another year if not used. Prerequisites must be completed before the student's schedule may include a course with the pass/fail arrangement. No more than a one-year course of each general subject area may be taken using the option.</p>
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervises their child's completion of course work.</p> <p>Sign their student's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a phone message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
<p>Building Principal or designee</p> <p><i>[All schools]</i></p>	<p>Confers with any parent/guardian and/or student who objects to a grade or retention decision.</p> <p>Discusses with the teacher the reasons why the parents/guardians and/or student objects to a grade or retention decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade based on the existence of any of the following:</p> <ul style="list-style-type: none"> <li>• A miscalculation of test scores;</li> <li>• A technical error in assigning a particular grade or score;</li> <li>• The teacher agrees to allow the student to do extra work that may impact the grade;</li> <li>• An inappropriate grading system used to determine the grade; or</li> <li>• An inappropriate grade based on an appropriate grading system.</li> </ul> <p>Decides whether to change the grade and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

ADOPTED: April 17, 2013

## **Operational Services**

### **Transportation**

The District shall provide fee based transportation for all students in the District based on a fee schedule approved by the Board of Education: (1) ~~students residing at a distance of one and one half miles or more from their assigned schools, will pay a fee of \$200 per student for the 2011-2012 school year or~~ (2) ~~residing within one and one half miles from their assigned schools where walking to school or to a pick-up point or bus stop would constitute a serious hazard as determined by the Illinois Department of Transportation Rules. The District will charge a fee of \$375 per student for the 2011-2012 school year for transportation for other students residing within one and one half miles from their assigned school. A student's parent(s)/guardian(s) may file a petition with the Board of Education requesting transportation due to the existence of a serious safety hazard.~~ In order for student transportation to be as efficient as possible, it is the District's goal to have bus stops located where safe corners and sidewalks are available, or locations that allow students to assemble. Free transportation services and vehicle adaptation for special education students shall be provided if included in the students' individualized educational programs. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act.

Bus schedules and routes shall be determined by the Director of Transportation and shall be altered only with the Director of Transportation's approval and direction.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

### **Pre-Trip and Post-Trip Vehicle Inspection**

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 5/10-22.22 and 5/29-1 et seq.  
105 ILCS 45/1-15.  
625 ILCS 5/1-182, 5/11-1414.1, and 5/13-109.  
23 Ill.Admin.Code §§1.510 and 226.935.

CROSS REF.: 5:280 (Educational Support Personnel - Duties and Qualifications), 6:140  
(Education of Homeless Children)

ADOPTED: September 12, 2007

REVISED: November 10, 2009

REVISED: February 10, 2010

REVISED: March 8, 2012

REVISED: April 17, 2013

## **Operational Services**

### **Administrative Procedure - School Bus Post-Accident Checklist**

#### **Driver Post-Accident Procedures**

1. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill.Admin.Code §1.510(1).
2. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
3. When notifying the District or transportation office, give the following information:
  - Seriousness of the accident
  - Location and time of incident
  - Bus number and route number
  - School
  - Number of students on board
  - Extent of any injuries
  - Weather/road conditions
  - Any other pertinent information
4. Never leave your vehicle, either to check traffic or set out reflectors, when children are on board. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by the District or transportation office.
5. Set out reflectors, flares, flags, etc. only when the safety of all children is secure.
6. Stay vigilant for the continued safety of everyone at the scene and:
  - Never** attempt to direct traffic.
  - Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.
  - Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives.
  - Never** move an injured person unless the person's life is in jeopardy.
7. If your vehicle strikes an animal (pet), continue until it is safe to stop, keeping in mind that the sight of an injured pet could upset the children on the bus. Park the vehicle and radio or call the District or transportation office with the information. The office will notify the proper authorities.
8. The District or transportation office, when notifying the school, may suggest that personnel follow-up with students to minimize trauma or emotional after-effects.

