

INFORMATION REPORTS

Treasurer's Report Income Summary
June 01, 2012 - June 30, 2012

Fund	Beginning Balance	Revenues	Expenses	Change	Ending Balance	% Change
10 EDUCATION FUND	\$2,611,448.36	\$3,108,809.58	\$1,342,953.85	\$1,765,855.73	\$4,377,304.09	67.6%
20 OM FUND	\$1,439,928.82	\$370,919.18	\$138,501.27	\$232,417.91	\$1,672,346.73	16.1%
30 BOND - INTEREST FUND	\$690,700.13	\$620,844.08	\$0.00	\$620,844.08	\$1,311,544.21	89.9%
40 TRANSPORTATION FUND	\$1,906,925.20	\$131,607.09	\$52,836.87	\$78,770.22	\$1,985,695.42	4.1%
50 IMRF FUND	\$78,347.67	\$118,145.36	\$52,752.32	\$65,393.04	\$143,740.71	83.5%
61 NEW CONSTRUCTION FUND	\$754,245.92	\$36.30	\$0.00	\$36.30	\$754,282.22	0.0%
70 WORKING CASH FUND	\$1,657,689.14	\$17,599.25	\$0.00	\$17,599.25	\$1,675,288.39	1.1%
80 TORT FUND	\$228,364.29	\$14,052.99	\$69,549.00	\$55,496.01-	\$172,868.28	-24.3%
Totals :	\$9,367,649.53	\$4,382,013.83	\$1,656,593.31	\$2,725,420.52	\$12,093,070.05	0.00

Mokena School District 159
Treasurer's Detail Investment Report
June 30, 2012

Fund	Mokena St Bank Checking	Certificates of Deposit	Commercial Paper	Federal Agencies	IIIT Money Market	Illinois Funds Money Market	ISDLAF Money Market	Fund Balances
10								
Education & Adequacy Grant	\$ 39,417.99	\$ 2,004,885.05	\$ -	\$ -	\$ 6,894.30	\$ 55,918.09	\$2,270,188.66	\$ 4,377,304.09
20								
Operations & Maintenance	\$ 7,715.92	\$ 1,599,632.57	\$ -	\$ -	\$ 996.74	\$ 31,890.43	\$ 32,111.07	\$ 1,672,346.73
30								
Bond & Interest	\$ 6.94	\$ 734,421.88	\$ -	\$ -	\$ 4,347.65	\$ 6,445.28	\$ 566,322.46	\$ 1,311,544.21
40								
Transportation	\$ 122,003.28	\$ 1,644,846.44	\$ -	\$ -	\$ 2,894.37	\$ 12,579.34	\$ 203,371.99	\$ 1,985,695.42
50								
IMRF	\$ 2,405.00	\$ 42,932.73	\$ -	\$ -	\$ 697.45	\$ 174.29	\$ 97,531.24	\$ 143,740.71
61								
New Construction	\$ 25,274.39	\$ -	\$ -	\$ -	\$ -	\$ 2,303.35	\$ 726,704.48	\$ 754,282.22
70								
Working Cash	\$ 4,050.64	\$ 1,258,910.69	\$ -	\$ -	\$ 865.17	\$ 4,039.19	\$ 407,422.70	\$ 1,675,288.39
80								
Tort Fund	\$ 555.82	\$ 44,148.15	\$ -	\$ -	\$ 65.56	\$ -	\$ 128,098.75	\$ 172,868.28
TOTALS	\$ 201,429.98	\$ 7,329,777.51	\$ -	\$ -	\$ 16,761.24	\$ 113,349.97	\$4,431,751.35	\$ 12,093,070.05
Percentages	1.666%	60.611%	0.000%	0.000%	0.139%	0.937%	36.647%	100.000%



MOKENA JUNIOR HIGH SCHOOL

DISTRICT 159

19815 Kirkstone Way • Mokena, IL 60448-1334 • (708) 342-4870 • www.mokena159.org

To: Steve Stein, Board of Education
Fr: Michael Rolinitis
Cc: Administrative Team
Date: July 11, 2012
Re: Bullying

Bullying Defined and Key Terms:*

Bullying behavior is when one or more people employ physical, emotional, or verbal abuse to make life miserable for another person. The abuse can take many forms from simple name calling to physical abuse to sexual harassment. Bullying behavior is defined by its intensity and duration and is distinguished by a pattern of repeated physical or psychological intimidation.

The Victim is characterized as the object of bullying behavior. Usually, the victim has done nothing deliberate to invite such negative attention. In extreme situations, a victim can exhibit bullying behaviors.

Bystander Behavior is typified by someone who "stands by" while bullying occurs. Bystanders do not actively participate, but they are rarely neutral. Passive observing reaffirms the bully's power. On the other hand, bystanders have the greatest potential to reverse bullying behaviors.

Cyberbullying is defined as willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. Even though this form of bullying can be anonymous or distant in nature, it can result in the same level of psychological or emotional damage as traditional forms of bullying.

What we do in District 159 to deal with bullying behaviors:

Prevention: The best way to keep bullying from happening is to create a positive environment where bullying is not an acceptable part of the social fabric of the school. To accomplish this, we employ several preventative measures across the district including: training all adults how to identify bullying and how to effectively eliminate it, reviewing infraction data to target negative behaviors, implementation of various "caught being good" programs such as the MES Stars program, peer mediation, creating positive engaging classroom environments, holding anti-bullying assemblies, providing parents with anti-bullying resources, implementing programs like *Rachel's Challenge*, teaching children how to handle a bully, and providing safe ways for victims or others to report bullying if it occurs.

Counseling: If we have reason to believe that a bullying situation is occurring, we begin the process with a thorough investigation of the issue. While finding out the facts, we work very hard to keep the names of those who reported the allegation anonymous. Once we determine that there is bullying behavior, we normally work with our social workers, teachers, counselors, administrators and parents to try to remediate this behavior through counseling and problem solving techniques to come to agreements on how to have positive future interactions. These interactions are monitored by staff to insure that there is a true change in behavior.

Discipline: Depending on the severity of the infraction, the staff and administration may need to administer discipline which may include, but is not limited to, losses of privileges, additional counseling, detentions, in and out-of-school suspensions and in the most extreme cases of harassment, expulsion. Ninety-nine percent of bullying cases are solved through prevention and counseling. When those positive preventative activities are consistent and ingrained in the schools' culture we seldom need to involve disciplinary consequences.

* = Bullying definitions and key terms are paraphrased from the "Elementary Bullying Resources" page from the Barrington District 220 web site (7-2-12)



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MOKENA SCHOOL DISTRICT 159 INFORMATION REPORT

Date: July 12, 2012

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

From: Dr. Charles J. Vitton, Assistant Superintendent for Instruction

RE: Class Size

Per a request from the Board of Education work session on June 16th, below is an analysis of class size from FY12 and recommendations for FY13.

	Enrollment FY12	Sections	Avg. Class Size		Projected Enrollment FY13*	Recommended Sections	Avg. Class Size
KDG	136	6	22.7		140	6	23.3
First	152	6	25.3		150	6	25.0
Second	179	7	25.6		152	6	25.3
Third	179	7	25.6		179	7	25.6
Fourth	185	7	26.4		179	7	25.6
Fifth	205	7	29.3		185	7	26.4
Sixth	227	x	Varies		205	x	Varies
Seventh	221	x	Varies		227	x	Varies
Eighth	240	x	Varies		221	x	Varies

*Other than a possible increase in numbers from Kindergarten to First Grade (due to students enrolled in full-day private Kindergarten who may decide to return to District 159 in 1st grade) all other projected enrollment numbers represent 0% growth.

Current language in the Professional Negotiations Agreement regarding class size reads as follows:

The parties agree that limits on class size represent desired objectives and that the Board has the authority to establish class sizes throughout the District. Board efforts to maintain reasonable class size at the elementary level and student load at the junior high level will continue with the realization that financial limitations and the availability of instructional space will significantly impact these efforts.

I conferred with Mr. Rolinitis regarding the class sizes issues at MJHS. Scheduling in a departmentalized setting looks very different, and leads to more complexities, than that which takes place at K-5. At times, this results in some class sizes at the junior high being significantly higher than others.

In last year's master schedule at MJHS, we had:

- 13 core class periods at 33 or more students.
- 25 core class periods between 30 and 32 students.

One area of concern that Mr. Rolinitis and I discussed was the significantly larger Language Arts classes (with 33 students or more) at certain points in the instructional day. This is partially due to enrollment numbers vs. LA sections available and also due to the inability to staff PE in the middle of the day with the current number of teachers in the building. This issue could be somewhat resolved by the hiring of one full-time certified teacher who would instruct two LA blocks and two PE classes. This by no means solves all of the class size issues at MJHS, but it represents a commitment from the Board to begin addressing the issue. It is hopeful that hiring an additional staff member, combined with decreases in student enrollment in the lower grades over the past few years, will result in class sizes being more equitable in the future.

The administration and office personnel at MJHS are in the latter stages of finalizing the student scheduling for the 2012-2013 school year. There is some concern that if we are potentially making staffing changes at this late date to alleviate some class size issues at the junior high, that this may impede the process to fully develop the master schedule in a timely fashion for the start of the school year. Although Mr. Rolinitis would be more than thrilled with the concept of reducing class size, adding staff in late summer does hold up the process to plan for the FY13 school year.

If you have any questions, please feel free to contact myself or Mr. Rolinitis at your convenience.



MOKENA SCHOOL DISTRICT 159 **INFORMAION REPORT**

Date: July 11, 2012

To: Board of Education

From: Steve Stein, Superintendent

Re: Board Policies

Attached are several policies for your review. Changes have been highlighted in yellow and/or lined out. As noted on the agenda some policies are new; mostly administrative procedures are being requested to be adopted.

- 2:120 Board Member Development
- 2:120 E-2 Website Listing of Development and Training Completed by Board Members-**New**
- 4:170 Safety
- 4:170-AP4 Administrative Procedures –National Terrorism Advisory Systems-**New**
- 4:170-AP6 Administrative Procedures – Plan for Responding to Medical Emergency at Physical Fitness Facility w/an AED- **New**
- 5:220 Substitute Teachers
- 5:220-AP Administrative Procedures for Substitute Teachers- **New**
- 5:285 Drug and Alcohol Testing for School Bus Drivers
- 5:285 –AP Administrative Procedures for Drug and Alcohol Testing for Bus Drivers-**New**
- 6:50 School Wellness
- 6:120-AP Administrative Procedures-Service Animals- **New**
- 6:120-AP3-E1 Exhibit Guidelines for Service Dogs-**New**

I will be happy to answer any questions you might have regarding the policy updates. I would hope to adopt these policies at the next regular Board meeting on August 15, 2012.

Board of Education

Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member taking office after June 13, 2011 must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term that begins after that date.
2. Each Board member who was in office on January 1, 2012 must complete training on the Open Meetings Act within one year of that date. Each Board member taking office after January 1, 2012 must complete this training no later than 90 days after taking the oath of office. After completing the training, each Board member must file a copy of his or her certificate of completion with his or her Board.
3. After the District's implementation of the Performance Evaluation Reform Act (PERA) evaluations, each Board member must complete a training program on PERA evaluations before participating in a vote on a dismissal based on an optional alternative evaluative dismissal process.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Board Self-Evaluation

The Board of Education will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board of Education members includes:

1. The Board President or designee shall arrange a meeting with new Board members for the purpose of explaining and answering questions about Board processes and procedures.
2. The Superintendent or designee shall give each new Board of Education member a copy of online access to the Board of Education Policy Manual, the Board of Education's regular meeting minutes for the past year, and other helpful information including material explaining the Board of Education's roles and responsibilities.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board of Education member to attend: (1) Board of Education meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/2.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Expenses),
2:200 (Types of Board of Education Meetings)

ADOPTED: September 12, 2007

REVISED: August 15, 2012

School Board

Exhibit - Website Listing of Development and Training Completed by Board Members

District webmaster: Post this template (including the explanatory paragraphs) on the District's website and update the table as information is provided.

All Illinois school board members must receive training in *professional development leadership* (P.A. 97-8) and the *Open Meetings Act* (P.A. 97-504). Mandatory training will also be required after the new teacher evaluation requirements are implemented in each school district. For additional information, see Board policy 2:120, *Board Member Development*.

The following table contains mandatory and non-mandatory training and development activities that were completed by each Board member. When the training was provided by the Illinois Association of School Boards, the acronym "IASB" follows the listed activity.

Name	Development and Training Activity and Provider	Date Completed (beginning in 2012 unless otherwise noted)

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by Article 23 of the School Code. The mission of the IASB is excellence in local school governance in support of quality public education.

For more information regarding IASB and its programs visit www.iasb.com.

ADOPTED: August 15, 2012

Operational Services

Safety

Safety Program

All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event.

The Superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program, tornado protection; instruction in safe bus riding practices, emergency aid; post-crisis management; and responding to medical emergencies at an indoor and outdoor physical fitness facility. During each academic year, each school building that houses children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill,
4. **One law enforcement drill.**

~~When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year.~~ The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan and it may be conducted on days and times that students are not present in the building.

In the event of an emergency available cellular telephones may be utilized. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical problem, (3) where a cellular telephone is owned by the School District and used as a digital two-way radio, and (4) when the school bus is parked.

Convicted Child Sex Offender and Notification Laws

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school, or
2. Has permission to be present from the Board of Education, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Child Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

If the District receives information that concerns the record of conviction as a sex offender of any employee of a District contractor, the District will provide the information to another school, school district, community college district, or private school that requests it.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

Student Insurance

The Board of Education shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage and any contract is between the parents/guardians and the company. Students participating in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

LEGAL REF.: 105 ILCS 5/10-20.28, 5/10-21.3a, 5/10-21.9, and 128/
210 ILCS 74.
625 ILCS 5/12-813.1.
720 ILCS 5/11-9.3.
730 ILCS 152/101 et seq.

CROSS REF.: 5:30 (Hiring Process and Criteria), 6:190 (Extracurricular and Co-Curricular Activities), 6:250 (Community Resource Persons and Volunteers), 7:220 (Bus Conduct), 7:300 (Extracurricular Athletics), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: September 12, 2007

REVISED: September 9, 2009

REVISED: August 15, 2012

Operational Services

Administrative Procedure - National Terrorism Advisory System

The National Terrorism Advisory System (NTAS) replaced the Homeland Security Advisory System (HSAS). The HSAS was a color-coded scale in which each color corresponded to a particular risk of terrorist attack. Instead of a color-coded scale, NTAS provides information that is specific to a credible threat.

Posting of NTAS Alerts

NTAS Alerts are only issued when credible information is available. NTAS Alerts are announced by the Secretary of Homeland Security, and are posted at www.dhs.gov/alerts. Additionally, the Department of Homeland Security distributes the alerts to the news media and across its social media channels.