#### **Information Gathering**

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name and age of every passenger on the bus.
2. Obtain the name and address of all witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
  - Other drivers' names
  - Other drivers' license numbers



Other drivers' addresses and phone numbers  
Make, model, year, and license plate numbers of other involved vehicles  
Other drivers' insurance carrier information  
Name, address, and phone numbers of passengers in other involved vehicles

#### District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a transportation supervisor to the accident scene to assist the bus driver.
3. Arrange for the parents of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms. Complete ISBE's *School Bus Accident Report*, [www.isbe.net/funding/pdf/50-26\\_school\\_bus\\_accident.pdf](http://www.isbe.net/funding/pdf/50-26_school_bus_accident.pdf), and forward to the Regional Superintendent immediately after any accident.
7. Obtain any accident reports completed by third parties, including police reports.

#### Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.
2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:
  - a. The accident involved the loss of human life;
  - b. The driver receives a citation for a moving traffic violation arising from the accident; or
  - c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.
4. If a required alcohol test is **not** administered:
  - a. Within 2 hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
  - b. Within 8 hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
6. No driver required to take a post-accident alcohol test shall use alcohol for 8 hours following the accident, or until undergoing a post-accident alcohol test.

#### Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

Adopted: April 17, 2013



## **Operational Services**

### **Administrative Procedure - Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments**

#### **Bus Driver Communication Devices**

State law prohibits a school bus driver from operating a school bus while using a cellular radio telecommunication device. It requires each school bus to contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of the school bus. The cellular radio telecommunication device or two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request (625 ILCS 5/12-813.1).

Bus drivers may still have cell phones although they are prohibited from using cell phones for anything, including personal use, while operating a bus except: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities or their designees about bus operation or the welfare and safety of any passengers on the bus; or (4) when the bus is parked (625 ILCS 5/12-813.1(c)).

#### **Bus/Vehicle Pre-Trip and Post-Trip Inspection**

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform each of the following:

1. Comply with the applicable pre-trip inspection of the mechanical and safety equipment on the school bus listed on the *School Bus Driver Pre-Trip Inspection Form* (92 Ill.Admin. Code §§458.1030 and 458.1030(u) requires any variations from the form to be approved by the Dept. of Transportation by calling 217/785-3031 or writing to:  
Vehicle-Inspection Unit Manager  
Ill. Dept. of Transportation, Div. of Traffic Safety  
1340 North 9<sup>th</sup> St.  
P.O. Box 19212  
Springfield, IL 62794-9212
2. Test the cellular radio communication device or two-way radio and ensure that it is functioning properly before the bus is operated (625 ILCS 5/12-816).
3. Perform a visual sweep for children or other passengers at the end of a route, work shift or workday by:
  - a. Activating interior lights of the school bus to assist the driver in searching in and under each seat (625 ILCS 5/12-816(c), and
  - b. Walking to the rear of the school bus/vehicle checking in and under each seat (625 ILCS 5/12-816(b)).

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system (625 ILCS 5/12-816(d)).

### Bus Driving Comments

Each school bus and multifunction school activity bus shall display a sign at the rear, with letters and numerals readily visible and readable, in the following form:

**TO COMMENT ON MY DRIVING, CALL 708-342-4900**

Driving comments shall be accepted in the following manner:

1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint. Required for districts that own school buses by 625 ILCS 5/12-821(c)(1).
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation. Required for districts that own school buses by 625 ILCS 5/12-821(c)(2).