Levels of Information Available

Depending on the circumstances, the NTAS Alert may include information pertaining to the threat's nature, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. NTAS Alerts carry an expiration date and will be automatically cancelled on that date. Updates to an Alert, as well the cancellation of an Alert, will be distributed in the same way as the original Alert.

Threat Levels

NTAS Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is *elevated* if there is no specific information about the timing or location.

A threat is *imminent* if the threat is believed to be impending or occurring very soon.

District Response Measures

The following position is responsible for tracking NTAS Alerts and disseminating NTAS Alerts that merit administrative review: with the Superintendent

After receiving an NTAS Alert, each administrator shall review the information contained in it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should gauge the threat to District activities for which he or she is responsible and examine the suggested response measures below. Administrators should strongly consider closing the school whenever there is an *imminent* threat to the District.

Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
Low or general risk of terrorist attack	Response measures: Update the school site-based safety plans, specifically the emergency and disaster response procedures. Coordinate emergency plans with county, State, and federal agencies. Instruct employees and students to report suspicious activities or persons to the administrative office. Conduct emergency and disaster response training for

Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
	<p>Implement visitor control procedures. Inventory emergency supplies and equipment. Maintain current emergency communication lists. Review parent/guardian notification procedures. Disseminate emergency communications methods and resources (i.e., where to get information) to employees, parents, and community.</p>
Significant risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted: Assess increased risk with public safety officials. Review schools' site-based safety plans with all staff. Reassess facility security measures, e.g., lock exterior doors. Limit visitor access to school. Update employee and student emergency contact numbers. Test alternative communication capabilities. Test parent/guardian notification procedures.</p>
High risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted: Take additional precautions at public events, e.g., hiring additional security staff, restricting public access, or canceling the event. Review field and class trip decisions. Designate an alternative communications center located off school property. Increase communication with parents/guardians and community via website and email distribution. Inform parents/guardians of procedures to reunite children with parents/guardians should schools close mid-day.</p>
Severe risk of terrorist attack	<p>In addition to the measures listed above, the following measures may be instituted: Assess threat circumstances to determine status of school openings and closings. Address critical emergency needs under the direction of public safety officials. Review and communicate parent-child reunification process. Increase building security throughout the school system. Continue staff, parent, and community communication. If school is open: Cancel outside activities and field trips. Curtail regular and/or extracurricular bus service. Prohibit visitor access. Request police department to increase patrols around school.</p>

Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
	Prohibit parking near buildings. In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.

To access NTAS Alerts please refer to the following link:

NTAS Alert Website: www.dhs.gov/alerts

To sign up to receive NTAS Alerts via email:

public.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164

To add NTAS Alerts to a website:

www.dhs.gov/files/programs/ntas-developer-resources.shtm

For further information on the NTAS please refer to the following links:

www.dhs.gov/files/programs/ntas.shtm

www.dhs.gov/files/publications/ntas-public-guide.shtm

www.dhs.gov/files/publications/ntas-questions-answers.shtm

For a sample NTAS Alert please refer to the following link:

www.dhs.gov/xlibrary/assets/ntas/ntas-sample-alert.pdf

ADOPTED: August 15, 2012

Operational Services

Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Illinois Department of Public Health Rules, Part 527, "Physical Fitness Medical Emergency Preparedness Code." Any definitions of terms found in this Act and IDPH implementing Rules are used as the definitions of those terms in this Procedure.

Actor	Action														
Superintendent or designee	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the "Plan Coordinator."</p> <p>Plan Coordinator:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Name</td><td style="width: 50%; border-bottom: 1px solid black;">Position</td></tr> </table> <p>Files this plan with the Dept. of Public Health, Division of EMS & Highway Safety, 500 E. Monroe - 8th Floor, Springfield, IL 62701. 77 Ill.Admin.Code §527.400(a). Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill.Admin.Code §527.400(c).</p> <p>Dates plan submitted:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"></td><td style="width: 50%; border-bottom: 1px solid black;"></td></tr> <tr> <td style="width: 50%; border-bottom: 1px solid black;"></td><td style="width: 50%; border-bottom: 1px solid black;"></td></tr> </table> <p>Decides, with input from the Plan Coordinator, the schedule for purchasing AEDs. 210 ILCS 74/50.</p> <p>Indoor Facility - Every district must have all applicable facilities equipped with an AED.</p> <p>Outdoor Facility - A district with 4 or fewer physical fitness facilities must have at least two such facilities in compliance; its third facility by July 1, 2011; and its fourth facility by July 1, 2012. A district with more than 4 physical fitness facilities must have 50% of those facilities in compliance; 75% by July 1, 2011; and 100% by July 1, 2012.</p> <p>If the AED becomes inoperable, the district must replace or repair it within 30 days. 77 Ill.Admin.Code §527.600.</p> <p>Designates each Building Principal as the individual who must be notified in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Building</td><td style="width: 50%; text-align: center;">Office Contact</td></tr> <tr> <td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr> <td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr> <td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a</p>	Name	Position					Building	Office Contact						
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Plan Coordinator	<p>Responsibilities Concerning Emergency Responders</p> <p>With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use.</p> <table data-bbox="553 436 1414 596"> <thead> <tr> <th data-bbox="553 436 1024 474">Facility</th><th data-bbox="1024 436 1414 474">Emergency Response Providers</th></tr> </thead> <tbody> <tr> <td data-bbox="553 499 1024 527">_____</td><td data-bbox="1024 499 1414 527">_____</td></tr> <tr> <td data-bbox="553 541 1024 569">_____</td><td data-bbox="1024 541 1414 569">_____</td></tr> <tr> <td data-bbox="553 583 1024 611">_____</td><td data-bbox="1024 583 1414 611">_____</td></tr> </tbody> </table> <p>Responsibilities Concerning AED Users</p> <p>Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15, amended by P.A. 96-748) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800.</p> <p>Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.</p> <table data-bbox="553 961 1414 1121"> <thead> <tr> <th data-bbox="553 961 1024 999">Facility</th><th data-bbox="1024 961 1414 999">Trained AED Users</th></tr> </thead> <tbody> <tr> <td data-bbox="553 1024 1024 1052">_____</td><td data-bbox="1024 1024 1414 1052">_____</td></tr> <tr> <td data-bbox="553 1066 1024 1094">_____</td><td data-bbox="1024 1066 1414 1094">_____</td></tr> <tr> <td data-bbox="553 1108 1024 1136">_____</td><td data-bbox="1024 1108 1414 1136">_____</td></tr> </tbody> </table> <p>Responsibilities Concerning AED Registration</p> <p>Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.</p> <p>Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator (410 ILCS 4/20(b); 77 Ill.Admin.Code §527.500).</p> <p>Cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code § 515.350). 77 Ill.Admin.Code §525.500.</p> <p>Responsibilities Concerning Location of AED and Other First Aid Equipment</p> <p>Indoor Facility - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.</p> <p>Outdoor Facility – Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 77</p>	Facility	Emergency Response Providers	_____	_____	_____	_____	_____	_____	Facility	Trained AED Users	_____	_____	_____	_____	_____	_____
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School Nurse(s)	<p data-bbox="548 1665 1365 1728">Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p data-bbox="597 1738 1446 1833">These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>								

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Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p> <p>According to their training, uses the AED to help restore a normal heart rhythm when a person's heart is not beating properly. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Inform the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 9-1-1 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 9-1-1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

ADOPTED: August 15, 2012

Operational Services

Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Illinois Department of Public Health Rules, Part 527, "Physical Fitness Medical Emergency Preparedness Code." Any definitions of terms found in this Act and IDPH implementing Rules are used as the definitions of those terms in this Procedure.

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Building Principal	<p data-bbox="553 1367 1455 1503">In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.400(a).</p> <p data-bbox="553 1514 1427 1577">Posts a notice at the facility's main entrance stating that an AED is located on the premises.</p> <p data-bbox="553 1587 1411 1650">Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>								
School Nurse(s)	<p data-bbox="553 1671 1365 1734">Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p data-bbox="607 1745 1451 1845">These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>								

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Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p> <p>According to their training, uses the AED to help restore a normal heart rhythm when a person's heart is not beating properly. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 9-1-1 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 9-1-1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

ADOPTED: August 15, 2012

Professional Personnel

Substitute Teachers

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

~~A substitute teacher must hold a valid teaching or substitute certificate. Substitute teachers with a substitute certificate may teach only when an appropriate, fully certificated teacher is unavailable.~~

~~A substitute teacher may teach only for a period not to exceed 90 paid school days or 450 paid school hours in any one school district in any one school term. However, a teacher holding an early childhood, elementary, high school, or special certificate may substitute teach for a period not to exceed 120 paid school days or 600 paid school hours in any one school district in any one school term.~~

~~The Board of Education annually establishes a daily rate of pay for substitute teachers. No fringe benefits are given substitutes.~~

A substitute teacher must hold either a valid teaching or substitute certificate and may teach in the place of a certified teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year. However there is a limit on the number of days that a substitute teacher may teach for any one certified teacher under contract with the District in the same school year. The following limitations apply:

1. A substitute teacher holding a substitute certificate may teach only for a period not to exceed 90 school days.
2. A teacher holding a valid early childhood, elementary, high school, or special certificate may teach only for a period not to exceed 120 school days.

The Teachers' Retirement System (TRS) in Illinois limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

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

Emergency Teaching Period

Please refer to the current Mokena Public Schools Professional Negotiations Agreement Between Mokena Teachers' Association, IEA/NEA and Board of Education Mokena Public School District 159.

LEGAL REF.: 105 ILCS 5/21-9.
23 Ill.Admin.Code §1.790.

ADOPTED: September 12, 2007

REVISED: August 15, 2012

Professional Personnel

Administrative Procedure - Substitute Teachers

Qualifications of the Substitute Teacher

1. Substitute teachers are required to have one of the following that is valid in Illinois:
 - a. Teaching certificate in the field(s) in which they substitute or a substitute teacher certificate under Article 21 of the School Code until ISBE implements the new licensure system under Article 21B of the School Code.
 - b. Professional educator license, a professional educator license with stipulations, or a substitute teaching license under Article 21 B of the School Code after ISBE implements the new licensure system under Article 21 B of the School Code or before June 30, 2013 (P.A. 97-607).
2. Substitute teachers shall have each of the following credentials on file with the District Administrative Office.
 - a. Completed application for employment,
 - b. Teaching certificate or license registration (when the new ISBE licensure system is operational),
 - c. Evidence of freedom from tuberculosis,
 - d. State and federal tax forms,
 - e. Transcript of college credits,
 - f. Form I-9, and
 - g. If applicable, certificate of authorization from the Regional Superintendent (ROE) or Suburban Cook County Intermediate Service Center, whichever is appropriate (105 ILCS 5/21-9(c), amended by P.A. 96-1489 and deleted by P.A. 97-607). **Note:** P.A. 97-607 is silent about whether certificates of authorization issued under P.A. 96-1489 are still valid or expired. Contact ISBE, the ROE, or Intermediate Service Center with questions.
3. The District's equal employment opportunity policy applies to substitute teachers.

Superintendent's Responsibilities

1. The Superintendent or designee maintains a list of substitute teachers in the District Administrative Office.
2. The Superintendent or designee verifies:
 - a. Criminal background check results, and
 - b. When applicable, the certificate of authorization with the list of registered substitute teachers maintained by the Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is applicable.

Duties of the Substitute Teacher

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the applicable collective bargaining agreement or duties for long term substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans.
5. Leave the classroom and its equipment in order.
6. Leave a note reporting any unusual experience with a student during the day.

7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, so inform the central office.
12. Report any issues you encounter to the Building Principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the School Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, or days of illness.

Assignment Procedures

Substitute teachers will be called as needed from the office of the Building Principal. Only teachers who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however emergency situations will be called the morning they are needed.

District Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the following:

1. District map with locations of District schools indicated,
2. District and school building emergency procedures, location of emergency equipment, etc.,
3. School directory,
4. School calendar and handbook, and
5. District student discipline policy and procedures.

LEGAL REF.: 105 ILCS 5/21-9 and 5/21B-20(3).
23 Ill.Admin.Code §1.790.

Adopted: August 15, 2012

Educational Support Personnel

Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

The District shall adhere to State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49 §382 et seq. The Superintendent or designee shall adopt and enact regulations consistent with the State and federal regulations, defining the circumstances and procedures for the testing.

LEGAL REF.: 49 U.S.C. §2717, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991).
 49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).

CROSS REF.: 4:110 (Transportation), 5:30 (Hiring Process and Criteria), 5:280 (Duties and Qualifications)

ADOPTED: September 12, 2007

REVISED: August 15, 2012

Educational Support Personnel

Administrative Procedure - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

The District's drug and alcohol testing program shall apply to all individuals in positions that require a commercial driver's license and those that require an Illinois school bus driver permit. This includes casual, intermittent, or occasional drivers, leased drivers and independent owner-operator contractors, as well as full-time, regularly employed drivers. The Superintendent or designee will identify which positions are covered by the various provisions of this procedure.

Pre-Employment Tests

A pre-employment drug test shall be required of an applicant only after he/she has been offered the position.

Drug tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work.

Exceptions may be made for drivers who have participated in the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law.

Pre-employment testing shall also be required of employees returning to work after a layoff period if the employee was removed from the random testing pool. If the employee remains in the random testing pool, additional testing shall not be necessary.

Controlled Substance Use

Drivers shall inform their supervisors if at any time they are using a drug which their physician has prescribed for therapeutic purposes. Drivers using a controlled substance may continue to perform safety-sensitive functions only if a licensed medical practitioner has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle. ¹ If the District has actual knowledge that a driver has used a controlled substance it shall not permit the driver to perform or continue to perform a safety-sensitive function.

Pre-Duty Use of Alcohol

No driver shall perform safety-sensitive functions within 4 hours after using alcohol. If the District has actual knowledge that a driver has used alcohol within 4 hours it shall not permit the driver to perform or continue to perform safety-sensitive functions.

On-Duty Use of Alcohol

No driver shall use alcohol while performing safety-sensitive functions. If the District has actual knowledge that a driver is using alcohol while performing safety-sensitive functions it shall not permit the driver to perform or continue to perform safety-sensitive functions.

The footnotes should be retained.

¹ 49 C.F.R. §382.213(a).

Post-Accident Tests

Alcohol tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
2. Who receives a citation within 8 hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Controlled substance tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life;
2. Who receives a citation within 32 hours of occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No driver required to take a post-accident alcohol test shall use alcohol for 8 hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within 2 hours of the accident or if a drug test is not administered within 32 hours, the District shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within 8 hours after the accident for alcohol or within 32 hours for drugs.

Tests conducted by authorized federal, state, or local officials shall fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath and blood tests meet the requirements of alcohol testing. A urine test meets the requirements of a controlled substances test.

Random Tests

Alcohol and drug tests shall be conducted on a random basis at unannounced times throughout the year. The number of random alcohol and drug tests shall be at least equal to those required by federal regulations. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions.