**Adopted: April 17, 2013**

# PERSONNEL ACTION REQUEST

Mokena School District 159

## REGULAR MEETING

Personnel Recommendations – April 17, 2013

NAME	POSITION	BUILDING	EFFECTIVE DATE	EMPLOYMENT DETAIL
<b>1. Certified– New Hire</b>				
Christine Grzybowski	Speech/Language Pathologist	MESH	2013-2014 school year	Step H, Lane 4 \$49,510
Laura Henly	School Psychologist	DO/MES	2013-2014 school year	Step A, Lane 6 \$43, 123
Daniel Raftery	School Social Worker	DO/MES	2013-2014 school year	Step A, Lane 6 \$43,123
Michele Spencer	Early Childhood Teacher	MES	2013-2014 school year	Step K, Lane 4 \$54, 100
Stacie Soroka	School Social Worker	DO/MES	2013-2014 school year	Step L, Lane 6 \$59,692
Katherine O'Neil	Early Start Preschool Teacher	MES	2013-2014 school year	Step C, Lane 3 \$41, 263
<b>2. Classified – New Hire</b>				
Mary Therese Hedinski	Sub Food Server	DO	3/21/2013	\$8.31/hr
Maria Lopez	Food Server	DO	4/8/2013	\$8.31/hr 5 days/wk 3 hrs/day
James M. McClain II	Sub Food Server	DO	3/25/2013	\$8.31/hr
Paulette Kowalski	SPED Para-professional	MES	2013-14 school year	\$11.85/hr 7 hrs/day 5 days/wk 174/yr
Michelle Jennings	SPED Para-professional	MES	2013-14 school year	\$11.00/hr 7 hrs/day 5 days/wk 174/yr
Savannah Jenkins	SPED Para-professional	MIS	2013-14 school year	\$15.04/hr 7 hrs/day 5 days/wk 174/yr
Donna Versatto	SPED Para-professional	MIS	2013-14 school year	\$14.60/hr 7 hrs/day 5 days/wk 174/yr
Deborah Gustin	SPED Para-professional	MJH	2013-14 school year	\$18.73/hr 7 hrs/day 5 days/wk 174/yr
Jennifer Bum	SPED Para-professional	MES	2013-14 school year	\$12.58/hr 7 hrs/day 5 days/wk 174/yr
Heather Stremlau	SPED Para-professional	MIS	2013-14 school year	\$18.18/hr 7 hrs/day 5 days/wk 174/yr
Tracy Tervin	SPED Para-professional	MJH	2013-14 school year	\$11.00/hr 7 hrs/day 5 days/wk 174/yr

Kathy Hoerner	SPED Para-professional	MES	2013-14 school year	\$11.00/hr 7 hrs/day 5 days/wk 174/yr
Sandy Simester	SPED Para-professional	MES	2013-14 school year	\$11.17/hr 7 hrs/day 5 days/wk 174/yr
Sandy La Mantia	SPED Para-professional	MES	2013-14 school year	\$11.00/hr 3.5 hrs/day 5 days/wk 168/yr
Laura Phelps	SPED Para-professional	MJH	2013-14 school year	\$11.00/hr 7 hrs/day 5 days/wk 174/yr

**3. Administrators and Non-certified Staff increases for 2013-2014**

Administrators and Non-certified Staff	Effective 2013 - 2014 school year	2.5% salary pool increase
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**4. Director of Business Operations increase for 2013 -2014**

**Recommended Motion:**

***"Move to approve personnel recommendations 1 through 4 as presented, subject to successful background check, drug screening (if applicable) and physical."***



## *Mokena School District 159*

### Action Request

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**Date:** April 2, 2013

**To:** Mr. Steve Stein  
Board of Education

**From:** Anna Kirchner  
Judy Splayt

**RE:** Employment of Ms. Katherine O'Neil

It is our pleasure that we recommend to you for employment Ms. Katherine O'Neil. Katherine will take the full time Early Start position at MES.

Katherine's experiences working with preschool students will be a welcomed addition to MES. Ms. O'Neil also has a strong background in special education. She is completing her Master's degree in Curriculum and Instruction with an endorsement in ELL.

It is our recommendation, that the School Board approve the employment of Katherine O'Neil at Lane 3 – Step C at a salary of \$41,263 beginning August 19, 2013, for the 2012-2013 school year, per the current Professional Negotiations Agreement.