Employees off work due to leaves, vacation, and layoffs shall be informed that they remain subject to random testing. Employees drawn for such testing shall be notified and tested as soon as practicable after they return to duty.

Probable Cause Tests (Applicable to School Bus Driver Permit Holders)

A driver who has received a Uniform Traffic Ticket while in control of a school bus or any other vehicle owned or operated by or for the District, when the vehicle is being used over a regularly scheduled route for the transportation of persons enrolled as students in grade 12 or below, in connection with any activity of the District, may be tested for alcohol. To justify an alcohol test, a police officer must have probable cause to believe that the driver has consumed any amount of an alcoholic beverage based upon evidence of the driver's physical condition or other first hand knowledge of the police officer.

Upon receipt of a law enforcement officer's sworn report that the test result was positive or that the driver refused to be tested, the Secretary of State will notify both the permit holder and the District of the sanction (sanction is effective on the 46th day following the date notice was given).

Reasonable Suspicion Tests (Applicable to School Bus Driver Permit Holders)

An alcohol or drug test shall be conducted if a supervisor or District official trained in accordance with law has reasonable suspicion that a driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the supervisor or District official who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after 8 hours.

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

The Superintendent or designee shall ensure that an employee under reasonable suspicion is transported to the designated collection or testing site.

The Superintendent or designee shall notify the Secretary of State, in a manner and form prescribed by the Secretary, of the result of a reasonable suspicion test when: (i) the test indicates an alcohol concentration greater than 0.00; (ii) the test indicates a positive result on a National Institute on Drug Abuse five-drug panel utilizing the federal standards set forth in 49 C.F.R. 40.87; or (iii) when a driver refuses testing. The notification to the Secretary must be submitted within 48 hours of the refusal of testing or the employer's receipt of the test results.

Enforcement for Non-School Bus Driver Permit Holders

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. If the District has actual knowledge that a driver has an alcohol concentration of 0.04 or greater it shall not permit the driver to perform or continue to perform safety-sensitive functions.

Federal laws require that any driver who refuses to submit to a post-accident, random, reasonable suspicion test, or follow-up test as described below, shall not perform or continue to perform safety-sensitive functions. The District shall not permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.

A driver who is tested and found to have an alcohol concentration of .02 or greater, but less than 0.04, may not perform or continue to perform safety-sensitive functions, including driving a commercial motor vehicle, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.

A driver who tests positive for drugs or an alcohol concentration of 0.04 or greater shall be subject to District disciplinary action up to and including dismissal.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program.

Return-to-Duty Tests for Non-School Bus Driver Permit Holders

If a driver who has violated the District's drug or alcohol prohibition is returned to performing safety-sensitive duties, a drug or alcohol test shall be conducted.

The District shall not allow employees whose conduct involved drugs to return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result. The District shall not allow employees whose conduct involved alcohol to return to duty in a safety-sensitive function until the return-to-duty alcohol test indicates an alcohol concentration of 0.02 or less.

Follow-Up Tests for Non-School Bus Driver Permit Holders

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with the law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

The District must carry out the substance abuse professional's follow-up testing requirements.

Follow-up testing shall consist of at least 6 tests in the first 12 months following the driver's return to duty. Testing shall not occur beyond 60 months from the date of the driver's return to duty. The substance abuse professional may terminate the follow-up testing if he/she determines that the employee has successfully demonstrated compliance.

Maintenance of Records for Non-School Bus Driver Permit Holders

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with the law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Enforcement for School Bus Driver Permit Holders

In Illinois, a person whose privilege to possess a school bus driver permit has been canceled under 625 ILCS 6-106.1a is not eligible for restoration of the privilege until the expiration of 3 years from

the effective date of the cancellation if the person has refused or failed to complete a test or tests to determine blood alcohol concentration, or has submitted to testing with a blood alcohol concentration of more than 0.00.

The Illinois Secretary of State must suspend a school bus driver permit for a period of 3 years upon receiving notice that the holder refused to submit to an alcohol or drug test as required by Section 6-106.1c or has submitted to a test required by that Section that disclosed an alcohol concentration of more than 0.00 or disclosed a positive result on a National Institute on Drug Abuse five-drug panel, utilizing federal standards set forth in 49 C.F.R. 40.87.

A driver who tests positive for drugs or is found to have an alcohol concentration of greater than 0.00 shall have their employment terminated.

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify all of the following:

1. The person designated by the District to answer drivers' questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382, including post-accident testing under §382.303(d);
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver, including post-accident information, procedures and instructions required by §382.303(d);
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers who do not hold a school bus driver permit found to have an alcohol concentration of 0.02 or greater but less than 0.04;
11. The consequences for drivers who hold a school bus driver permit found to have an alcohol concentration over 0.00;
12. The effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management; and

13. Other legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Before drug and alcohol tests are performed, pursuant to 49 C.F.R. §382, the District shall inform drivers that the tests are required by these regulations.

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive.

ADOPTED: August 15, 2012

Instruction

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

Goals for Nutrition Education and Nutrition program

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include 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. See Board policy 6:60, *Curriculum Content*.
- Unless otherwise exempted, all students will be required to engage daily during the school day in a physical education course. See Board policy 6:60, *Curriculum Content*.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines for Foods Available in Schools During the School Day

~~Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods. The sale of other competitive foods may be allowed in the food service area during the lunch period only if all income from the sale of such foods accrues to the benefit of the nonprofit school food service or the school or student organizations approved by the school.~~

Guidelines for Reimbursable School Meals

~~Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.~~

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. **The report must include without limitations each of the following**

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy

Community Input

The Superintendent or designee may invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from ~~community members, including~~ parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
 Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.
 National School Lunch Act, 42 U.S.C. §1758.
 42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.
 105 ILCS 5/2-3.137.
 23 Ill.Admin.Code Part 305, Food Program.
 ISBE's "School Wellness Policy", Goal adopted. 2007

CROSS REF.: 4:120 (Food Services)

ADOPTED: September 12, 2007

REVUISED; August 15, 2012

Instruction

Administrative Procedure - Service Animals

State and federal law allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. The animal may accompany the student to all school functions, whether in or outside the classroom. Use this procedure to identify and manage legal and practical issues when a student with a disability uses a service animal at school.

Definitions

Service Animal – A dog or any other animal that is individually trained to perform tasks for the benefit of a student with a disability according to State law (105 ILCS 5/14-6.02). Federal law defines as any *dog* that is individually trained to perform tasks or work for the benefit of a student with a disability (28 C.F.R. §§35.104 and 35.136). Federal law also explains that other species of animals, whether wild or domestic, trained or untrained, are not service animals.

Under federal law, *disability* includes a physical, sensory, psychiatric, intellectual, or other mental disability. The “work or tasks performed” must be directly related to the student’s disability. Examples of work or tasks include, but are not limited to assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors or performing other duties.

For more information about the definition of *service animal*, see the U.S. Dept. of Justice, Civil Rights Div., *Disability Rights Section*, document titled *Service Animals* at: www.ada.gov/service_animals_2010.htm.

Handler - An individual who has and maintains control over the service animal. This individual may be the student using the service animal. Control of the service animal means using a harness, leash, or other tether, unless the handler is unable because of a disability to use one of these devices or their use would interfere with the service animal’s safe, effective performance of work or tasks. If or when these devices are not used, control of the service animal must be accomplished through voice control, signals, or other effective means.

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Cooperates with the District to successfully incorporate the service animal into the educational environment.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p>The Board Attorney will be a necessary participant in the District’s efforts to manage the issues presented by service animals being used in school facilities. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed for this issue.</p> <p>Contacts the District’s insurance carrier(s) to assess appropriate</p>

Actor	Action
	<p>coverage for issues involving service animals, including a handler. Informs all Building Principals and Special Education Coordinators that any <i>disabled student</i> has the right to be accompanied by a service animal “that is individually trained to perform tasks or work for the benefit of a student” at any school facility or function.</p> <p>105 ILCS 5/14-6.02 grants students with a disability the right to bring a service animal to school. Schools must modify their policies, practices, or procedures to permit the use of a service animal by a student with a disability (28 C.F.R. §35.136).</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building principals and instructs them to: (1) inform their individual building staff of these guidelines when service animals are present in their individual buildings, and (2) use this exhibit as an internal District document to ensure legitimate safety interests of staff and students. It may not be used as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p> <p>If a student does not qualify as a student with a disability, consult the Board Attorney before excluding the service animal from the school. This will ensure that there are not special circumstances that require the school to allow access despite a student’s non-disabled status.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability. <p>Permits the use of the service animal if the answer to either of the above questions is positive (i.e., determines that the service animal will perform tasks for the benefit of a student with a disability).</p> <p>Informs the parent/guardian that the student’s service animal may accompany the student to school, and explain that the service animal must be under the control of its handler at all times and housebroken (28 C.F.R. 35.136).</p> <p>If the school excludes the service animal:</p> <ol style="list-style-type: none"> 1. Notifies the parent/guardian in writing of the reasons for the exclusion and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.

Actor	Action
	<ol style="list-style-type: none"> 2. Gives the student with a disability the opportunity to participate in all of the school's services, programs, or activities without having the service animal at the school facility.
Building Principal	<p>When notice of the need for a service animal in a school facility is provided:</p> <p>Balances student's need for the service animal and the legitimate safety interests of other students and staff by ensuring the service animal will meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>. Takes appropriate steps to inform the student's parent/guardian of any unmet guidelines and what actions must be taken to meet these guidelines and avoid exclusion of the service animal.</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building staff. Requests to be immediately informed if the animal's behavior does not conform to these guidelines.</p> <p>Ensures that the District conducts a criminal background check on any handler(s) pursuant to policy 6:250, <i>Community Resource Persons and Volunteers</i>. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>.</p> <p>The ADA regulation, 28 C.F.R. §§35.130(f) and 35.136(h), and the Illinois White Cane Act, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student's parent/guardian and the handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and 2. Meeting the service animal's basic needs during the school day. <p>Any plan depends on the individual student's service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances (see 28 C.F.R. §35.136(e). Consider addressing: where the animal will relieve itself, who disposes of the waste, where the animal drinks water, and who provides it, etc. Note: While the school is not required to provide staff to take the animal outside, it may need to provide a staff member to accompany a student outside if the student is the animal's handler (see 28 C.F.R. §35.130(b)(7).</p> <p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney.

Actor	Action
	<ol style="list-style-type: none"> 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students based upon the individual facts of the situation. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the individual facts of the situation require. <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, Ill.App.3d 1105, for a discussion about the balancing of interests. Other helpful publications include:</p> <p>The U.S. Department of Education’s “Reasonable Accommodation Handbook,” Section C10, provides information about balancing competing interests in the context of a service animal’s presence in the work environment. It is available at: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf.</p> <p>The Ill. Attorney General Office’s “Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations,” available at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice’s “Commonly Asked Questions about Service Animals in Places of Business,” available at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Considers creating a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students’ education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of</p>

Actor	Action
	<p>students to use service animals in the school and the consequences for mistreatment of animals. See Humane Care of Animals Act (510 ILCS 70/4.03, 70/4.04, and 70/7.15 make it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law (775 ILCS 30/3 makes it unlawful to interfere with the rights of a disabled person); Guide Dog Access Act (720 ILCS 630/1 makes it unlawful to deny right of entry and use of facilities of any public place of accommodation).</p> <p>Contacts the student's parent/guardian if at any time the animal fails to meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p>When a service animal arrives at school without notice:</p> <p>Keeps the animal with the student if the service animal is obviously:</p> <ol style="list-style-type: none"> 1. Able to perform tasks or work for the benefit of a student with a disability, 2. Able to stay under the control of its handler and, if not, the handler can take effective action to control it, and 3. Housebroken. <p>Informs staff that the animal may not be taken away from the student.</p> <p>Informs the parent/guardian of this procedure and requests their cooperation with the District to successfully incorporate the service animal into the educational environment.</p> <p>Excludes the animal and contacts the student's parent/guardian if the animal does not obviously meet the conditions in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p>Contacts animal control if the Principal or designee believes the animal is not properly vaccinated, licensed, may be dangerous, or is sick.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.
Humane Care for Animals Act, 510 ILCS 70/.
Guide Dog Access Act, 720 ILCS 630/.
Illinois White Cane Act, 775 ILCS 30/.
28 C.F.R. Part 35.
28 C.F.R. §36.104.
34 C.F.R. Parts 100 and 300.

ADOPTED: August 15, 2012

Instruction

Exhibit - Guidelines for Service Animals in School Facilities

For use by Superintendent and Building Principal only

This exhibit's guidelines are not intended for use as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal. It is intended for use by the Building Principals to:

1. Ensure that the legitimate safety interests of staff and students are met,
2. Inform their individual building staff of these guidelines when service animals are present in their individual buildings, and
3. Request that staff members inform the Building Principal if they observe a service animal that is not meeting any of the listed guidelines.

These guidelines are not based on speculation, stereotypes, or generalizations about students with disabilities. Each guideline includes an explanation based upon State and federal law with legal citations and resources that provide further information.

☐ **The animal is *individually trained* to perform tasks for the benefit of a student with a disability.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must perform work or an individualized task(s) for the benefit of a student with a disability. When it is not obvious what service the service animal provides, only the following questions may be asked:</p> <ol style="list-style-type: none"> 1. Is the dog a service animal required because of a disability? 2. What work or task has the dog been trained to perform? 	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability.</p> <p>28 C.F.R. §§35.104 and 35.136 mirror state law and require that the work or tasks performed by a service animal be directly related to the student's disability. Section 36.104 defines work or tasks, which include but are not limited to assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Note: Providing emotional support, well-being, comfort, companionship or being present to deter criminal behaviors does not satisfy the requirement to "perform work or tasks."</p>

☐ **The animal has a current rabies vaccination tag.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must have a current rabies vaccination and tag for the safety interests of all individuals in the school environment.</p> <p>School officials must always assume that the service animal is properly licensed.</p>	<p>510 ILCS 5/8 requires a current rabies vaccination, which is verified through a current rabies vaccination tag. Because State law requires animals to receive this vaccination, it is a legitimate safety requirement that is based upon an actual risk for the service animal to access school facilities (28 C.F.R. §35.130(h).</p> <p>Federal law does not allow the District to ask for proof of a license. This is true even when local municipalities, cities, or villages within the District's boundaries have additional registration requirements. The Dept. of Justice opines that unlicensed animals do not pose the same safety concern as those that are not vaccinated, i.e., the fundamental nature of the school environment is not affected by failing to obtain a license. The District may call animal control if there is a legitimate suspicion that the animal is not licensed, and the animal's owner may then be subject to a fine. However, the animal must still be allowed in the school.</p>

☐ **The handler(s) may lawfully:**

- 1. Be on school property, and**
- 2. Have contact with children.**

Explanation	Legal Citation(s) and Resources
<p>The animal handler must not be a person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Murderer and Violent Offender Against Youth Registration Act.</p>	<p>720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Because this requirement is State law, it is a legitimate safety requirement based upon an actual risk for the service animal's handler to access school facilities (28 C.F.R. §35.130(h).</p> <p>The Dept. of Justice opines that a service animal's handler should be treated the same as the District treats all other resource persons and volunteers. Note: Some school boards forbid the use of convicted felons as volunteers.</p> <p>Board policy 6:250, <i>Community Resource Persons and Volunteers</i>, requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.</p>

☐ **The animal is under the control of the handler and housebroken.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must be under the control of its handler.</p> <p>A service animal must be housebroken.</p>	<p>Federal law allows exclusion of a service animal from the school environment when its handler is not able to take effective action to control it or it is not housebroken. The Dept. of Justice opines that one accident, however, will not be sufficient for exclusion of a service animal (28 C.F.R. §35.136).</p> <p>For more examples and explanation regarding effective action to control a service animal and whether an animal is housebroken, see Americans with Disabilities Act, Title II Regulations, Nondiscrimination on the Basis of Disability in State and Local Government Services, Section 3, Guidance and Section by Section Analysis, pg. 87 at: www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.pdf.</p>

ADOPTED: August 15, 2012

ACTION REQUESTS

Action Request

Mokena School District 159

REGULAR MEETING

Personnel Recommendations – July 18, 2012

NAME	POSITION	BUILDING	EFFECTIVE DATE	EMPLOYMENT DETAIL
1. Certified – New Hire				
Morgan Teichmiller	SI Teacher	MES	2012-2013 school year	Lane 1, Step A \$35,423
2. Classified-Reassignment				
Esther Acevedo-Kukla	Attendance Clerk	MIS	2012-2013 school year	\$10.26/hr 7.5 hrs/day 200 days

Recommended Motion:

"Move to approve personnel recommendations 1 through 2 as presented, subject to successful background check, drug screening (if applicable) and physical."



MOKENA SCHOOL DISTRICT 159 **ACTION REQUEST**

Date: 7/12/2012

To: Mokena Board of Education

From: Eileen Parente

Re: Hiring of Specialized Instruction Teacher

We are presenting to you today, the candidate who we believe can best meet the needs of our students and who can embrace the culture within our community. It is our recommendation that Ms. Morgan Teichmiller be hired to fill the Specialized Instruction Teacher position at Mokena Elementary School.

Mrs. Anna Kirchner and I reviewed applications and hosted interviews for the MES Specialized Instruction position. We conducted interviews on July 9th, and asked appropriate candidates to return for a second interview on July 10th.

Morgan has recently graduated from Illinois State University earning her Bachelor's Degree in Special Education. Her practicum, field base experiences, student teaching experiences, and her relevant professional work reflect sound and appropriate preparation for the position. Morgan has excellent recommendations. Morgan would begin in Lane 1, Step A of the current salary schedule.

Morgan Teichmiller

268 Terry Lane
New Lenox, IL 60451
(708) 337-2233
mlteich@ilstu.edu

July 2, 2012

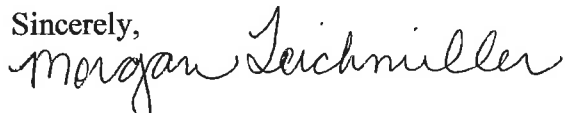
Dear Dr. Vitton and Ms. Parente,

Please find enclosed my resume, transcripts, teaching certificate, and letters of recommendation for your consideration. I am interested in Special Education teaching opportunities within the Mokena School District. My credentials include a Bachelor's Degree in Special Education from Illinois State University, including three sequential semesters of practicum, field base, and student teaching experience.

My resume will highlight that I have experience in classrooms with children of various ages, disabilities, and socio-economic statuses. I have worked with individuals with autism, specific learning disabilities, multi-needs, and cognitive impairments. I have familiarized myself with such practices as PBIS, RTI, and co-teaching. Each student that I have worked with has given me the incredible opportunity to grow as an educator, supporter, and mentor. I would consider myself to be very well-rounded and adaptable in various settings and situations. I look at the student on an individual basis, and plan according to their unique strengths and challenges.

One of my greatest abilities is arranging lesson plans according to the individual student. I believe that a student should not have a curriculum developed around their disability, rather their own strengths and areas to improve upon. I believe that expectations should be set high for students, and celebrated when benchmarks are achieved.

I greatly appreciate you taking the time out of your schedule to review my resume and consider my application. I look forward to hearing from you at your earliest convenience to discuss potential opportunities.

Sincerely,


Morgan Teichmiller

Morgan Teichmiller

268 Terry Lane
New Lenox, IL 60451
(708) 337-2233
mlteich@ilstu.edu

Objective: To obtain a rewarding career teaching special education to students with cognitive, social-emotional, behavioral, or specific learning disabilities at the elementary or high school level.

Education:

- B.S. Ed., Special Education, Illinois State University, Normal, Illinois, May 2012
- 3.38 GPA

Certification:

- Illinois Type 10, Special Education. Learning and Behavior Specialist 1

Field Experience:

Student Teaching: March 2011-May 2012, Resource/RTI/Co-Teaching, Washington Elementary School, Bloomington, IL

- Developed and implemented whole group and one-to-one lessons
- Collected Data on daily lessons, IEP goals, and behavior
- Co-taught with two general education teachers
- Implemented RTI strategies for various students
- Created weekly schedules for student goals
- Whole group and small group instruction
- Volunteered at school functions
- Assisted in piloting Daily 5 classroom management techniques
- Conducted a functional behavior assessment (FBA)

Student Teaching: January 2011-March 2011, Self-contained adaptive, Tri-Valley High School, Downs, IL

- Responsible for implementing life skills curriculum to 5 high school students with multiple/severe cognitive, physical, and speech disabilities
- Developed and implemented whole group and one-to-one data
- Collected data on daily lessons, IEP goals, and behavior
- Implemented behavior intervention plan (BIP)
- Assisted with community experiences
- Conducted progress monitoring toward IEP goals

Field Base: October 2011-December 2011, Special Education Geography and English, Bloomington Junior High School, Bloomington, IL

- Developed and implemented whole group lessons
- Collected data on daily lessons, IEP goals, and behavior
- Co-taught Geography and English

Field Base: August 2011-October 2011, Challenges Program (Autism), Hammitt Elementary School, Normal, IL

- Developed and implemented lessons for one-to-one instruction
- Collected data on daily lessons, IEP goals, and behavior
- Led small group activities

Practicum: January 2011-May 2011, Special Education Mathematics Classroom, Clinton Junior High School, Clinton, IL

- Developed and implemented various lessons for small group math
- Collected data on daily lessons and behavior
- Facilitated inclusion into general education classroom
- Co-taught science and mathematics

Professionally Relevant Work:

- May 2009-December 2011, Nanny for child with severe disabilities, New Lenox, IL
 - Supervised two young boys with disabilities throughout the day, three times a week
- January 2011-May 2011, Jumpstart Volunteer Coordinator, Normal, IL
 - Created activities for young children to complete at each venue and interacted with children
- December 2009-January 2011, Jumpstart Team Leader, Normal, IL
 - Supervised ten Corps Members and led a pre-school classroom while teaching early literacy skills to 15 children
- August 2009-December 2009, Jumpstart Corps Member, Normal, IL
 - Worked with three children on early literacy development
- January 2009-May 2009, Lamb2Lamb Worker, Bloomington, IL
 - Worked once weekly with 3-5 year old children at a local church

Honors/Awards/Leadership:

- Promoted to Volunteer Coordinator, Jumpstart, Illinois State University, January 2011
- Promoted to Team Leader, Jumpstart, Illinois State University, December 2009

Membership and Activities:

- August 2009-May 2011, Best Buddies, Illinois State University
 - Paired with a special needs adult for one full school year
- August 2009-May 2011, Jumpstart, Illinois State University
 - Led a team of colleagues and children interacting in a similar style to a preschool; singing songs, imaginary play; early literacy skills

References:

References available upon request



MOKENA SCHOOL DISTRICT 159 **ACTION REQUEST**

Date: July 12, 2012

To: Steve Stein, Superintendent
Board of Education

From: Eric S. Melnyczenko, Principal

RE: Employment of Esther Acevedo-Kukla – Attendance Clerk

It is my pleasure that I recommend to Mrs. Esther Acevedo-Kukla for employment. Ester will be filling the Attendance Clerk position at MIS that was created by the transfer of Mrs. Rita Ulrich to the Administrative Secretary role at MIS. Esther served as a Building Aide at MES during the previous school year.

During her interview, Esther noted that in her role as a Building Aide she filled in the office, performing many of the duties that the Attendance Clerk had to complete. Her positive demeanor and willingness to be a part of a challenge will be welcome in the MIS office. Esther will make an excellent addition to our staff.

It is my recommendation that the School Board approve the employment of Esther Acevedo-Kukla at \$10.26 per hour for 7.5 hours per day for 200 school days .

If this recommendation meets with your approval, the following motion would be appropriate:

"Move to approve the employment of Esther Acevedo-Kukla as the MIS Attendance Clerk."

June 18, 2012

To Whom It May Concern:

My name is Esther Acevedo-Kukla. I would like to express my interest in the Attendance Secretary position at MIS.

I feel I am qualified to enter into this position and do an excellent job for the Mokena 159 District. I have worked as an aide in the MES office for the past 2 years. This has afforded me the ability to become acquainted with the phone, intercom & computer systems. I have also become familiar with the entering of funds for the student/staff lunch accounts. I also enjoy engaging with the students, faculty, administration and parents.

I hope that I am given the opportunity to be considered for this position.

Thank you in advance for your time.

Respectfully,



Esther ("Cookie")

Esther Acevedo-Kukla

19320 Derek Way

Mokena, IL 60448

(708)478-3574

cacekukla@yahoo.com

Objective: Seeking Attendance Secretary position

Education: 2002 Sawyer College, Hammond, IN
Certified Massage Therapist, G.P.A. 4.0
1985-1987 Western Illinois University, Macomb, IL
1983-1984 Northeastern Illinois University, Chicago, IL

Work History: Mokena Elementary School, Mokena, IL
2006-Present
Building Aide
Supervise lunches and recesses. Office aide.

Lincoln-Way Chiropractic, New Lenox, IL
2007-Present
Therapeutic massages in a clinical setting, keeping clinical SOAP
notes for each client, working with the doctors on staff.

York Casket Company, Broadview, IL
1987-2000
Office Manager
Answering incoming phone calls, inside sales, customer service,
inventory maintenance & input for 6 outside locations, billing for 8 locations,
ordering office supplies, filing, assisting the VP of sales & the sales staff with
customer inquiries.

Fluent in Spanish



MOKENA SCHOOL DISTRICT 159 **ACTION REQUEST**

Date: July 11, 2012

To: Board of Education
Mr. Steve Stein, Superintendent

From: Mr. Kirt Hendrick, Director of Business Operations

Re: Custodial Dilution Control Chemical System

By 10:00 A.M. on July 10, 2012, the District had received sealed bids from two vendors – Lymander Building Services, Inc, and Performance Chemical. Representatives from Lymander Building Services and Performance Chemical were present and the bid opening began about 10:10 A.M.

The bid documents are enclosed and both vendors submitted a complete and responsible bid. A listing of the items to be purchased and a summary of the bid prices from both vendors is enclosed.

Possible Motions:

"... move to purchase an Envirox Dilution Control system from _____ for a grand total of \$_____._____."

Or

"...move to reject all bids for the Envirox Dilution Control system."

Moved By: _____

Seconded By: _____

MOKENA SCHOOL DISTRICT 159		10-Jul-12		Vendor -		Vendor -	
				Lymander		Performance	
	ITEM DESCRIPTION	Quantity	ORDER	COST/UNIT	TOTAL COST	COST/UNIT	TOTAL COST
	Dilution Control Chemicals						
1	E2B2 Wall Mount Dispenser - Description: E2B2 Wall Mount Dispenser manufactured by DEMA Engineering. Physical Data below: No Substitutions	1	21	124.95	2623.95	0.00	0.00
2	H2Orange2 117 - Proposed product must be concentrated one-step multi-purpose, hydrogen peroxide based cleaner/degreaser heavy degreaser for commercial and industrial applications with minimum HMIS ratings of 1-0-0-0 in concentrate and 0-0-0-0 in dilution. Must be EPA registered as a single step Sanitizer / Virucide with a 5 minute kill claim, 1 year shelf life, and must have a foil seal. Product must be diluted through an automatic 2 push button dilution control system with lockable bottle feature and be equipped with an enclosed internal backflow preventer. For bidding purposes, each case must contain 4X1 gallon containers. The product must also contain similar or like physical characteristics as outlined below: No Substitutions	CASE	50	188.37	9418.69	140.00	7000.00
3	Grout Safe - Proposed product must be concentrated one-step multi-purpose cleaner/degreaser with minimum HMIS ratings of 1-0-0-0 in concentrate and 0-0-0-0 in dilution. Must be Eco Logo or Green Seal Certified with a minimum 2 year shelf life, and must have a foil seal. Product must be diluted through an automatic 2 push button dilution control system with lockable bottle feature and be equipped with an enclosed internal backflow preventer. For bidding purposes, each case must contain 4X1 gallon containers. The product must also contain similar or like physical characteristics as outline below. No Substitutions	CASE	20	79.20	1584.00	79.00	1580.00
4	Greasinator - Proposed product must be concentrated heavy degreaser for commercial and industrial applications with minimum HMIS ratings of 1-0-0-0 in concentrate and 0-0-0-0 in dilution. Must be Eco Logo or Green Seal Certified with a minimum 2 year shelf life, and must have a foil seal. Product must be diluted through an automatic 2 push button dilution control system with lockable bottle feature and be equipped with an enclosed internal backflow preventer. For bidding purposes, each case must contain 4X1 gallon containers. The product must also contain similar or like physical characteristics as outline below. No Substitutions	CASE	20	73.46	1469.16	64.00	1280.00
5	Mineral Shock RTU - Proposed product must be Ready-To-Use (RTU) reduced toxicity combination of organic sold and degreasing agents with minimum HMIS ratings of 1-0-0-0. This product should be readily biodegradable, non-corrosive to skin, non fuming and unregulated for shipping, handling, and storage. For bidding purposes, each case must contain 12X1 quart containers. The product must also contain similar or like physical characteristics as outlined below. No Substitutions	CASE	6	105.45	632.70	80.00	480.00
6 G	B-550 / 117 Green Color Coded / Safety Spray Bottles - No Substitutions	1	62	5.85	362.88	2.20	136.40
6 R	B-552-SP / Red Color Coded Spray Bottles (triggers also) No Substitutions	1	62	5.85	362.88	2.20	136.40
6 R 2 Q	B-591 / 117 Red Color Coded / Safety 1/2 Gal Pump Up Sprayer - No Substitutions	1	14	33.99	475.86	24.95	349.30
	Delivery Charges						
	Installation Charges				220.00		0.00
	Grand Total				17150.12		10962.10